

PHASE III

Credit for Prior Learning Final Report



Prepared by TPMA on behalf of the Indiana Commission for Higher Education

Contents

Acknowledgments	3	Appendix	49
Executive Summary	7	Appendix A: CPL Model Policy Task Force Survey Results.....	49
CPL Phase I.....	8	Appendix B: Military Cultural Awareness Resources.....	57
CPL Phase II.....	8	Appendix C: Credit for Prior Learning Resources.....	58
CPL Phase III.....	9	Appendix D: 2021 Policy Recommendations Report.....	59
CPL Phase III Project Outcomes	10	Appendix E: Credit for Prior Learning Model Policy Guidance Responses.....	180
Task 1: Model Policy Development Task Force	10	Appendix F: Model Credit for Prior Learning Policy Guidance.....	183
Purpose.....	10	Appendix G: Draft Indiana Model Credit for Prior Learning Policy Guidance.....	200
Process.....	10	Appendix H: Credit for Prior Learning Definitions.....	219
Task 2: Data Collection Task Force	14	Appendix I: Credit for Prior Learning Data Collection Survey.....	225
Objective 1: Identify data collection requirements from each institution.....	17	Appendix J: Credit for Prior Learning Common Categories, Methods, and Definitions.....	233
Objective 2: Create a data term dictionary for reporting clarity.....	23	Appendix K: PLA Data Tracking.....	238
Objective 3: Determine the tool institution should use to report the data.....	24	Appendix L: Credit for Prior Learning Ambassador Brief.....	256
Task 3: Clearinghouse 2.0 Task Force	26	Appendix M: Credit for Prior Learning Ecosystem and Benefits.....	258
Purpose.....	26	Appendix N: Credit for Prior Learning Program Implementation Key Considerations Military Learning Program Hub.....	259
Process.....	27	Appendix O: Mentimeter Results.....	334
Clearinghouse 2.0 Recommendations.....	27		
Phase III CPL Project Technical Assistance & Professional Development	30		
Phase III Taskforce Members Only - List of Recommendations	37		
Indiana CPL Military Program Component	40		

Acknowledgments

TPMA served as the project manager in collaboration with Dr. Stacy Townsley, Associate Commissioner for Adult Strategy, Indiana Commission for Higher Education. TPMA invited additional subject matter experts to join the project initiative: Dawn Busick, Strategic Advisor to serve as the Project Manager, Dallas Kratzer, Kratzer Consulting and the Council for Adult and Experiential Learning (CAEL).

The Phase III Credit for Prior Learning Project included three statewide task forces of members from each public higher education institution in Indiana along with key stakeholder partners including Indiana Chamber of Commerce, Division of Workforce Development, and local Workforce Development key administrators. They researched, developed, and sustained the impactful work documented in this report, on top of their day-to-day roles and responsibilities beginning in June 2023 through November 2023.

Ball State University

- Amy Barsha, Assistant Vice Provost for Lifetime Learning
- Alexander Kluber, Director of Institutional Research
- Emma Legg, Director of Governmental Affairs
- Anand R. Marri, Interim Provost and Executive VP for Academic Affairs
- Jim McAtee, Assistant Vice President and Executive Director for Career and Professional Development
- Drew Miller, Registrar
- Erin Mason, Registrar

Indiana State University

- April Hay, Registrar
- Linda Ferguson, Associate Director, Institutional Research
- Patty McClintock, Director, Intuitional Research
- Diann McKee, Senior Vice President
- Christopher Olsen, Vice President of Academic Affairs and Provost
- Laura Vanatti, Associate Registrar
- Kelly Woods-Johnson, Director of Assessment and Program Effectiveness

Indiana University

- Carolyn Gentle-Genitty, Assistant Vice President for University Academic Policy
- Andrea Ingle, Interim Director, Compliance and Reporting
- Jeff Johnston, Registrar
- Adam Maksl, Manager of eLearning Innovation
- Zach Smith Howard, Assistant Director for State Relations
- Jeff Weber, Assistant Director for Academic Policy and Programs

Indiana University Bloomington

- Rahul Shrivastav, Provost and Executive Vice President

Indiana University Kokomo

- Scott Jones, Executive Vice Chancellor
- Julie Saam, Associate Vice Chancellor for Academic Affairs
- Michael Tulley, Emeritus Professor of Education

Ivy Tech Community College

- Molly Dodge, Senior Vice President, Workforce and Careers
- Shakira Grubbs, Enrollment Strategy
- Kathy Huffman, Assistant Vice President for Operations and Outcomes
- Tim Kish, Senior Data Strategist
- Drew Lurker, College Registrar
- Dean McCurdy, Provost & Senior Vice President of Academic Affairs
- Rachel Stuffle, Director of Public Affairs
- Mike Thombleson, Coordinator IDEC E3

Purdue University & Purdue University West Lafayette

- Molly Amstutz, Director, IDA+A and Chief Data Officer
- Keith Gehres, Assistant Vice Provost and University Registrar
- Catherine Golden, Assistant Vice Provost for Academic Initiatives
- Alecia Nafziger, Director, Government Relations and Fiscal Policy Analysis

Purdue University Global

- Jon Harbor, Provost
- Ron Maggitt, Senior Articulation Analyst
- Allegra Fowler, Registrar/Prior Learning

Purdue University Northwest

- Chris Holford, Provost and Vice Chancellor of Academic Affairs
- Gillian Leonard, Director of Compliance and Data Governance
- Becky Stankowski, Associate Chancellor for Academic Affairs
- Jennifer Williams, Registrar

Purdue University Fort Wayne

- Carl Drummond, Vice Chancellor for Academic Affairs

University of Southern Indiana

- Julie McCullough, Interim Associate Provost
- Gregory Johnson, Interim Chief Data Officer
- Michael Dixon, Dean, School of Graduate Studies
- Wes Durham, Director of Bachelor of Professional Studies
- Sandy Frank, Registrar
- Joel Matherly, Director, Veteran Military and Family Resource Center
- Tracy Sinn, Assistant Registrar
- Aaron Trump, Vice President for Government Affairs and General Counsel

Vincennes University

- Alex Sievers, Director of Military and Veteran Support Services
- Amy Coots, Assistant Registrar
- Jennifer Holscher, Director of Institutional Research
- Rick Kribs, Assistant Provost for Curriculum and Instruction
- Rebecca Little, Registrar
- Matthew Schwartz, Assistant Vice President, Outreach and Engagement
- Stephanie Stemle, Assistant Vice President Strategic Initiatives
- Laura Treanor, Provost

Ascend Indiana

- Erica Medina, Manager of Talent Partnerships

Center for Workforce Innovations

- Kathy Neary, Strategic Innovation Officer
- Andrea Proulx Buinicki, Vice President, Workforce Initiatives

Community Alliance of the Far Eastside

- Jamarro Johnson, Director of Youth and Family Services

EmployIndy

- Kristen Barry, Vice President, Research and Strategy
- Kevin Duffy, Senior Director External Affairs

Independent Colleges of Indiana

- Jodie Ferise, Vice President and General Counsel

Indiana Association for Adult and Continuing Education

- Matt Brown
- Jenn Wigginton, Executive Director

Indiana Chamber of Commerce

- Todd Hurst, Executive Director, Institute of Workforce Excellence
- Natalie Wenzler, Director of Partnerships and Training

Indiana Commission for Higher Education

- Jessica Barrett, Director of Academic Affairs and Transfer
- Jose Medina, Director of Business and Community Engagement on the Adult Strategy
- Alex Parkison, Director for Research and Analytics
- Alison Partee, Director of User Experience
- Ken Sauer, Senior Associate Commissioner and Chief Academic Officer
- Jillian Scholten, Director of Academic Affairs and Talent Credentialing
- Stacy Townsley, Associate Commissioner for Adult Strategy

Indiana Department of Workforce Development

- Leslie Crist, Associate Chief of Workforce Programs
- Jerry Haffner, Division Director, Adult Education
- Beth Meguschar, Associate Chief Operating Officer - Workforce Education and Training
- Marilyn Pitzulo, Associate Chief for Workforce Strategy
- Pam Warner, Director of Career Exploration and Advising

Indiana Governor's Workforce Cabinet

- Matt Butler, Senior Policy Advisor for Education & Workforce

INvets

- Katelyn Colclazier, Vice President

South Bend Regional Chamber

- Kate Lee, Executive Director, Education and Workforce

Southern Indiana Works

- Tony Waterson, President and CEO

Council for Adult and Experiential Learning (CAEL)

- Allymyr Atrero, Director, Initiatives
- Beth Doyle, Senior Vice President, Initiatives and Solutions
- Wilson Finch, Vice President, Initiatives
- Kristen Himmerick, Vice President, Solutions
- Becky Klein-Collins, Vice President, Research and Impact
- Alicia Myrick, Director, Initiatives

TPMA

- Nioka Clark, Senior Advisor, Engagement & Innovation
- Kelly Friend, Senior Manager
- Derek Redelman, Senior Director, Education and Workforce Strategy
- Kelsey Simpson, Consultant
- Vicki Thompson, Senior Advisor, Education and Workforce Strategy
- Brenda Vogley, Senior Project Manager

Independent Consultants

- Dawn Busick, Contracted Project Strategic Advisor
- Dallas Kratzer, Kratzer Consulting LLC

Task force project members from across the state participated in multiple surveys, focus groups, and multiple task force meetings representing each of their respective institutions or organizations. They shared credit for prior learning experiences, perspectives, and recommendations. Their voices were essential to the project initiative leadership team in fully developing the first Indiana Credit for Prior Learning Model Policy Guidance.

Thank you to the Indiana Commission for Higher Education (CHE) for granting TPMA the opportunity to lead this project initiative. The combined products of this work – advancing and expanding credit for prior learning in Indiana since 2020 – has helped lay the groundwork for needed systemic change and for building the capacity of institutions to enhance access to postsecondary education for adult learners. We are especially grateful for our partnerships with Dawn Busick, Contract Strategic Advisor Consultant, Dallas Kratzer, Kratzer Consulting, LLC and the Council for Adult and Experiential Learning (CAEL) team members whose expertise and support were invaluable to this work.

Executive Summary

This report reflects the work performed in the Phase III Indiana Credit for Prior Learning Project (CPL) initiative, key takeaways and recommendations for further consideration and or actionable initiatives for the Indiana Commission for Higher Education (CHE) in growing the new statewide CPL program initiative.

The Indiana CPL initiative has been implemented in phases to explore and research ways that will provide the best designed CPL program to meet Indiana's higher education needs for adult learners. The work these past six months is a continuation of previous projects where a variety of credit for prior learning program scans from around the nation and within Indiana's very own public institutions was conducted. From this previous work, the Phase III project focused on four areas of recommended further work from the [2021 Policy Recommendations Report](#).

For years, many Indiana public institutions have supported some form of credit for prior learning practices, and some have implemented specific institutional based policies and procedures for their CPL programs. [CHE Hoosier Opportunities and Possibilities through Education \(HOPE\) Agenda](#) endeavors for Indiana to become a top 10 state in the utilization of credit for prior learning. CHE recognizes the strong need for utilization and expansion of CPL across all Indiana public higher education institutions and aims to be a statewide framework for improving CPL services, transferability, standards, and partnerships.

This report begins by briefly outlining the previous Indiana CPL statewide work initiatives that have supported CHE up to adopting the first ever statewide CPL Model Policy Guidance. The report also outlines Phase III project recommendations for future program work to be given further consideration as the CPL Programs are being implemented across the state.

The most common recommendations to the project leadership team were that CHE continues to work on specific guidance/guidelines in support of program implementation, program data collection and reporting, and consistent program marketing resources. Many of the institutions are seeking financial resources from the state that will aid them in program implementation and sustainability.

As detailed in the Comprehensive Listing of Recommendations later in this report, and to summarize, the most common recommendations made to the project leadership team were:

- Policy and Guidance
- Program Implementation
- Data Collection and Reporting
- Clearinghouse 2.0

Project History and Introduction

The report serves as the continuation of a body of work that began in 2020 to explore and benchmark Indiana's public institutions' CPL opportunities and programs. The following is a summary of outcomes from previous projects, which then lead to the Phase III CPL Project Initiative and its outcomes. The report closes with recommendations for CHE to consider for additional CPL work and a focus on the student sample target population chosen for CPL program implementation: Military Credit for Prior Learning.

CPL Phase I

Phase I began in 2020 with formalized occupational crosswalks of specific hard and soft skills sets aligned to educational supportive pathways. In partnership with CHE, TPMA, and Ivy Tech Community College, this Phase I project developed ten occupational crosswalks from declining occupations to sustaining and in demand occupations for adult learners who were being displaced. The project also allowed for some initial professional development provided to 45 key faculty and staff from Ivy Tech Community College and Vincennes University in how to develop future occupational crosswalks.

CPL Phase II

In partnership with CHE, the Governor's Workforce Cabinet, all public institutions, as well as TPMA and Council for Adult Experiential Learning (CAEL), Phase II built on the work from Phase I. Phase II included: Statewide Credit for Prior Learning Task Force, Professional Development, Marketing Plan & Digital Tool Kit, and Employer Engagement.

At the conclusion of the Phase II in December 2021, TPMA issued a project report that included the following recommendations:

- Retain the statewide task force to gain additional institutional and partner agency stakeholder acceptance of the CPL statewide program design, policies, and program implementation.
- Have CHE serve as the administrative entity for the Clearinghouse and CPL program resources.
- Engage further work groups in support of program design, development, and implementation needs outlined within the report recommendations.
- Seek a bi-annual budget request necessary to implement new program tools, staffing, and marketing resources.
- Further develop and identify programs that are directly connected to the benefits of the CPL program offerings that will reduce work effort duplication, such as the current work Indiana is implementing with Credential Engine and the new Career Explorer system.

Upon completion of this extensive 18-month project of research, identifying Indiana's own best practices and reviewing the above recommendations, CHE formalized a CPL model program initiative with the engagement of many practitioners statewide.

