



Creating a Credential Architecture

- Identify all credentials offered, define them, and designate when and with what approval(s) can programs be created
- Research requirements and liaise with accreditors
- Develop policy on how much non-credit and prior learning can be applied to satisfy degree programs
- List all credentials in institution's system of record

POLICIES AND GOVERNANCE



Faculty and Academic Departments

- Academic department willing to grant credit
- Faculty available to review curriculum for alignment with degree program

LIAISING WITH ACADEMIC DEPTS



Curricular Alignments

- Credential and degree program have clearly articulated and assessed competencies or outcomes
- Credential and degree program curriculum and assessments validated by employers, industry groups, licensure bodies, etc.
- Career pathways exist for the non-credit and degree program

ALIGNMENT, VALIDATION, AND ASSESSMENT



Launching Non-Credit to Credit Pathways

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Non-Credit Instruction

- Instructors and SMEs have appropriate credentials/knowledge to teach non-credit content and satisfy accreditor requirements for the award of credit
- Instructors and SMEs have the knowledge to draft and deliver authentic assessments that measure appropriate knowledge and/or competency

SME AND NON-CREDIT FACULTY



Learners and Earners

- Learner identities and their earned credentials are verifiable.
- Learner-eligibility requirements for non-credit and degree program are clearly articulated for non-credit audiences
- Transparent and well-defined process for moving from non-credit to credit programs
- Delivery/modality meets learner needs

(L) EARNERS

DATA AND ANALYSIS



Accountability

- Learner performance data on third-party assessments are accessible and verifiable
- Programmatic performance aligned with appropriate institutional and regulatory norms
- Success metrics defined
- Employer and learner feedback
- Sustainability