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## FISCAL IMPACT REPORT

SPONSOR: Wilson DATE TYPED: 2/26/01 HB \_\_\_\_\_  
 SHORT TITLE: Credit for Prior Learning SB SJM-61  
 ANALYST: Gilbert

### APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY01	FY02	FY01	FY02		
		Minimal - NFI			

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files  
 No Response from the Commission on Higher Education

### SUMMARY

#### Synopsis of Bill

Senate Joint Memorial 61 requests the New Mexico Early Childhood Higher Education Articulation Task Force to make recommendations to the Commission of Higher Education regarding awarding credit from post-secondary educational institutions for prior learning.

#### Significant Issues

This joint memorial directs the New Mexico Early Childhood Higher Education Articulation Task Force (ECHEATF), under the direction of the Commission on Higher Education (CHE), to develop a standardized and comprehensive process for awarding college credit for prior learning and to present these recommendations to the CHE no later than September 30, 2001. The recommended process must be appropriate for implementation at all New Mexico institutions of higher education.

CHE staff are also directed to review the ECHEATF report and make recommendations for broader application and implementation to the CHE, appropriate legislative committees, and to the higher education community.

Demonstration of competence through challenge examinations, portfolios, interviews and other forms of documentation and assessment are necessary prior to awarding credit for prior learning.

## **FISCAL IMPLICATIONS**

The CHE did not indicate that additional FTE will be necessary to accomplish this request.

## **ADMINISTRATIVE IMPLICATIONS**

CHE staff are directed to review the ECHEATF report and make recommendations for broader application and implementation.

## **OTHER SUBSTANTIVE ISSUES**

The following issues are offered as the basis for this joint resolution:

- Education and many other professions are experiencing difficulty recruiting and retaining qualified personnel
- Many adults working in the early care and education profession possess competence and knowledge that they have gained through practical assistance
- Institutions of higher education do not currently systematically recognize or award credit for prior learning and competence
- Many people with demonstrated knowledge and competence in their profession encounter barriers when attempting to access higher education programs
- Awarding credit for prior learning includes the demonstration of competence through challenge examinations, portfolios, interviews and other forms of documentation and assessment
- The ECHEATF has studied a variety of strategies of awarding credit for prior learning that would apply to a variety of disciplines

LG/njw