CPL Phase III

The Phase III project goal included four specific task areas: Development of a statewide model policy guidance, strategies to develop a new Clearinghouse 2.0 platform, development of best methods for data collection in support of the program, and additional ongoing technical assistance and professional development in growing a CPL statewide program initiative.

Through the work of this project, an initial first draft CPL model policy guidance was developed and vetted prior to submission to the Indiana Commission for Higher Education for adoption. Upon the completion of the multiple task force meetings, the project allowed for a half day in-person CPL collaboration event where all institutions and stakeholders came together to provide a final vetting of the model policy guidance, and to share key project insights and outcomes on the data collection objectives and clearinghouse 2.0 strategies. This event also served to support focused discussions around program implementation and program expansion.

The final draft Credit for Prior Learning Model Policy was presented to the full Commission on November 9, 2023. It was at this meeting that the Commission approved a Resolution to Adopt the Indiana Credit for Prior Learning Model Policy Guidance. It is fully expected the policy will undergo modifications as needed during CPL program implementation begins in 2024.



CPL Phase III Project Outcomes Task 1 through 4

Task 1: Model Policy Development Task Force

Purpose

The Model Policy Development Task Force was convened with the primary objective of collaborating with CHE and its project leadership team – consisting of TPMA as the project manager, Kratzer Consulting LLC, and Counsel for Adult Experiential Learning (CAEL) – to advance the comprehensive integration of CPL policies and practices initiatives across the state of Indiana into one State Model Policy Guidance. The task force members reviewed Indiana’s current CPL policy environment as well as state model policy guidance across the nation. These task force conversations enabled systems-level leaders to support the design of one model policy guidance at the state level that elevates CPL as a tool for higher education achievement.

Process

To fulfill this overarching mission, the Task Force executed a multifaceted approach. First, it conducted a rigorous examination of the extant state and institutional policies governing CPL programs, thereby ensuring a meticulous comprehension of the prevailing regulatory landscape. Subsequently, the Task Force embarked on a thorough review of national policies and best practices that were pertinent to both states and educational institutions, thereby leveraging a broader spectrum of knowledge.¹ Armed with this comprehensive understanding, the Task force developed a draft of Indiana’s model guidance as it relates to CPL. Additional work was done through three task force meetings:

Date

Purpose & Objectives

**Thursday,
June 29**

- Provide a Credit for Prior Learning (CPL) project overview
- Discuss Task force purpose and expectations
- Begin discussing model guidance examples across the nation
- Determine the path forward and next steps

**Tuesday,
July 18**

- Break out into groups to discuss the TN and CO examples, including what might/might not work in Indiana
- Break out into groups to discuss the ideal state for Indiana’s CPL model policy guidance
- Determine the path forward and next steps

**Wednesday,
August 16**

- Recap Subcommittee discussions
- Discuss specific components of model policy guidance

¹ Specifically, the Task force reviewed Delaware, Tennessee, and Colorado CPL policies.

The first task force meeting introduced project goals and was followed by a survey to gather additional feedback and insights, and to help determine next steps. The survey results underscored the key priorities for statewide CPL policy and guidance: ensuring equity and access, creating transparency, maintaining consistent quality, increasing awareness, and clarifying external policy concerns. Ideal CPL states are characterized by credential alignment, faculty involvement, and comprehensive learner support. Challenges that need to be addressed include standard adoption, resource limitations at regional institutions, and gaining faculty support. To guarantee successful CPL efforts, institutions require resources for marketing and awareness, state support for expanding various types of prior learning assessments, and funding for centralized administration that prioritizes marketing, internal skill development, and networked advising for learners ([see full survey results here](#)).

The second task force meeting enabled participants to interact more intentionally with national best practices in CPL, with particular focus on states like Colorado, Delaware, and Tennessee. Through breakout discussions, several key takeaways emerged: Breakout #1 discussed the pros and cons of adopting policies like those in Colorado and Tennessee, highlighting the tension between institutional buy-in and flexibility. Breakout #2 emphasized the importance of examining systems like Colorado and Tennessee, focusing on issues like transcript-building credit and the potential for contested no-cost credit in Colorado. Breakout #3 recognized that Indiana could learn from Vincennes University's successful CPL initiatives but also acknowledged challenges related to disseminating information across the state. And Breakout #4 pointed out the significance of considering CPL routes for post-traditional and adult learners, evaluating industry work credit, and addressing the complexities of portfolios, with a consensus on the importance of faculty and staff involvement.

Coming out of the second task force meeting, participants were asked to engage in a series of subcommittee discussions (each task force member was asked to participate in two subcommittee discussions) to develop core topic elements of a model policy guidance. These core topics were:

- Transcription, Transferability, and Data
- Program and Service Design
- Standards for Assessing Credit for Prior Learning and Quality Assurance
- Community, Workforce, and Employer Partnerships
- Value Statement

The discussion from these subcommittees is summarized here:

Value Statement

During the value statement share-out, key themes included emphasizing diversity and equity in CPL, demonstrating its broader benefits to the economy and public good, and ensuring academic rigor. The proposed value statement highlights valuing students and learners, consistency, and practicality in serving the community. The discussion considered defining equivalency and aligning with institutional missions while avoiding duplication. Serving the public good remained a central focus. The value statement aims to be inclusive and holistic, promoting equitable access to CPL opportunities.

Program and Service Design

Various aspects of the proposed policy were deliberated. Key points included aligning with the Higher Learning Commission (HLC) for accreditation, making CPL accessible after admission, creating low-barrier pathways, ensuring transparent fee structures, and providing student-centered support services. There was a focus on equity, transparency, and the alignment of CPL with institutional credit. The group also discussed financial aspects, such as fees and the potential impact on first-generation students, and the importance of clarity in explanations provided to students. Additionally, the conversation touched on the need for standardized practices across credit and non-credit programs and proactive advising and faculty training.

Transcription, Transferability, and Data

The focus was on reviewing policies from various states. Three key areas were identified: data collection, transcription of credits, and transferability of CPL credits. The group emphasized the importance of having agreements among institutions to facilitate the recognition of CPL credits across Indiana institutions and the creation of Memorandums of Understanding (MOUs) to benefit students. Cross-walking CPL to institutional courses for better transfer outcomes was discussed, with a preference for minimizing exceptions in policy. There was a consensus on building upon existing initiatives to promote transfer and the importance of third-party validation, with American Council on Education (ACE®) and similar organizations potentially playing a pivotal role in this process.

Standards for Assessing CPL and Quality Assurance

The emphasis was on ensuring robust evaluation of all CPL assessments, with an insistence on faculty or subject matter experts (SMEs) conducting assessments twice to ascertain content validity and measure validity. The primary focus was on assessing the level of demonstrable learning rather than just awarding credit. Clear guidelines for institutions to determine whether CPL credits meet degree requirements were discussed to prevent students from pursuing credits that might not transfer or lead to discrimination. Additionally, the conversation touched on the applicability of military credits and the need for consistency in how they are converted and applied across different levels of education. The goal is to provide equitable opportunities for all students to advance their learning through CPL.

As such, the Model Policy Guidance Task Force endeavored to deliver invaluable insights and recommendations (see below) that served as a catalyst for enhanced access to higher education and the equitable recognition of prior learning experiences within the state, thereby contributing to the cultivation of a more inclusive and equitable educational ecosystem.

Community, Workforce and Employer Partnerships

The policy component focus here is to be inclusive of partnerships with external organizations in support of CPL. It should be noted that often this specific topic has less to do with policies and procedures and more about best practices and innovative opportunities. Their key priorities identified were ensuring external stakeholders have a clear process and messaging how they may engage, benefit, and maintain their job skill needs are being met.

Upon the completion of the subcommittee work, the project leadership team collectively developed a draft CPL model policy guidance for all project participants to begin vetting and sharing with their institutional peers to garner feedback and build consensus around a single state policy to support Indiana's CPL implementation. The vetting of the first draft CPL model policy guidance was shared electronically and opened for feedback for two weeks prior to the scheduled in-person collaboration session in October 2023.

Summary of Feedback from the Task Force [First Draft CPL Model Policy Guidance](#)

The task force came to an agreement for a first draft recommended model policy guidance based on robust conversations and debates over several months. This included substantial feedback from most institutions in the state. Since the first draft was opened for wider comments, some non-task force institutions have offered additional concerns and suggestions. It is unclear if those objections would be placated by a discussion of the merits of the original draft or if there are cases where the language needs to be attenuated to make sure all institutions agree. Similarly, it may be sufficient to reduce imperative language (e.g., changing “shall” to “should”) so that other alterations are not necessary. It is also worthy to note, as with all policies, there is great support for program policy guidance improvements to be made in the future as CPL program implementation starts in 2024 and as the program matures in years to come. Below is a summary of the comments from the open-comment period of this first draft policy:

General comments:

1. Requests for clarifications and cross-referencing where relevant (e.g., value statement notes exceptions are made for specialized accreditation, but this could be repeated in the Standards for Assessment section).
2. The value statement has been updated with new feedback, but others may want to review the new version as well (which has now been done).
3. References to awarding CPL at admission should be changed to matriculation (which has now been done).
4. Changing all references from “shall” to “should” (which has now been done).

Issues potentially requiring further discussion:

1. Transfer guarantees of CPL credits. The task force and some commenters supported this, but feedback from two institutions suggested it should not be required.
2. Partnership examples: There is a request to provide greater specificity and examples for the final section on partnerships.
3. CPL matching to specific courses. The task force and some commenters supported this, but one institution suggested this should be removed.
4. Requirement that the matching of course learning outcomes with the prior learning should be 70% to be considered equivalent. The task force and some commenters supported this, but one institution suggested this should be removed because they want to be more restrictive.
5. CHE goal of having some sort of CPL available in all disciplines. While a wider conversation may be necessary, concerns here may be due to a misunderstanding about the exceptions allowed for specialized accreditation.
6. Utilizing CPL in the same manner as its course equivalents. The task force and some commenters supported this, but one institution suggested this should be removed.

The project leadership team reviewed and considered all the above and openly discussed with CHE leaders to ensure the final [draft CPL Model Policy Guidance](#) serves and supports their goals in implementing a successful statewide CPL Program with the institution's support.

Task 2: Data Collection Task Force

Overview of Process

A CPL Data Collection Task Force was formed to aid CHE in developing program data collection for evaluation and quality assurance on the program. Again, task force members include representatives from Indiana's institutions of higher education, the Indiana Department of Workforce Development, the Council for Adult Experiential Learning (CAEL), as well as CHE leadership. A list of all task force members and institutions can be found [here](#).

This task force supported the 2021 Policy Recommendations Report, where there were very specific outlined objectives for successful CPL data collection:

- **Objective 1:** Determine what data CHE needs to collect from each institution.
- **Objective 2:** Develop a standardized dictionary of data terms so that institutions know what type of data to report.
- **Objective 3:** Determine the tool institutions should use to report the data.

To meet these objectives, the CPL Data Collection Task Force utilized a series of virtual meetings, a data collection survey, and various Google Jamboard meeting sessions.

The CPL Data Collection Task Force met five times virtually between the end of June and mid-September 2023. Discussion included:

- Current adult learner data collection efforts in Indiana,
- Opportunities for improvement,
- Standardization,
- Data collection methodologies and reporting,
- Best practices for analyzing and utilizing adult learner data to inform policy decisions and program development,
- Fostering collaboration and information sharing among stakeholders, and
- Exploring innovative approaches and technologies for data collection and management.

During these meetings, both facilitation with notetaking and Google Jamboard were used to collect input from the task force. A data collection survey was developed with task force input and distributed to the individuals designated by each institution on July 31, 2023. Results were shared with the task force during subsequent meetings. Further information on the data collection survey will be shared below. Additional Google Jamboard sessions were offered and held between meetings to build on and clarify work supporting standardized definitions for data collection.

Summary of Activities Completed in Meeting the Objectives

In ongoing efforts to enhance postsecondary educational oversight and programmatic guidance, CHE outlined three primary objectives:

Objective 1: Determination of Data Needs/Fields

Initially, CHE aimed to identify the data each institution must provide. CHE created the Clearinghouse based on that legislation (see pages 26-27 of this report that makes reference to that development) —a centralized inventory for learning assessments that can lead to advanced standing or postsecondary credits at all state educational institutions. Institutions are required to provide data, ranging from assessment name, provider, cost, alignment with state educational institutions, secondary career pathways, industry credentials, and specific competencies or objectives it seeks to evaluate. Additionally, this data must be available on the respective websites of all involved.

Mapping out the data fields began with a survey designed to gauge current requirements and gaps at each institution. Following this, the task force convened for several meetings to discuss, dissect, and finalize the program data fields. Input from external subject matter experts was sought to ensure alignment with broader industry standards. Guidance from CAEL was also incorporated, enhancing our methodology. Once finalized, the data fields table was included in the [final draft CPL Model Policy Guidance](#) for stakeholder reference.

Objective 2: Development of Common Data Definitions

The second objective, developing a comprehensive dictionary of data terms, underscores the importance of standardizing the data. This is crucial given the varied terminologies and data collection methods used across institutions. By defining terms, establishing data parameters, and specifying necessary metrics, CHE can ensure consistent data reporting from each institution.

Data definitions were developed collaboratively with subject matter experts at Kratzer Consulting and CAEL, and complemented by the survey findings. Collaborative sessions using Google Jamboard were conducted to refine the definitions, which were then benchmarked against industry standards from CAEL and ACE®. The finalized data definitions were reviewed by all stakeholders during a final virtual session. A list of these can be found [here](#).

Objective 3: Recommendations for Tools

The final objective considered the most suitable tool for all institutions to report their data. Several tools such as CHEDSS and CAEL's Credit Predictor Pro, and others offer customizable features that can align with CHE's data requirements. The task force's challenge was to identify or adapt a tool that provides a streamlined process for institutions and meets the specific data collection needs of CHE.

After identifying the most commonly used data collection tools, we conducted a series of data collection systems demonstrations to provide an overview of other options, including Credential Engine™, Banner, ACE®, and CHE Data Submission System (CHEDSS). Following these demonstrations, the task force members' consensus leaned towards a flexible approach.

