Slide Deck: Rewriting the Rules of Credit: How Prior Learnitπng Assessment and Competency-Based Learning Are Redefining the Value of Lived Experience

This presentation explores Learning in Public (LIP), an equity-centered prior learning, competency based assessment model that reimagines how higher education recognizes, validates, and measures learning. Developed within an adult-serving, student-driven undergraduate program, LIP challenges traditional notions of where and how learning occurs by centering lived experience as a rigorous and credit-bearing site of knowledge production.

Through structured portfolios, students document and critically reflect on learning gained through work, family, community engagement, and prior education. Rather than translating experience into narrow course equivalencies, the LIP model integrates reflective practice, applied learning, and competency-based assessment aligned to institutional learning outcomes, including leadership, agency, collaboration, and ethical engagement. This approach both expands access and creates more equitable pathways for historically underserved learners, whose knowledge is often underrecognized in traditional academic systems.

The session will examine the design, implementation, and assessment frameworks that support LIP portfolios, including scaffolding structures, faculty calibration practices, and strategies for ensuring academic rigor and transparency. Participants will engage with sample portfolio elements and leave with actionable design principles for integrating lived experience into curriculum and assessment in ways that are inclusive, scalable, and aligned with institutional goals for student success and social impact.

Link for Activities:

https://sites.google.com/collegeunbound.edu/office-of-lip/home?authuser=0

CLASS Session Resources (re: AI chatbot facilitating student reflection):

- AAC&U CLASS Companion Resource
- AAC&U CLASS Presentation