Regardless of the type of system in use, all institutions were advised to collect the data fields (as defined in Objective 1) and export them in a universal format, making it compatible for uploads into CHEDSS. The prospective timeline for this recommendation was contingent on the launch of CHEDSS 2.0. Further guidance on data collection processes, standards and tools will be forthcoming from CHE.

Following is a more detailed report of Task Force activities completed in meeting the three objectives of the CPL Data Collection Task Force.

Objective 1: Identify data collection requirements from each institution.

CPL Assessment Data Guidance Analysis

The examination of the Credit for Prior Learning (CPL) landscape reveals several components essential for refining the operational efficacy and accuracy of the data collection process.

This analysis is informed by standardized terminologies provided by the task force to present a coherent overview.

A key element is the CPL assessment cost, which is designated as a requisite data point. This emphasis underscores the necessity to categorize and report this metric, ensuring stakeholders can evaluate the financial and academic implications of engaging with CPL.

In the context of CPL credits attempted, there exists a pronounced interest in data acquisition. The challenge, however, is the current lack of a structured mechanism for systematic data capture. Therefore, the recommendation is to focus on distinct CPL methods that offer essential data on credits attempted. Methods such as portfolios, challenge exams, and specific individualized exams are particularly prominent in this context.

A deeper examination suggests that the overarching goal of monitoring credits attempted, especially at the institutional level, is to comprehend the success trajectories of varied CPL methodologies. Such insights are instrumental in probing deeper operational queries:

Is the current student support infrastructure adequate? Are advisors inadvertently directing students towards CPL without sufficient prior learning evidence? These pivotal inquiries might require shifts in institutional CPL strategies, potentially impacting areas like student advising.



Data pertaining to CPL credits applied to completion credentials provides a distinct opportunity. It is imperative that these data be collated, monitored, and reported effectively for learners who have finished their academic pursuits. Historical data trends have highlighted challenges, such as with ACE® military credits, related to actual versus recognized credits. It is of paramount importance to ensure that credits awarded align impeccably with a student's academic trajectory, mitigating complications associated with Satisfactory Academic Progress (SAP) and counterproductive credit allocations.

It was recommended that data on CPL credits earned be systematically captured. This metric serves as a cornerstone in evaluating the efficacy of the CPL data process. Conversely, demographic data pertaining to CPL program participants, encompassing parameters like gender, age, race/ethnicity, and income, remains an area of keen interest. A potential solution could be leveraging existing infrastructure, such as the Student Information System (SIS), if it integrates CPL data.

The financial component of CPL, encompassing state financial aid metrics related to CPL costs, emerges as a pertinent data sphere. However, establishing a robust mechanism for data capture remains a challenge. The alignment of CPL assessments with state educational frameworks, secondary career trajectories, academic curricula, Career and Technical Education (CTE) modules, or pathways assure the relevance of CPL.

It is vital to distinctly categorize the assessment terminology from the method, indicating a broader purview for the latter. Essential data attributes also encompass the assessment provider, its congruence with state education paradigms, its resonance with industry validations, and its application scope. It is fundamental that these assessments are anchored in discernible competencies or instructional objectives.

To summarize, while certain facets of the CPL data guidance process have achieved clarity and structure, others necessitate enhanced strategies for effective data acquisition. Addressing these nuances will amplify the precision of the CPL data process, equipping stakeholders with comprehensive insights to drive informed academic and strategic decisions.

CPL Data Collection Survey

The task force suggested we survey the participating institutions to gain a full understanding of the current state of CPL data collection. With this suggestion, a survey was conducted in late July to collect information and feedback specific to CPL data collection. Survey questions gathered input on current data/software tools and resources that have been developed and utilized, what data fields institutions are currently collecting information in (types or methods of CPL offered, assessment names and costs, number of CPL credits attempted and/or earned, CPL program participant demographics, and completion/outcome rates), target populations for CPL, recommendations for improvement and additional resources that might be needed to support CPL data collection. A full list of participating institutions, survey questions and full survey results can be found [here](#). Below are highlights from the survey.

Highlights of CPL Data Collection Survey Results

1. Enhancing Data Collection and Reporting for Credit for Prior Learning Assessment (CPL)

In a concerted effort to improve the tracking and reporting of data related to CPL Assessment, institutions have been actively engaging in discussions and assessments of their data collection tools and processes. CPL, which allows students to earn college credit for knowledge and skills gained outside traditional coursework, plays a crucial role in advancing their academic pathway and accelerating completion.

2. Narration of “What and Why”

Registrar: Building an Efficient Data Collection Tool

The Registrar at one institution acknowledges the significance of a data collection tool that seamlessly tracks inquiries, credit requests, and associated costs. They emphasize the importance of identifying critical data fields for tracking and ensuring their maintenance. While they do not currently have a data dictionary or handbook, they rely on an existing handbook to guide CPL credit transcription. This institution’s commitment to data collection is evident, with multiple required data fields. They are also interested in collecting datafields not currently tracked, recognizing the potential value of this information and the program it serves.

Registrar: The Need for Clear Definitions and Tools

Another Registrar emphasizes the need for clear data field definitions to ensure consistent reporting among all institutions. They also highlight the requirement for additional data collection tools beyond Banner to effectively manage and store data. While they have a handbook for CPL credit transcription, they indicate that not all data fields are currently collected, emphasizing the importance of clarity in practices and data terminology.

Executive Director, Center for Prior Learning Recognition: Current Data Collection Success

The Executive Director of the Center for Prior Learning Recognition indicates satisfaction with their data collection process, citing the use of a homegrown degree plan management tool that provides control and oversight. They possess both a data dictionary and a handbook for CPL credit transcription. Their institution requires several data fields, and they express interest in maintaining standardization for better data interchange.

Assistant Registrar: Increasing Credit Awards and Staff Needs

This Assistant Registrar highlights the challenges they face due to an increase in credit awards, which has required more staff time. They acknowledge the importance of having full-time employees to manage the process efficiently. The institution already possesses a data dictionary and handbook for CPL credit transcription. They also express the need for additional data granularity and centralized processing.

**Assistant Vice President for Student Records - College Registrar:
Centralized Processing and Tracking**

This Assistant Vice President highlights the need for a more centralized process and a system for better tracking and awarding of credit from portfolio evaluations. They also express a desire for greater data granularity and a streamlined process.

University Registrar: Consistency Across Academic Units

The University Registrar emphasizes the importance of consistent practice across all academic units. They already have a data dictionary and handbook for CPL credit transcription. Their institution requires several data fields and actively tracks a wide range of CPL methods and types.

Asst Vice Provost for Lifetime Learning: A Call for Centralized Data Tracking

The Assistant Vice Provost expresses interest in centralized data tracking at the university level and widespread knowledge of CPL processes throughout the university.

3. Current Data Collection Tools and Challenges

- The Registrar of an educational institution is using the Banner software application to collect CPL data. The tool serves as a forward-facing system for tracking inquiries, requests for credit, and final postings while identifying the associated costs. However, the Registrar acknowledges the need to identify important data fields for tracking and maintenance, highlighting the absence of a data dictionary or handbook. Despite this, they do have a handbook guiding how CPL credit should be transcribed. They note that various data fields are required by HEA1549 enacted in 2020 General Assembly, including Type or Method of CPL Credit Offered, Type or Method of CPL Credit Awarded, CPL Assessment Name, CPL Assessment Provider, CPL Assessment Cost, Number of CPL Credits Attempted, Number of CPL Credits Earned, CPL Program Participant Demographics, State Financial Aid Applied, and Other Types of Financial Aid Applied.
- The Executive Director of the Center for Prior Learning Recognition uses CampusNexus/CampusVue by Campus Management to collect CPL data and finds their data collection tool effective. They emphasize the importance of common definitions and groupings to enable better data interchange among institutions.

4. Data Collection and Staffing Needs

- Another Registrar using Banner highlights the need for clear definitions of data fields for consistent reporting. They express the desire for an additional data collection tool, as Banner primarily serves as a storage system for their data. They also mention that having standard definitions among universities would facilitate consistent data reporting. They express the need for more information on how reported data is used to determine the necessity of additional resources.
- The Chief Data Officer and Director of Institutional Data Analytics + Assessment also use Banner for CPL data collection and express the importance of standardization at the state level. They emphasize the need for an easily accessible database to enhance data reporting.

5. Manual Processes and Full-Time Employees

- The Assistant Registrar mentions the challenges of manual data entry due to the manual awarding of credit in Banner. They stress the need for a full-time employee to manage this workload effectively. They highlight the importance of clear guidelines from all levels of involvement and the development of additional institutional coding.
- The Assistant Vice President for Student Records - College Registrar uses uAchieve/Banner and suggests the necessity of more granularity in data collection. They stress the importance of a centralized process for tracking and awarding credit from portfolio evaluations.

6. Consistency and Collaboration

- The University Registrar, who uses PeopleSoft, focuses on achieving consistent practices across academic units. They express a need for more data fields related to CPL and emphasize the importance of common definitions for various student demographics, including those who speak other languages and artists.

7. Centralized Data Tracking and Knowledge

- In contrast, the Assistant Vice Provost for Lifetime Learning does not currently use a data/software tool but expresses an interest in centralized data tracking at the university level. They emphasize the need for widespread knowledge of CPL processes throughout the university.

8. Software Tools for CPL Data Collection:

- 100% of respondents are currently using data/software tools for CPL data collection.
- The most mentioned software applications for data collection include Banner, CampusNexus/CampusVue, PeopleSoft, uAchieve, and homegrown tools.

9. Challenges in Data Collection:

- 100% of respondents highlight the importance of data collection tools for tracking inquiries, credit requests, and associated costs.
- 80% express the need for clear definitions of data fields to ensure consistent reporting.
- 60% report the absence of data dictionaries or handbooks for data terminology.
- 60% mention challenges in maintaining consistency due to varying definitions and practices.
- 80% point out that the lack of standardization in data fields is a barrier to effective CPL data collection.

10. Staffing Needs and Manual Processes:

- 80% of respondents indicate that CPL credit awarding processes involve manual tasks.
- 80% express a desire for additional staffing resources, particularly full-time employees, to manage CPL data effectively.
- 40% report increased staff time required for manual credit input.

11. Centralization and Automation:

- 60% emphasize the importance of centralized data processing systems for streamlining CPL data collection.
- 40% express the need for additional tools to automate CPL data processes.
- 40% mention that centralized systems can improve efficiency and reduce duplication of efforts.

12. Standardization and Collaboration:

- 60% of respondents stress the need for standardization in CPL data reporting, including data fields, definitions, and practices.
- 80% highlight the importance of collaboration and knowledge sharing within their institutions to ensure consistent data reporting.
- 40% mention the value of collaboration between institutions to share best practices and insights.

13. Compliance with Reporting Requirements:

- 100% recognize the importance of specific data fields required by regulations like HEA1549 enacted in 2020 General Assembly, such as Type or Method of CPL Credit Offered, CPL Assessment Name, CPL Assessment Provider, etc.

14. Desired Future Improvements:

- 100% express a desire for better tools and resources to enhance CPL data collection and reporting processes.
- 40% highlight the need for clearer guidelines and definitions.
- 40% mention a desire for more standardization at the state level and easily accessible databases.

Objective 2: Create a data term dictionary for reporting clarity.

The increasing complexity of data collection within higher education necessitates a standardized approach. Different student record systems and terminologies across institutions can lead to inconsistencies in data interpretation and analysis. To address this challenge, the task force recommends the development of a comprehensive data dictionary and clearly defined metrics. This initiative aims to ensure that all participating institutions provide data in a consistent format, enabling CHE to make informed decisions based on uniform and reliable information.

Developed by the CPL Data Collection Task Force, the following list of common categories, methods and definitions is provided for reference across all institutions and is meant to provide consistency across all of Indiana's higher education institutions as they report CPL data. It is not intended to be exhaustive. However, institutions must adopt the same common definitions for their own communications, policies, and internal purpose, as well as consistency in reporting data to CHE. See task force agreed upon definitions [here](#).



Objective 3: Determine the tool institution should use to report the data.

Many of the institutions surveyed said they were satisfied with their current data collection tools. Most use either CampusNexus/ CampusVue by Campus Management or Banner software application to collect CPL data. Yet, they and the rest of the task force said improvements for collected were necessary and that there is a need to identify important data fields for tracking and maintenance, and to create standard data collection definitions. They also said they are concerned with the manual task involved with CPL credit awarding processes and said additional staffing resources could be needed to manage CPL data effectively.

Overall, the task force expressed the need for a more centralized process and a system for better tracking and awarding of credit from portfolio evaluations.

Task Force agendas for every meeting included discussion of a tool for data collection. To determine what tool could work best for data collection, the task force was asked to recommend best practices and all members were assigned to read the practices shared. This included information for data collection from Colorado, Delaware, Oregon, Pennsylvania, and Tennessee, as well as a [best practices guide developed by CAEL](#). The task force also saw demonstrations of other data collection tools by ACE®, Banner, Credential Engine, and Indiana's own state data collection software called CHEDDS.

Statement to be included within the Indiana CPL Model Policy Guidance

"Data Collection and Reporting" draft model policy guidance:

We convened with a unified objective to meticulously evaluate and refine the proposed draft model policy guidance, emphasizing clarity, accuracy, and comprehensiveness. The process employed was methodical, encouraging members to utilize the 'Review' feature for comments and approvals.

Data Collection and Reporting draft model policy language to be reviewed:

"The Commission shall require institutions to submit data as part of the institution's CPL operations on a regular basis. Institutions shall collect and report data on the types of CPL awarded based on data points collaboratively developed and agreed upon by the state and the institutions, to be detailed in a separate data collection policy.

Additionally, institutions shall internally monitor their own data for quality assurance purposes.

The policy draft stipulates:

- *The Commission's role in mandating periodic data submission by institutions regarding their CPL activities.*
- *The criteria for data collection and reporting, emphasizing the types of CPL granted, will be determined collaboratively between the state and the institutions.*
- *A detailed framework will be delineated in a separate data collection guideline provided by CHE.*
- *Institutions are tasked with internally monitoring their data to ensure its authenticity and accuracy."*

Post review, several esteemed colleagues and institutions have articulated their feedback:

1. **Allegra Fowler from Purdue Global:** Concurred with the drafted definition.
2. **April Hay from ISU:** Expressed agreement with the policy's content.
3. **Becky Little of VU:** Granted her approval.
4. **Anand R. Marri from Ball State University:** Approved the presented draft.
5. **Jason Hardgrave of USI:** Affirmed his agreement with the draft.
6. **Tim Kish and Drew Lurker of Ivy Tech:** Formally endorsed the policy language.

We extend our gratitude to all participants for their invaluable insights and approvals, ensuring the policy is in its best form.



Task 3: Clearinghouse 2.0 Task Force

Purpose

Fulfilling the requirements of HEA 1549, CHE formally published the CPL Clearinghouse that lists Indiana's public college and university options for receiving credit through several types of CPL opportunities. This critical repository enables Hoosiers to identify ways to earn college credit for previous academic and work-related experiences. As noted during the 2022 Education Value Convening, while CHE has taken critical steps to prioritize CPL in Indiana, this tool remains underutilized and requires personnel to administer, a deeper understanding of the opportunities that exist across fields of study, and general awareness of what these types of credit-awarding opportunities provide for Hoosiers.

With goals to expand the Clearinghouse and make this information accessible to all Hoosiers to continue advancing their educational journey, CHE envisions the next phase of the CPL Clearinghouse to include transparency around the pathways that are made available to individuals through CPL. This encourages Hoosiers to seek out progression across an academic program and clearly understand how their experiences translate to credit earned across a pathway or program. Through this added layer of transparency in the new Clearinghouse 2.0, CHE envisions higher levels of utilization of CPL and awareness of how opportunities support the end-user – our Hoosier talent.

The Clearinghouse 2.0 Task Force purpose was to:

- Assess the successes and opportunities in the current CPL Clearinghouse
- Establish a clear vision for the next phase of the CPL Clearinghouse
- Engage a CPL Clearinghouse 2.0 Task Force to support vision setting and strategy development for statewide implementation
- Refine CHE's CPL Clearinghouse to support the end-user and increase use of the tool

The CPL Clearinghouse 2.0 Task Force included public and private university and college representatives, the State of Indiana's Personnel Department, employers (Human Resources and Line Managers), industry associations, state and local workforce boards, the Indiana Chamber of Commerce, CAEL, Kratzer Consulting and TPMA, along with others involved in CPL across the state.

Learnings from the CPL Clearinghouse 2.0 Task Force will inform the next phase of work to establish state and institutional policies and align to ongoing CHE efforts like Credential Engine, Indiana's e-Transcript Program, Collecting Competencies in CHEDSS for Indiana's Credential Registry, and Veteran's Education Pathways.

Process

Overview of Clearinghouse 2.0

On April 29, 2021, Indiana's General Assembly adopted House Enrolled Act 1549 (HEA 1549) to enhance educational pathways for Indiana residents. This legislation mandates leveraging Credits for Prior Learning (CPL) to boost student enrollment, expedite degree completion, and widen educational access across the state.

To comply with HEA 1549, CHE launched the CPL Clearinghouse, a comprehensive catalog of CPL options at public higher education institutions in Indiana. The Clearinghouse operates on a dual-interface system: an internal dashboard for academic institutions to manage and submit data, and an external platform to disseminate information on CPL opportunities to various stakeholders.

Despite its utility, the current iteration of the Clearinghouse has untapped potential. While valuable, it still lacks in certain areas, such as specialized personnel, a broad understanding of opportunities across diverse fields, and increased public awareness of the benefits of CPL.

To remedy these shortcomings and enhance its utility, CHE is planning the next version of the platform, dubbed Clearinghouse 2.0. This upgrade aims to offer greater transparency about CPL pathways, thereby enabling Indiana residents to translate their life and work experiences more easily into academic credits. The envisioned improvements in Clearinghouse 2.0 are expected to drive higher levels of CPL engagement and raise awareness about the transformative power of such opportunities for Indiana's workforce.

To steer the development of Clearinghouse 2.0, CHE assembled a task force featuring representatives from higher education, industry, and workforce organizations across the state. Throughout July and August 2023, the task force held four virtual meetings to formulate a vision for Clearinghouse 2.0, identify its target audiences, set objectives for those audiences, and outline a tiered list of features to be incorporated into the platform.

The recommendations from the task force on how CHE should structure Clearinghouse 2.0 will be detailed in the sections that follow.

Clearinghouse 2.0 Recommendations

Vision

The Indiana Credit for Prior Learning Clearinghouse 2.0 will be an inclusive platform that empowers individuals, businesses, and educators by providing a common space for understanding and validating skills, aiding in recruitment and retention, and facilitating meaningful connections between talent and opportunities.

Audience #1: Learners

The primary focus of the Clearinghouse 2.0 task force was on learners, a demographic that includes high school students, non-traditional students, working professionals, and military veterans. The task force aimed to facilitate the use of the Clearinghouse 2.0 platform as a resource for these individuals to better understand the CPL process. By doing so, these learners can more easily navigate how their pre-existing competencies—gained through avenues like work experience, military training, or dual-credit courses—can be translated into academic credits. The task force determined that the platform should serve as a comprehensive guide for converting these experiences into accelerated educational pathways at a range of higher education institutions across Indiana.

Objectives for How Learners Could Use Clearinghouse 2.0

The task force determined specific objectives to guide the utilization of the Clearinghouse 2.0 platform for learners, with the intent of enhancing the educational and professional experiences for this audience.

- 1. Career Exploration:** Clearinghouse 2.0 should function as a valuable instrument for in-depth career exploration, aiding learners in identifying and targeting roles in sectors with high demand for labor.
- 2. Skills Mapping:** Clearinghouse 2.0 should be designed to assist learners in both recognizing and effectively articulating the specialized skills they have already acquired, thus facilitating more advantageous interactions with potential employers.
- 3. Guidance for Veterans:** For those in transition from military service, Clearinghouse 2.0 should offer focused guidance to ease the conversion of military training into academic credit or applicable workforce qualifications.

Audit of Current Clearinghouse

The task force reviewed the current Clearinghouse through a learner's lens and recommended elements that should be moved to Clearinghouse 2.0 and recommended modifications. The results of this audit are found below.

Clearinghouse Elements to Keep

The task force particularly values the current platform's use of icons, as they contribute to a visually engaging user experience. Additionally, the task force appreciates the current Clearinghouse's design, which permits easy access to key information without necessitating extensive scrolling.

Recommended Changes

Navigation and Accessibility

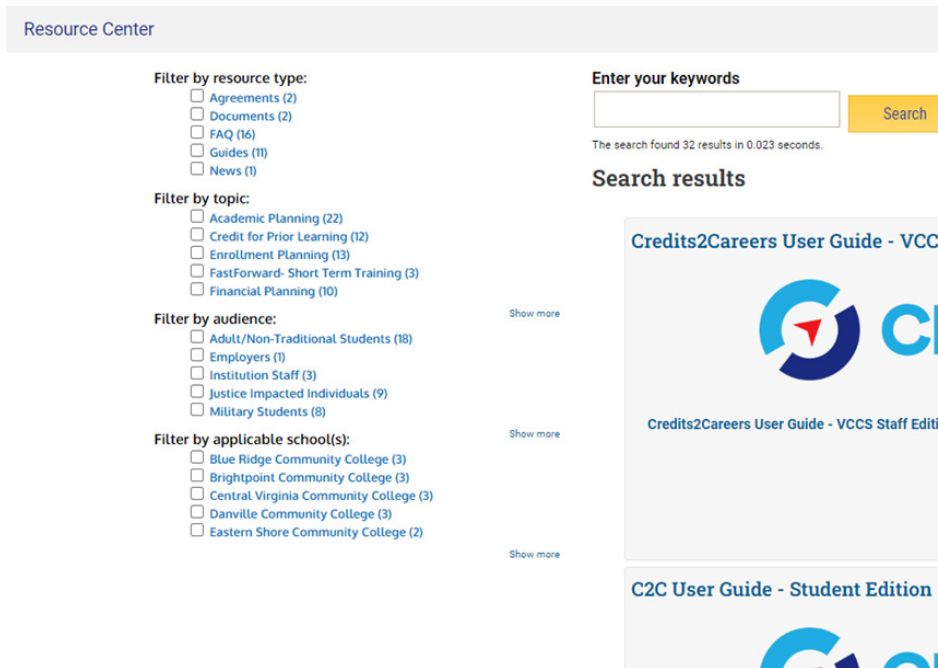
While the task force recognizes merits in the existing design of Clearinghouse 2.0, they recommend several enhancements to improve user-friendliness. The platform currently burdens the user with excessive text. The task force suggests streamlining this by reformulating the information architecture. They recommend implementing an interactive "wheel and spoke" design, with the student at the information ecosystem's center. To simplify user engagement further, the task force suggests including visual aids, such as demonstration videos or images.

Information Filtering and Clarity

The task force advocates for advanced filtering capabilities that allow for direct comparisons of credit opportunities across various institutions. They recommend clear, step-by-step guides accompanied by "calls to action" to direct users. The task force also calls for more transparency about which universities participate and what programs they offer, rather than forcing users to scroll through an exhaustive list.

Usability and Guidance

The task force finds the initial layout and text elements confusing for first-time users. They recommend replacing terms like “Exam,” which could be off-putting, with more informative and welcoming language. Furthermore, they suggest that the platform should communicate its purpose and benefits more clearly right from the outset. The task force finds the AP and CLEP databases in their current matrix formats to be confusing and recommends an interactive, self-explanatory tool like a calculator for specific data input. The picture below is an example from a different Clearinghouse that demonstrates this recommendation.



Resource Center

Filter by resource type:

- Agreements (2)
- Documents (2)
- FAQ (16)
- Guides (11)
- News (1)

Filter by topic:

- Academic Planning (22)
- Credit for Prior Learning (12)
- Enrollment Planning (13)
- FastForward- Short Term Training (3)
- Financial Planning (10)

Filter by audience:

- Adult/Non-Traditional Students (18)
- Employers (1)
- Institution Staff (3)
- Justice Impacted Individuals (9)
- Military Students (8)

Filter by applicable school(s):

- Blue Ridge Community College (3)
- Brightpoint Community College (3)
- Central Virginia Community College (3)
- Danville Community College (3)
- Eastern Shore Community College (2)

Enter your keywords

 Search

The search found 32 results in 0.023 seconds.

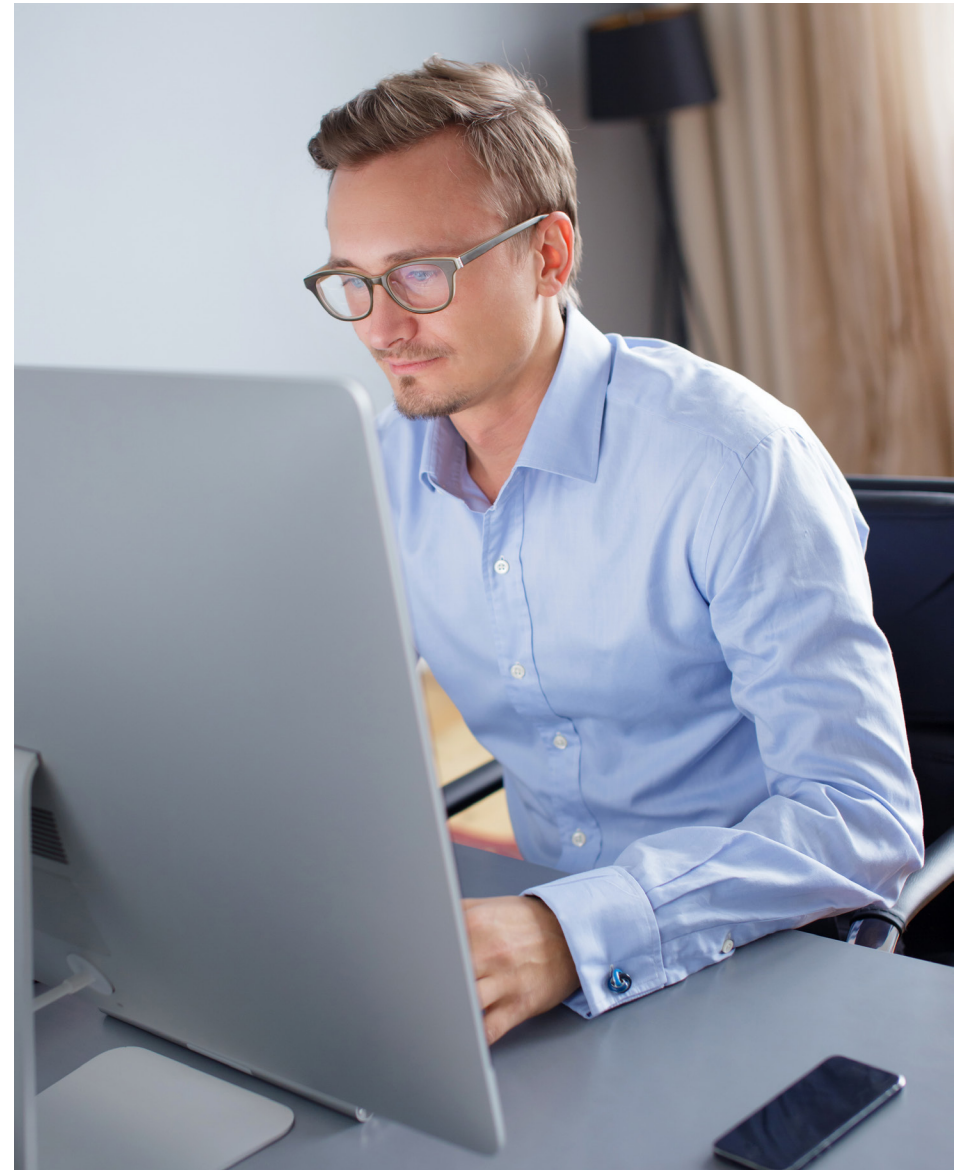
Search results

Credits2Careers User Guide - VCCS



Credits2Careers User Guide - VCCS Staff Edition

C2C User Guide - Student Edition



Phase III CPL Project Technical Assistance & Professional Development

Within this Phase III CPL project, technical assistance and professional development was provided by TPMA and their subcontractors, national subject matter experts, CAEL and Kratzer Consulting, LLC.

These activities included:

- Serve on the project leads team,
- serve as subject matter experts on all the three of the task forces,
- aid in policy development, research, and legislative recommendations,
- provide guidance on current veteran's programs such as Joint Service Transcripts and the public workforce development tools, and
- provide professional development workshops to build upon the growing CPL program support community within Indiana.

Third party subject matter experts also supported professional development needs for the project that resulted in building key stakeholders i.e., higher education, business and public workforce development staff capacity and engagement around the newly developed state policies, programs, and processes of these tools. More specifically two CPL training modules were marketed to all institutions for participation and provided during the CPL Phase III Project.

1. CPL Fundamentals & Benefits Webinar

September 28, 2023, 2 pm EST – 3:15 pm EST

This 75-minute webinar provided by CAEL was aimed at key stakeholders to create buy-in to the concepts surrounding a CPL program. The session included an overview of what CPL is and is not, the most recent research of the benefits of CPL, and why CPL provides value to students and institutions.

2. From the Ground Up

October 24, and October 26, 2023 each a 4.0 hour half day sessions.

These two-half day virtual workshops, hosted by CAEL were designed to cover all the questions you have about credit for prior learning but were afraid to ask! Designed as an introduction to credit for prior learning, the workshops begin by laying a foundation by exploring the different opportunities students have to demonstrate their knowledge and learning, and the impact CPL has on organizational practices and student success. Participants engaged in case studies that examine principles of organizational change and how a CPL program becomes integral to student learning and success. Using sample documents, scenarios, and institutional examples, participants worked collaboratively to create an action plan and design processes for introducing or expanding CPL options to gain support from key campus constituencies.

3. CPL In Person Collaborative Convening

As mentioned earlier in this report, this project allowed for an in-person collaboration event for all the Phase III CPL project task force participants and key stakeholders to come together. This one-day event allowed for a final vetting of the draft CPL Model Policy Guidance, Clearinghouse 2.0 outcomes as well as Data Collection strategies. This event also supported demonstrations of the alignment of this project with other key projects currently underway at CHE. These projects include:

- Indiana e-Transcript program where moving all high school and college transcripts sent as XML data in common format;
- Indiana Achievement Wallet and Digital Credentials and Competencies;
- CHEDSS now storing Competencies for all programs; and lastly
- Veteran's Education Pathways Initiative which will serve as the first pilot student target population for the CPL data collection program with this project.

Recommendations for Indiana's CPL Program Success

As CPL programs are being fully implemented across institutions and the CPL model policy guidance is revisited routinely, as are all CHE policies, the convening participants provided areas within the CPL program that will require additional work, as well as recommendations for CHE's consideration. During the convening, TPMA utilized Mentimeter, a technology-based tool where participants respond to questions based on their institution's CPL needs, gathering participants CPL program input and feedback. The responses cover various aspects such as areas needing further development, funding requirements and/or assistance, and program implementation. (See full [Mentimeter outcomes here](#)).

Below is a summary and organization of the key points from the polling:

After reviewing the Draft State Model Policy Guidance, what in your opinion do you feel is missing?

Five responses were good with the Draft policy and 16 offered further suggestions, here are a few:

- Very clear language of what institutions are actually required to do in regards to transcription and what should be transferred.
- State funding start up support as was provided in some of the model state policies the teams reviewed. The start-up support would be crucial for implementing some of the ideal practices described. How will we fund the statewide message?
- Best practices and model examples of implementation.

What additionally needs to be developed for the CPL work?

Out of 20 responses, the top three areas in priority order were

- Clearinghouse 2.0,
- CPL program definitions and terms, and
- Data collection standards.

Some other key points noted specifically were:

- Need for formulae to translate experience into credit.
- Revamp and rename the clearinghouse website.
- Operationalize data dictionary; reduce vague language and ensure consistency in practices, definitions, and reporting requirements.
- Determine questions for data, operationalize terms, and recognize data collection burdens.
- Funding for policy and clearinghouse development.

What type of one-year funding will your institution need to begin to implement a CPL Program?

Out of 15 responses, the top two funding levels were:

- \$50,000 or more
- \$25,000 - \$50,000 range

How many budget cycles will your institution need to sustain a CPL Program?

Out of 15 responses, the top three noted in priority order:

- 3 Budget Cycles
- 4 Budget Cycles tied with More than 5 Budget Cycles

What Types of staffing resources will your institution need to implement CPL? Check all that apply was an option for this response.

Out of 17 responses received, the top three staffing levels in priority order were:

- Clerical
- Program Director
- 3 way tie - IT Professional, Faculty 1.0 FTE, and Marketing

What barriers do you expect to encounter at your institution that would prevent a fully implemented CPL Program?

Out of 17 responses, the top three in priority order were:

- Lack of resources
- Faculty buy-in and support
- Need for CPL Program professional development

Feedback on Leadership and Program Awareness, participants were asked to rate their respective institutions on a scale where they strongly disagree equals zero and strongly agree equals 5.0.

Out of 17 responses the overall response was 3.3.

Some key points noted specifically were:

- Leadership interest, but lack of resources.
- Support varies by college, school, and program.
- Interest in growing CPL for student benefits.
- Need for ongoing refinement and improvement.

Participants identified Areas Needing Further Development for Full Implementation:

Out of 15 responses, the following were key points worth noting:

- Clear transcription and transfer guidance.
- Implementation resources.
- Standards for assessing CPL and quality assurance.
- Establishing consistency for locally assessed CPL.
- Data collection standards.

How will your campus/institution implement and sustain Program Awareness with Students, administrative and faculty staff?

Out of 19 responses the top 3 in priority order:

- Design and develop institution custom marketing efforts.
- Institution Social Media Platforms.
- Provide program professional development and student workshops.

Other noted ways to implement and sustain program awareness:

- Need for professional development and funding.
- Establishing appropriate policies that are approved by faculty.
- State funding for CPL coordinators.
- Employer awareness and co-building of talent.
- Training for staff and faculty.

How will your campus engage community support?

Out of 18 responses here were the top three categories selected:

- Request a State CPL Program Marketing Package and or Assistance.
- Design and develop institution custom marketing efforts.
- Speaking engagement at community-based leadership organizations.

Here are a few of the noted “other” ways to engage community support:

- Incorporate CPL into supports for employers adopting skills-based hiring, onboarding, and development.
- Seek state funding for a CPL External Coordinator to reach out for partnerships.
- Opportunity to have agreed upon scores for CPL/credits to reduce barriers and confusion for individuals seeking CPL.



What program specific supports will your institution need from the Commission?

Responses received in priority order:

- 17 - Data Collection Guidance and Standards
- 15 - Supplemental Funding (1-2 Budget Cycles)
- 14 - Clearinghouse 2.0 Guidance and Standards
- 12 - Standing Statewide CPL Advisory Committee
- 12 - Professional Development for faculty and Program Staff
- 12 - CPL Program Guidance
- 11 - State CPL Program Marketing Package

Other Responses:

- Long-term funding.
- Infrastructure and financial support to prevent burnout.
- Continuous improvement and manageability.

Rate your Institutions preparedness to support veterans with M-CPL.

On a scale of 1 – 5, rate the following statements:

Overall, our institution is well equipped to support veterans in their pursuit of M-CPL	3.2
Our staff receive regular training on how to assist veterans in obtaining M-CPL	2.3
The M-CPL process at our institution is streamlined and user-friendly for veterans	2.7
We regularly gather feedback from veterans and make improvements to our M-CPL processes based on their needs	2.4
We have sufficient resources, such as counselors and advisors, dedicated to assisting veterans with M-CPL	2.6

Please rate the following statement with 0 being strongly disagree and 5 being strongly agree.

After serving on this project, I feel qualified to speak and support a CPL program at my institution 4.2

Along with utilization of the Mentimeter to collect futurist program needs, the participants were also grouped into their respective three task force groupings where a SWOT analysis was conducted. These workgroups were asked to collectively respond to the following:

- Based on the Indiana draft CPL Model Policy can you identify what the strengths are?
- Are there weaknesses in the first draft Model Policy? Do you see opportunities with the new State CPL Program, policy and clearinghouse?
- Are there threats for the State CPL Program and policy that will prevent it from being successful?
- Do you have further recommendations for CHE to consider in administering this statewide CPL Program?

Below is the outcome of this SWAT analysis exercise:

Value Statement recommendations:

- Strength – the current draft policy value statement acknowledges Indiana Higher Education values, great job;
- Further Recommendation - Align to the Indiana workforce and educational attainment goals and look at how to frame higher education’s role.

Assessment, Standards and Quality recommendations:

Faculty Perception – Trust

- Very institution specific
- Specialized accreditation
- Clarification of rigor
- Demonstrate to faculty the data on how CPL has been in effect and how referring to faculty who have engaged
- Faculty-centric standards

Competency – Based Evaluation Consistency

- Use of rubrics
- Trained and experienced reviewers
- Documenting consistent practices

Repository – Clearinghouse 2.0

- Types of certifications, industry approved credentials, etc. that are evaluated and recommended for crosswalks (like ACE® Military Guide

Standardized and Non-standardized Credit

- Standardized being the AP, CLEP, DSST, IB, etc. and the non-standardized credit being the portfolio-based credits and institution-based challenge exams.
- What are the crosswalks, ACE® Military Guidance, parity and state statute, what are the institutions options post ACE® monetization.
- How to scale.
- Trained staff with sufficient experience.
- Balancing student-perceptions of what should apply with the realities of credit toward degree requirements along with financial aid considerations.
- Communication about credits that may not apply if students change major or transfer.

Parity/Consistency

- Comparisons of types of credit (e.g. transfer vs. CPL)
- What constitutes an acceptable level of “mastery” and
- Are CPL evaluations on par with how students are graded in an equivalent course

External Partnerships Implementation

- CPL programs should be noted within each institution strategic plan
- Apprenticeship partnerships that include CPL opportunities
- Best practices noted on how to implement with external partners.
- CPL Program noted within Institution’s accreditation process.
- College staff positions who serve as Employer CPL Program Consultant’s
- Industry Crosswalks to programs of study(s)
- Veteran/Military Crosswalks to programs of study(s)
- CPL program specific marketing plan

CPL Program Student Experience/Journey

Types of Student(s)

- Employed in an organization
- Prospective Students

First Impression

- How did they find the clearinghouse?
- How do they make a choice
- Mimic a “profile” development (e.g. LinkedIn)
 - Get Credit for your skills for what you know! (click here)
 - Next – Profile Development
 - Next Connection to applicable opportunities

Once profile is created and then ... Identify potential pathways

- Opportunities for CPL and student can then explore the options.

Skills to the credential pathway

- Next outcome of the above – recommended Job Pathways possibly include a skills gap analysis (source could be O Net)
- Next is the Education Pathway to bridge the gaps
- Then CPL opportunities to explore at which institutions

General Information could be:

- What do you know?
- What do you want to do?

Tailored Information could be:

- Here’s where you can go ...
- What is your experience? Here’s potential pathways

Link and Leverage

- DWD recommended engine (algor (tailored))
- Skills to Pathway and Interest to Pathway
- Student can import their data

Overall, the group shared, this student experience/journey system needs to enable students to share data. Indiana's CPL program could align with current work underway in CHE's Achievement Wallet project, the Credential Engine Project, and Indiana's Career Explorer.

All convening participants also received a QR Code to scan for future reference of the day's materials utilized, this included:

- [CPL Program Ambassador Key Talking Points](#)
- [Power Point on CPL Program Benefits and Ecosystem](#)
- [Mentimeter Polling Results](#)
- [CPL Program Implementation Key Considerations and a Military Credit for Prior Learning Program Hub.](#)

It should also be noted both Ivy Tech and Purdue Global have been participating in CPL research strategy of state policy updates that were originally presented by Education Commission of the States:

[50-State Comparison: Prior Learning Assessment Policies - Education Commission of the States \(ecs.org\)](#)

[50-State Comparison: Academic Credit for Military Experience - Education Commission of the States \(ecs.org\)](#)

For future guidance in support of growing and strengthening the Indiana CPL Programs, the [latest report](#) from [Credential As You Go](#) is important to note within the report for future program review and alignment. CHE, along with an advisory group, should conduct routine CPL program reviews and updates to incorporate where needed into this initial CPL program work.

Phase III Taskforce Members Only - List of Recommendations

During the numerous meetings for the project, all three task forces provided below their lists of future work to be done for the success of the Indiana CPL Program. It was important to note within this report these recommendations that stemmed from those meetings prior to the in-person convening that engaged with some of these same task force members, but also key program stakeholders as well.

Policy and Guidance

The Model Policy Development Task Force recommends that CHE adopt a policy that:

- Demonstrates benefits to the economy and public good.
- Is accessible, equitable, and transparent.
- Is governed by a memorandum of understanding across institutions to ensure consistent data sharing and reporting.
- Provides clear quality assurance and assessment standards.

Program Implementation

- The task force members recommend CHE continue to work on specific guidance/guidelines in support of program implementation, program data collection and reporting, and consistent program marketing resources.
- Many of the institutions are seeking financial resources from the state that will aid them in program implementation and sustainability.
- Task force members support starting with a target sample student population in program implementation to aid CHE and the institutions to identify program gaps, further enhancements and policy guidance needs prior to opening the program up to all students statewide.

Data Collection and Reporting

- The data task force recommends a flexible approach to data collection software, while ensuring that each institution gathers and exports data fields in a universal format to CHE for analysis and reporting through CHEDSS. The prospective timeline for this recommendation was contingent on the launch of CHEDSS 2.0. Further guidance on data collection processes, standards and tools will be forthcoming from CHE.
- The task force recommends that CHE focus on distinct CPL methods that offer essential data on credits attempted. Methods such as portfolios, challenge exams, and specific individualized exams are particularly prominent in this context.
- Regarding data collection, the task force suggests CPL credits earned be systematically captured. This metric serves as a cornerstone in evaluating the efficacy of the CPL data process. Conversely, demographic data pertaining to CPL program participants should be collected via existing infrastructure, such as the Student Information System (SIS).

Clearinghouse 2.0

The Clearinghouse Task Force recommends the following updates to the existing platform:

- **Navigation and Accessibility:** streamline the information architecture of the existing design to a wheel and spoke design with student information at the center.
- **Information Filtering and Clarity:** develop advanced filtering capabilities that allow for direct comparisons of credit opportunities across various institutions. Provide clear, step-by-step guides accompanied by “calls to action” to direct users.
- **Usability and Guidance:** The platform should communicate its purpose and benefits from the outset. For example, replacing terms like “Exam,” which could be off-putting, with more informative and welcoming language. The task force finds the AP and CLEP databases in their current matrix formats to be confusing and recommends an interactive, self-explanatory tool like a calculator for specific data input.

The task force also calls for more transparency about which universities participate and what programs they offer, rather than forcing users to scroll through an exhaustive list.

Closing

In closing the collaborative convening day, CHE along with this project's veteran's subject matter expert consultant, Dallas Kratzer, shared the first designated sample pilot student target population for Indiana's CPL program will be Indiana's veterans. This will support and align with the continuation of recent work and recommendations from CHE's Veterans Task Force Credit for Prior Learning Workgroup's recommendations report, see figure 1.1 below. This first pilot CPL student target population designation of Indiana's veterans also aligns with the upcoming launch of Indiana's Collegiate Purple Star Initiative in 2024.

Military Credit for Prior Learning represents a significant untapped opportunity for Indiana's veterans, employers, and institutions. CHE is seeking a new statewide CPL program/system to support veterans in gaining college credit for what they have already learned. Giving veterans credit for what they know is critical to their success academically and professionally. Thus, the implementation of a sample target specific student population pilot in a statewide CPL program in Indiana, will begin with a Military Credit for Prior Learning.



Indiana CPL Military Program Component

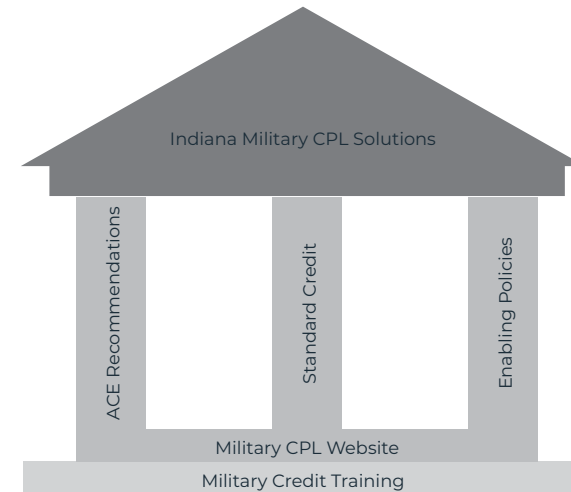
Over the last two years, CHE has done extensive work in understanding and utilizing military workplace learning within the colleges and universities in the state. Indiana has a strong military community with approximately 191,488 veterans below age 64, of which 30 percent are below age 40ⁱ. Additionally, the state has approximately 18,000 Guard and Reserve members and just over 1,028 active duty members.ⁱⁱ During fiscal year 2021, 871 Army active duty soldiers left active service and chose Indiana as their state of residence (the other branches do not report this data) with as many as 79% having some college but no degree.^{iiiiv}

With the number of veterans in the state, of which many have some credit but no degree, the higher education institutions have an opportunity to quickly engage potential students who can benefit immediately from military credit for prior learning (M-CPL) programs. Furthermore, CHE's Veterans Task Force Report identified five actionable recommendations to capitalize on the opportunity to engage prospective veteran students. The recommendations include three pillars (as shown in figure 1.2) that are the framework and two state-wide foundational areas that support the framework. The three pillars focus on:

The three pillars focus on:

- 1) utilizing **American Council on Education (ACE®) Recommendations**;
- 2) **Standardized and Transparent** processes for awarding M-CPL; and
- 3) creating **Enabling Policies** to enable the award of M-CPL. The two foundational works are to create a statewide program on **Military Credit Training** and **Military CPL Website**.

Figure 1.2: Indiana CPL Military Program Component



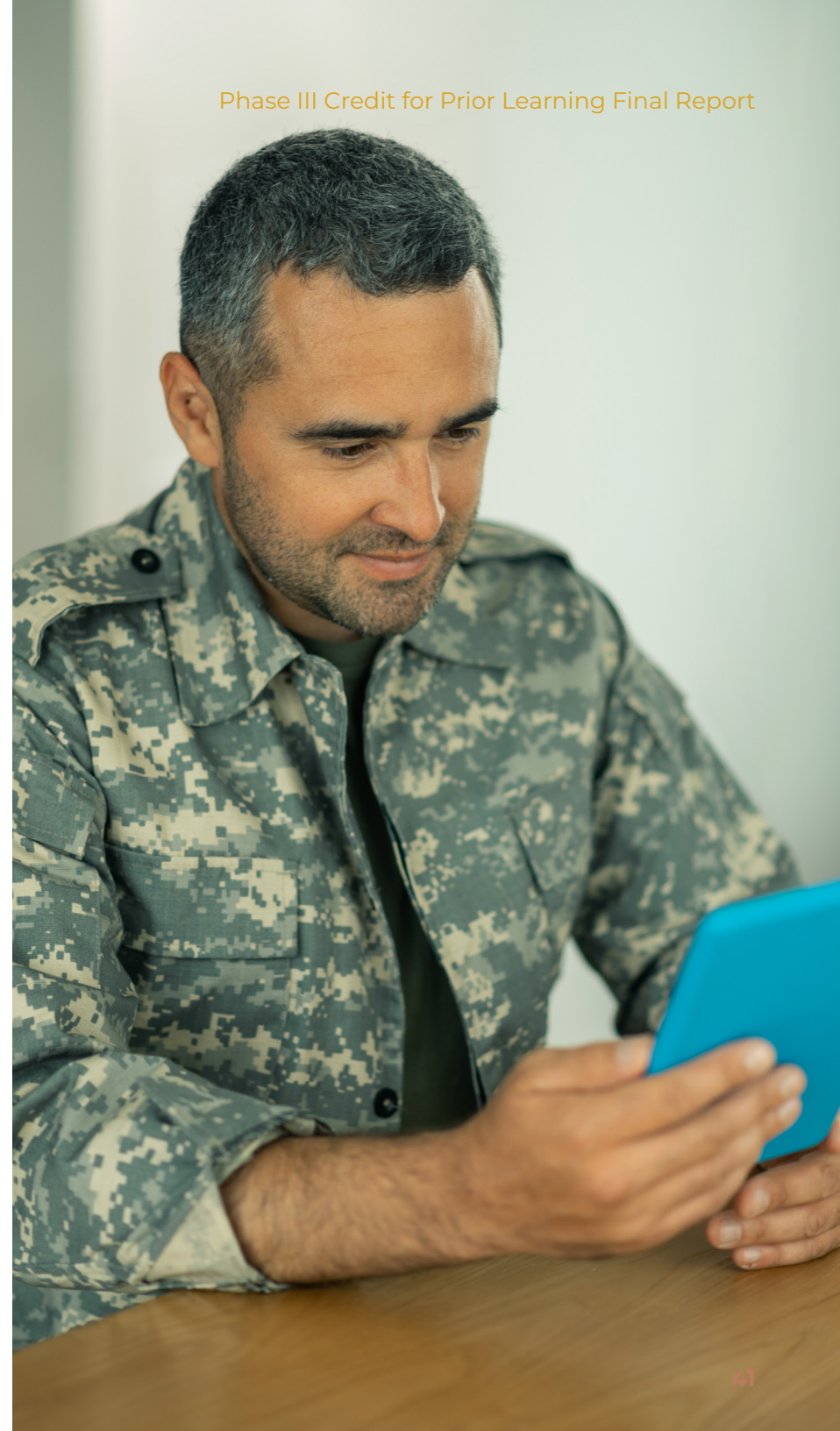
Based on CHE Veteran's Task Force work, the state is positioned to move forward with a statewide initiative to build out an M-CPL program. A pilot program using M-CPL would allow the higher education institutions to begin with a small population of potential students who already have CPL that has been assessed and documented. The next step is to build out a M-CPL plan designed to help the higher education institutions implement the Task Force recommendations. In addition, the plan should address military cultural awareness, present a military/veteran ecosystem, and recommendations for an M-CPL role at the institutional level.

Why Begin with Military Credits?

The long-term goal for CHE is to develop a system that allows for a statewide understanding and acceptance of multiple forms of credit for prior learning. Evaluating and accepting credits based on training military students received in the service is one of the easiest ways to begin. ACE® has done the work of identifying and assessing military learning for several training programs and career fields. These assessments are conducted by faculty SMEs across the nation, providing the depth, breadth, and rigor expected in any CPL program and then provide credit recommendations.

The credit recommendations are accessible via the Joint Services Transcript (JST), which is similar to a traditional college transcript. This transcript is relatively easy for staff and faculty to review and evaluate credit recommendations. Additionally, the online ACE® Military Guide (ACE® MG - <https://militaryguide.acenet.edu/>) provides further details on learning outcome and on-the-job credit recommendations that can be aligned with degree specific courses, thereby facilitating course equivalency results. Furthermore, the ACE® MG is a free resource to everyone and streamlines the process of recognizing military learning as college equivalent credit. Additionally, the Guide has a vehicle by which institutions can share how they have awarded credit in their programs. This feature provides an avenue to coordinate credit recommendations between colleges facilitating a collaborate process that can expedite the recognition of M-CPL. Again, this function is a free resource to all higher education institutions. The ACE® process provides a process that can be a benchmark for creating a CPL program for all learning.

In addition, our veteran population is important to our campus culture and our statewide mission. By improving the M-CPL process, the state is demonstrating a commitment to helping veterans. As the program is implemented, those experiences can be the foundation for developing CPL program that works for all adult learners in the state.



Pilot Project Recommendation

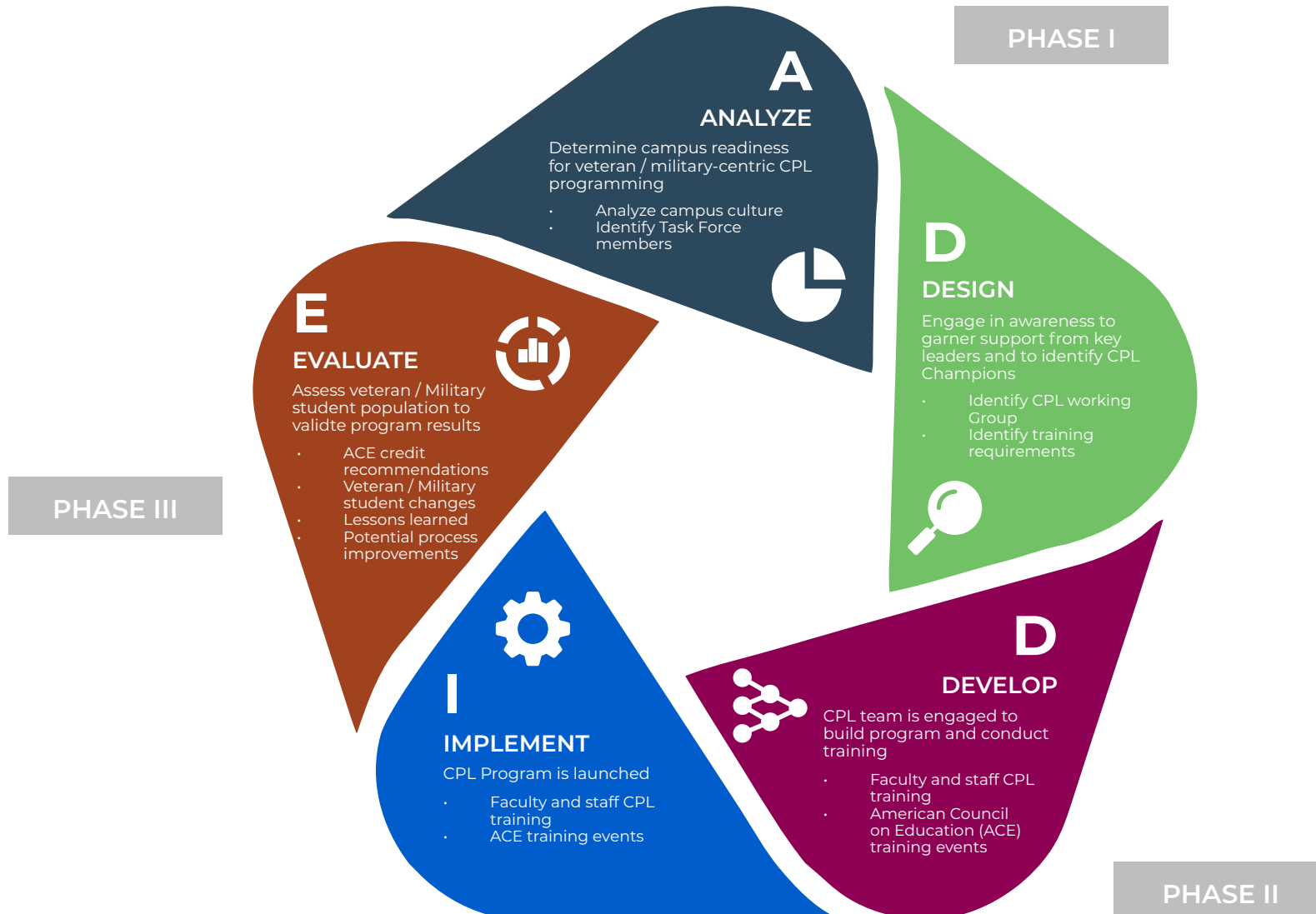
Military CPL (M-CPL) is a subset of a traditional CPL program but is focused on the prior learning for military members based on their learning while serving. A pilot project using M-CPL as the starting point of a larger project associated with recognizing learning allows to a quicker adoption of CPL practices while building the knowledge base required to run a full program. The reason for starting with M-CPL is much of the work associated with the evaluation and assessment of learning in the military system has been done by ACE®, therefore it can accelerate the integration of recognized learning into the academic system.

Most schools are already using some aspects of the ACE® credit recommendations. At the same time, there are opportunities to further expand and improve on the recognition of M-CPL to attract potential students and increase retention of current military-connected students. Additionally, using M-CPL as a starting point will position Indian's institutions to expand into traditional CPL practices more quickly.

The process for beginning a M-CPL program at an institution has three phases (Figure 2). Phase One (Analyze and Design) begins with identifying an M-CPL Task Force to lead the project. This group will focus on analyzing the culture and institutional readiness for M-CPL. Additionally, Phase One starts the process of building awareness of credit for prior learning (CPL) benefits, practices, and policies, as well as establishing M-CPL work groups.



Figure 2: Veteran / Military-Centric CPL Implementation Plan



In Phase Two (Develop and Implement) the focus shifts to developing and implementing the M-CPL program. This includes educating faculty and staff about ACE® credit recommendations and developing procedures to review and process student requests.

Phase Three (Evaluate) brings the entire process together by evaluating the effectiveness and utility of the program. Along with evaluation, other processes, such as “lessons learned” and continuous improvement ideas are considered to improve the overall program.

Each phase is expected to take between six and eight months, with a six-to-twelve-month stabilization period during Phase Two and Three. The stabilization period is intended to give the new program an opportunity to function before moving into the evaluation phase.

In the early stages of this project, the M-CPL Task Force works to get a better understanding of the campus needs and help others understand the value of a M-CPL program. Veterans are both an important part of our campus community and an untapped resource of potential students. The foundational work begins with a deep dive into the research associated with the military community and culture, then moves to the value of military-connected individuals in higher education and finishes with presenting the challenges associated with veterans in academic institutions.

Armed with a strong understanding of M-CPL programs, the M-CPL Task Force designs an awareness campaign to educate key stakeholders, enlist the help of those who are already favorable toward M-CPL, and secure the support of leaders across the campus. Once the Task Force has built consensus and support with leadership they will establish a M-CPL Working Group to lead the implementation and integration of the project (Phase 2). The last step is to evaluate (Phase 3) the results of the pilot project, determining the return on investment, process improvement opportunities, and next steps.

Understanding Military Culture

The military community has the same aspirations, dreams, and values as non-military individuals. However, the military culture is very different. From the moment an individual begins their military journey they are confronted with a values structure and work ethic that is focused on standardization and mission accomplishment.

The culture is highly structured with a focus on discipline and order. These attributes are reinforced with a strong work ethic built around a team-oriented, collaborative learning environment. Additionally, each branch of the military has developed a set of core values designed to be guiding principles for service members. Once they leave the military many service members continue to live the values and ethics they learned during their time in the service.

Appendix A provides a list of suggested reading, websites, and media content to assist staff and faculty to become familiar with the nature and culture of today's military. These materials are designed to assist in evaluating the culture and readiness of the college or university to engage in building an M-CPL program. There are several articles, research papers, and social media examples that advocate for veterans in higher education, at the same time, it is not an exhaustive list and team members should research and share additional materials they feel will help education staff and faculty.

Committees Suggested for Implementation

There are two committees/teams that are integral to the development and implementation of a CPL program – An M-CPL Task Force and a M-CPL Working Group.

M-CPL Task Force

The task force is comprised of individuals who will lead the initiative for their representative areas. The purpose of the task force is to be the overarching leadership (Ambassadors) for the design and implementation of the M-CPL program. They provide guidance and establish policies for the NS staff and faculty as the campus builds the program.

The M-CPL TF members:

- Attend ongoing meetings, bring critical insights and perspectives from their position in the university;
- Share information about the M-CPL program gather information from stakeholders;
- Develop initial policies and procedures;
- Provide strategic thought and perspective into potential opportunities to advance M-CPL policies;
- Be the CPL Ambassador for their respective areas of influence.



M-CPL Working Group:

The M-CPL Working Group (CPL Champions) support the efforts of the M-CPL Task Force and are charged with operationalizing the policies and practices within the organization. CPL Champions focus on specific CPL functions related to their areas of responsibility. For example, CPL Champions would work in areas such as veteran student recruitment and outreach, data collection, learning assessment, or IT functions. The CPL Champions are the “boots on ground” in this initiative and key to the successful implementation of the program.

The M-CPL Working Group members:

- Attend ongoing meetings associated with their area of expertise, identifying challenges and opportunities for operationalizing M-CPL initiatives;
- Provide operational plans and recommendations for the implementation of the M-CPL plan to the lowest levels of the organization;
- Be the M-CPL Champions who are on the front line of implementation and adoption of the program.

In establishing these teams, consideration should be given to veterans who are already part of the institution’s staff and faculty. These individuals can be a great resource in sharing their military learning and experiences with the school’s community. Their insights can help guide discussions about military culture, career fields, and transitioning to civilian life. Additionally, their own academic journey can be an inspiration to current and potential veteran students.

Recommended Training Opportunities

As the teams work toward building a veteran-centric culture within their institution there is a need to train staff and faculty on CPL design and programs. One approach is to conduct professional development seminars led by recognized leaders in the CPL field. CAEL and the ACE® are nationally recognized leaders for CPL training and military workplace learning, respectively. Both organizations have onsite and virtual courses that can help the Task Force and Work Group teams navigate through the implementation process.

CPL Training Recommendations

CAEL Training:

From The Ground Up: This two half-day or fully virtual seminar provides the basics on building a CPL program. The training is for those who will work directly with the implementation and management of a CPL program.

Recommended Audience: The M-CPL Task Force team, Registrar staff, and selected CPL Champions.

CPL and the Military-Connected Student - Assessing Military Prior Learning for Academic Credit:

This full day workshop provides the tools and best practices for assessing military learning for the award of college-equivalent learning. This course is very similar to From the Ground Up, but focuses on M-CPL.

Recommended Audience: The M-CPL Work Group teams, Registrar staff, and selected CPL Champions.

Assessing Prior Learning: A two half-day or fully virtual workshop equips faculty as prior learning assessors, with an emphasis on assessing workplace learning and student learning portfolios.

Recommended Audience: All faculty members involved in CPL activities.

ACE® Training:

Demystifying the Intricacies of ACE® Prior Learning Assessment:

A one day seminar on how ACE® conducts faculty led evaluation teams to assess military training and workplace learning to determine potential college credit recommendations.

Recommended Audience: All CPL connected staff and faculty

Capitalizing on Military Learning - A Deep Dive on the Joint Service Transcript (JST): This half day seminar introduces faculty and staff to the JST through an extensive review of the function and form of the transcript, introduction to the Military Guide On-line, and best practices for using credit recommendations.

Recommended Audience: All CPL connected staff and faculty.

In addition to these recommendations, there are several suggested readings, websites, and media content available to help the Task Force and Work Group teams become familiar with CPL practices and programs (see Appendix B for more information). Furthermore, there are two conferences that can provide opportunities for learning about innovative and emerging practices from current practitioners.

- **CAEL Annual Conference:** Held every year in November and is attended by hundreds of colleges and universities who are at all levels of implementing CPL initiatives.
- **Council on College and Military Educators:** Held in January and offers the opportunity to engage thought leaders in the military learning eco-system.

Potential Timeline for Implementation (Roadmap)

This roadmap lists the activities, timeline, and audiences that are involved in the process, providing the when, what, and who. Below is a recommended roadmap for M-CPL implementation.

Months	Activities (Goals)	Audience
1 – 3 (Phase 1)	<ul style="list-style-type: none"> • Rational for CPL • Initial survey of culture and readiness for M-CPL • Advanced M-CPL awareness campaign • Identify Core M-CPL Task Force Team 	M-CPL Task Force Team
4 – 6 (Phase 1 & 2)	<ul style="list-style-type: none"> • Implementation Plan development • Training for M-CPL Team <ul style="list-style-type: none"> • Traditional CPL • ACE®/JST Training • Staff Orientation (Registrar) 	<ul style="list-style-type: none"> - M-CPL Work Group Team - Staff
7 – 12 (Phase 2)	<ul style="list-style-type: none"> • Department Chair/Dean's meetings • Faculty Orientation/Training • Identification of potential credits by department 	Faculty
12 – 24 (Phase 3)	<ul style="list-style-type: none"> • Evaluation 	M-CPL Task Force Team

This is the initial plan for Phase One and the expected transition to Phase Two and Three. The timelines and goals are only projections and are driven by the M-CPL Task Force and Work Group teams.

Conclusion

A statewide Pilot Project with M-CPL as the focus provides an opportunity to establish processes and policies for a wide work in CPL. This plan provides leadership with an actionable plan for implementation with reasonable timeline expectations. It is a guide for taking the initial steps in preparing Indiana colleges and universities to become CPL-equipped institutions of higher learning, while providing the foundational elements to build a strong and lasting program.



Appendix

Appendix A: CPL Model Policy Task Force Survey Results

Participants were asked to share their vision for CPL policy across the state, in addition to reviewing both the [Tennessee](#) and [Colorado](#) Credit for Prior Learning state policies and providing their thoughts and feedback.

Vision for CPL Policy

Survey Question	Responses
<p>What are your institutional goals and priorities for your CPL program?</p>	<ul style="list-style-type: none"> • We are adding a competency-based High School Diploma option. We would like to make sure our policies and processes align with the policies developed for CPL. Adult education provides many students with the first credential on a career path. We want to ensure these credentials align with CPL. We believe attaching credit to these credentials will encourage more adults to continue with post-secondary education. • Implement a CPL pilot, including the development of credit crosswalks based on industry certifications in disciplines, and development of a model crosswalk process that can be applied by faculty in other disciplines • Promote timely completion, support access for adult learners, support local workforce development; Priorities - Increase transparency and awareness of CPL opportunities, policies, and processes among faculty, advisors, students, and external partners, foster faculty buy-in for the rigor and utility of CPL, reduce costs and other barriers to learners engaging in CPL. • Align with state guidance and expectations and ensure student transparency and clarity regarding policy • Accelerated pathways for adult learners, increased retention rates, credit for meaningful life experiences, and creation of pathways. Serve students better. • We recognize that persons may acquire significant learning in non-collegiate settings. Often these people possess sufficient knowledge that specialized certifications have been earned. In some instances, this learning and knowledge may be recognized, and corresponding collegiate credits may be awarded when specific competencies and proficiencies are documented and/or demonstrated.

Vision for CPL Policy

Survey Question

Responses

What do you think should be the goals and priorities for the statewide policy and guidance?

- Equity and access for all adults should be a primary goal.
- PLA Credit cannot be used to satisfy college/program residency requirements. The student must complete a minimum of 25% of the credits required for their program through the institution that awards the degree or certificate.
- Supporting consistent quality of CPL evaluation across institutions, increasing awareness and acceptance of CPL opportunities in the state, clarifying external policy concerns re: CPL (ex: which specialized accreditors do not allow CPL for major courses under any circumstances - we navigate this regularly with programs whose accreditors do allow CPL, but faculty are avoid it out of an abundance of caution)
- Common definitions, clear guidance, flexibility to consider institutional specific needs and application toward degree requirements
- Transparency for CPL policies at various institutions, easy-to-find resources and information, and ability to address gaps between the educational and professional world.
- We value providing transparent access for students to receive college credit for prior learning experiences while maintaining academic rigor and quality programming.

Vision for CPL Policy

Survey Question

Responses

What is the ideal state for CPL that your college or institution envisions for learners on your campus?

- I want to see a crosswalk between the credentials offered in adult education and credits at post-secondary institutions.
- Foundational faculty involvement and use of their expertise in assessing credit awarded to students.
- Full institutional support for the goals and processes of CPL, support to the learner through the CPL process, and resources that ensure the sustainability of CPL amongst a growing number of competing demands for time and resources.
- Transparency and clarity regarding CPL opportunities and consistency across all colleges/ departments regarding the application of CPL toward degree requirements
- Ability to create and be nimble enough to address market needs. Outreach to different groups and provide meaningful programs where CPL is part of the program.
- We continue to strengthen its policies through assessment. As such, an ideal state for CPL would be formal and transparent processes where the learner can view expected credit with associated fees prior to enrollment

Vision for CPL Policy

Survey Question

Responses

What are some challenges that must be overcome to create the statewide policy and guidance? What are some of your concerns?

- We need to understand we have a wide range of adults for whom this policy must apply.
- Adoption of a set of Credit for Prior Learning (CPL) standards and to use these standards to implement assessment processes for awarding CPL
- Regional institutions don't often have a sizable administrative infrastructure and financial resources to add CPL administration to existing positions or create new positions/offices to support CPL. Any statewide policy that would include significant administrative work, especially work that does not directly serve the learners engaging in CPL, will place an undue burden on smaller institutions without additional resources to support these efforts. We want to avoid creating additional costs or barriers to CPL for the learner, while also ensuring that the CPL experience they get at our institution is on par with any other IN institution they would choose. 2) We need to foster stronger faculty buy-in for the legitimacy of CPL to overcome skepticism about quality and why CPL is needed (e.g., some faculty question why we would allow students to gain credits for less money while our enrollment and budgets struggle). We have information from CAEL, ACE®, and other sources that we share, but statewide recognition of CPL, especially from faculty at other institutions, would support us in overcoming this challenge.
- Siloed/local department decisions/policies regarding CRL and application towards degree requirements. lack of understanding/communication regarding statewide policy and guidance with departments and faculty committees related to degree requirements and any/all ways to fulfill
- CPL policies are different at various institutions throughout the state. May be difficult to adopt a consistent policy for all institutions. Different admission policies too and needed personnel support for these programs.
- We understand that uniform policies between multiple institutions can be difficult to facilitate without additional financial resources to aid in the coordination of policy and implementation.

Vision for CPL Policy

Survey Question

Responses

What resources currently exist in Indiana to support the attainment of the state and institutional goals? (transfer agreements, the e-Transcript Program, ICHE financial regulation clarification, etc.)

- We have an example crosswalk from Region 9 between adult education and ITCC.
- Transfer agreements and e-transcript program
- Transfer agreements and financial regulation clarification have been helpful.
- Transfer agreements, e-Transcript Program, ICHE financial regulation, Indiana e-wallet, My College Core planning tool
- Indiana statute allows students to use state financial aid dollars toward the costs associated with PLA: "A recipient of a [state] grant, scholarship, or remission of fees ... may use the funds from the grant, scholarship, or remission of fees to pay for costs associated with a prior learning assessment that the student attempts to earn during the academic year in which the student receives the grant, scholarship, or remission of fees if the prior learning assessment: (1) has been approved by the commission; and (2) costs not more than fifty percent (50%) of the full tuition and fees for an equivalent number of credits at the Institution

Vision for CPL Policy

Survey Question

Responses

What resources does your college or institution need now or in the future to ensure that your CPL efforts are successful?

- Once developed, marketing that CPL is an option.
- State support to expand the types of prior learning assessments available to students and to catalyze equitable processes.
- In our meeting last week, state-provided start-up funds for CPL were suggested as a strategy that has been successful elsewhere. While we have had CPL policies and processes defined for quite some time, we know that it is exceedingly underused and generally unknown (beyond typical pathways - AP exams, Military credit, etc.). Funding to help us establish centralized administration of CPL would allow us to prioritize marketing, internal knowledge and skill development, and networked advising for learners that isn't compromised by competing priorities, budget issues, etc.
- Clarity of policy/guidance, clear expectations of state requirements, consistency and trust in transcript information coming from other state institutions
- Personnel, collaboration between accrediting bodies
- Vincennes University expends resources to assess prior learning, whether by developing and administering exams, evaluating portfolios, or consulting third-party credit recommendation guides. Additional state funding is necessary to ensure a sustainable CPL policy.

National Best Practices

Survey Question	Responses
<p>What did you like about the Tennessee and Colorado CPL state policies?</p>	<ul style="list-style-type: none"> • I liked the value statement at the beginning of the TN policy to set the stage that this is important to the state. In the CO policy, I appreciate the mention that students did not have to register or pay for courses being challenged for PLA. I am very interested in the portfolio assessment as this aligns with the work, we are doing in adult education to award a competency-based HSD. • PLA Credit is awarded only for those courses directly applicable to the declared degree program or certificate. • TN - I liked the pre-screening for students wishing to pursue CPL by portfolio, as it is so labor-intensive. CO - I like the requirement that institutions provide a workshop, orientation, or course for students interested in pursuing portfolio assessment; faculty-evaluated local workplace credit may be a solution for some of our faculty skepticism. The statewide determination of earning a “C” or better is helpful in creating consistency. Some of our faculty struggle with what a student must demonstrate via CPL, often expecting a higher standard than is expected of students enrolled in the equivalent course. • TN offered workshops for students to learn about CPL • Number of credits accepted for CPL. • For both state policies, I recognized the value and consistency of formalizing the process for students to transfer credits from PLA between institutions.
<p>What surprised you about these policies?</p>	<ul style="list-style-type: none"> • Not sure it is a surprise, but I am concerned about any expenses students will incur for CPL assessments or portfolio reviews. • The credit is not calculated into the student’s grade point average (GPA) • Nothing was surprising. Currently, we offer course equivalency credit only - not block credit as TN does (transfer credit excepted, and with some exceptions around ACE® Military guidance). • Students might have to pay for prior learning assessment review • The numerous ways one can obtain CPL. • I appreciate the specificity in the examples as it related to PLA in both policies and would suggest the same for the Indiana policy

National Best Practices

Survey Question

Responses

What do you see working in the Indiana system after reviewing these examples?

- PLA Credit cannot be used to satisfy college/program residency requirements. The student must complete a minimum of 25% of the credits required for their program through the institution that awards the degree or certificate
- Much of what was presented is guidance, which gives institutions flexibility in how they design and administer CPL based on their own students and institutional cultures and resources. I appreciate that policies and guidance centered on the quality and transparency of the experience for students, ensuring they understand the process and their responsibilities. Guidance that ensures we are not holding learners pursuing CPL to higher standards than learners earning credit through course enrollment is helpful.
- Guidance allows for institutional flexibility
- Consistency on how it is listed on the student transcript.
- I believe that in addition to the great processes the state has developed for the articulation of credit for military training and experience the same could be developed to engage industry statewide

After reviewing these policies, were there specific topics that would raise concerns at your college or institution?

- I want to understand the process for portfolio review better. We are working with CAEL and NEDP and hope we can align processes with post-secondary.
- Incorporate faculty input
- As noted, concerns about devoting resources (human and fiscal) to the administration of CPL; Another concern is how much should we expect CPL utilization to grow, and whether can we sustain the demand. This is more of an unknown than it is a concern since we have a very low utilization of internally evaluated CPL (challenge exams, portfolios, crosswalks) at this point in time.
- Faculty decisions, costs/resources to support, transparency to students regarding options
- Getting Institutional acceptance for CPL and information distribution to faculty and staff.
- At first read no obvious concerns are apparent. It would be interesting to read additional research conducted following the introduction of both policies.

Appendix B: Military Cultural Awareness Resources

Suggested articles, websites, and media content to assist the teams to become familiar with the nature and culture of today's military.

Articles:

- ACE® Toolkit for Veteran Friendly Institutions. <https://www.acenet.edu/Documents/Veterans-Toolkit-2018.pdf>
- Credit for Prior Learning: Charting Institutional Practice for Sustainability. 2015. ACE®. <https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Institutional-CPL-Best-Practices.aspx>
- Enrolling and Supporting Student Veterans: The Right Thing for Higher Education. 2022. <https://gwbushcenter.imgix.net/wp-content/uploads/ROI-paper-11.1.pdf>
- Recognition of Learning Across Military and Corporate Settings: How ACE® Blends Standard Processes, Disciplinary Expertise, and Context to Ensure Quality. Kratzer, D., Spires, M. & Soares, L. (2021, February). *Western Interstate Commission for Higher Education*. Boulder, CO. Retrieve from <https://www.wiche.edu/key-initiatives/recognition-of-learning/recognition-of-learning-across-military-and-corporate-settings/>
- Student Veterans: A Valuable Asset to Higher Education. Student Veterans of America. 2019. https://ivmf.syracuse.edu/wp-content/uploads/2019/12/Student-Vets_Valuable-AssetFINAL-11.6.19.pdf
- Veterans without Degrees: The Benefits and Opportunities of Certificates and Certifications. Strada. 2019. <https://www.luminafoundation.org/resource/veterans-without-degrees/>
- Veterans Program Policy Recommendations for Institutions of Higher Learning. 2021. <https://www.bushcenter.org/publications/veterans-in-higher-education-state-and-national-policy-recommendations>

Websites

- American Council on Education - <https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Evaluations.aspx>
- Military One Source - <https://www.militaryonesource.mil/data-research-and-statistics/military-community-demographics/>
- Student Veterans of America - <https://studentveterans.org/research/>
- Syracuse Institute on Veterans and Military Families - <https://ivmf.syracuse.edu/>
- PsychArmor Institute: <https://psycharmor.org/> (Course: 15 Things Military Members Want You to Know)
- Western Interstate Commission for Higher Education - <https://www.wiche.edu/key-initiatives/recognition-of-learning/equity-paradoxes-pla-boost/>

Appendix C: Credit for Prior Learning Resources

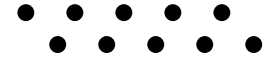
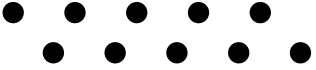
Suggested articles, websites, and media content CPL. (Note: There are many other resources available, this list is a primer to foster more investigation.)

Articles:

- Attracting Adult Learners With Credit for Prior Learning. Klein-Collins, Becky. 2022. *Council for Adult and Experiential Learning*. <https://files.eric.ed.gov/fulltext/ED617495.pdf>
- Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes. Klein-Collins, Rebecca. 2010. *Council for Adult and Experiential Learning*. <https://files.eric.ed.gov/fulltext/ED524752.pdf>
- Prior Learning Assessment Handbook. Travers, Nan. Northeast Resiliency Consortium. <https://www.skillscommons.org/bitstream/handle/taaccct/12960/NRC%20PLA%20Handbook.pdf>
- The PLA Boost: Results from a 72-institution targeted study of prior learning assessment and adult student outcomes. Klein-Collins, R., Taylor, J., Bishop, C., Bransberger, P., Lane, P. & Leibrandt, S. (2020). CAEL and WICHE. www.cael.org/pla-impact
- Underserved Students Who Earn Credit Through Prior Learning Assessment (PLA) Have Higher Degree Completion Rates and Shorter Time-to-Degree. Klein-Collins, Rebecca. 2011. *Council for Adult and Experiential Learning*. <https://www.cael.org/resources/research/underserved-students-who-earn-credit-through-prior-learning-assessment-pla-have-higher-degree-completion-rates-and-shorter-time-to-degree>

Websites

- Council on Adult and Experiential Learning - <https://www.cael.org/>
- Learning and Work Ecosystem Library - <https://learnworkecosystemlibrary.com/glossary/>
- Prior Learning Assessment Inside Out (PLAIO) - <https://www.plaio.org/index.php/home/index>



**Appendix D: 2021 Policy
Recommendations Report**



Indiana Commission for
Higher Education

POLICY
RECOMMENDATIONS
REPORT

Prior Learning Assessment
(PLA) Restart Statewide
Assistance

A series of overlapping, wavy, light gray lines that flow across the bottom half of the page, creating a sense of movement and depth.

DECEMBER 2021

TABLE OF CONTENTS

Introduction	4
Executive Summary	4
Scope of Work	6
Current In-State PLA Models and Policies	8
Research Methodology	8
Common Elements of In-State PLA Policies	10
Types of Accepted PLA Credit	10
Definition of PLA Types	12
PLA Costs to Students	15
PLA Program Challenges	16
Marketing of PLA Programs	17
Current Legislation and Policies	18
House Enrolled Act No. 1135	18
Senate Enrolled Act No. 331	18
Indiana House Bill 1549: Clearinghouse	18
CHE Financial Aid Policy	19
Policies to be Explored Further	19
In-State PLA Best Practices	20
Certification Crosswalks: Ivy Tech Community College	20
Guidance for PLA Staff and Faculty: Purdue University Global	20
Out of State PLA Best Practices	21
Elements of a Successful PLA policy	21
Transparency	21
Affordability	21
Methods of Assessment	21
Credit Limitations	22
Transcription of PLA Credits	22
Transfer of PLA Credits	22
Access	22
Evaluation	22

Recommendations	23
Pillar 1: Clearinghouse	23
Pillar 2: Statewide Policy	25
Pillar 3: Professional Development	30
Pillar 4: Employer Engagement	31
Pillar 5: Marketing Strategy	32
Conclusion	35
Acknowledgment Page	36
References	37
Appendix	38
Appendix 1: Repository of Statewide PLA Policies	38
Ball State University Policy	38
Indiana State University Policy	41
Indiana University Bloomington Policy	47
Indiana University East Policy	50
Indiana University Kokomo Policy	55
Indiana University Northwest Policy	58
Indiana University South Bend Policy	61
Indiana University Southeast Policy	65
IUPUI Policy	73
Ivy Tech Community College Policy	77
Purdue University Fort Wayne Policy	79
Purdue University Global Policy	82
Purdue University West Lafayette Policy	84
Purdue University Northwest Policy	89
University of Southern Indiana Policy	90
Vincennes University Policy	99
Appendix 2: PLA Institution Survey Results	106
Appendix 3: PLA Employer Engagement Survey Results	115

INTRODUCTION

Executive Summary

For years, the Indiana Commission for Higher Education (CHE) and Indiana's public higher education institutions have grappled with an important question that significantly impacts students: How do we value the prior experiences and learning of those enrolled in our institutions?

Individuals, particularly adult students, enrolling in college and university programs often bring with them years of experience, training, and academic study in a variety of fields. Many are either in need of or in search of additional degrees and certifications to develop their skills, advance within their companies, and/or enter a new career field. Prior Learning Assessment (PLA) has served as the key lever that institutions have used to value students' past experiences and assess whether their prior learning can be counted for credit.¹

While PLA has been an important component of higher education throughout the past decades, it is even more crucial today because of the effects of the global pandemic. Given high unemployment rates over the past years, an increasing number of individuals are seeking new career paths. In fact, a June 2020 study found that one in three individuals would change career fields if they were to lose their current employment.² With the potential that PLA has to help Hoosiers throughout the state, CHE and institutions have a unique opportunity to further enhance and develop PLA to meet the needs of current and prospective students in more areas of study. With more and more individuals bringing past experience to degree programs and seeking to enter new fields, the time is now to drive this initiative forward within in Indiana.

Additionally, from a legislative and policy perspective, the time is now to enhance and expand PLA program efforts on a statewide basis. As will be discussed within this report, the General Assembly of the State of Indiana passed House Bill no. 1549 in April of 2021. This legislation outlines new requirements for PLA data collection, reporting, and publication through the creation of an online Clearinghouse. Thus, while an opportunity exists to leverage PLA to reach more students and ensure that institutions value their prior learning, an additional opportunity exists to solidify data collection and reporting to further expand and enhance PLA offerings throughout the state.

Seeing these opportunities and wanting to capitalize on them, CHE seeks to implement components of a statewide PLA program. Through this effort, CHE aims to encourage student enrollment, expand access to PLA programs, and increase completion rates of degree and certificate programs at post-secondary campuses throughout Indiana. Using funding from the extended CARES Act, Indiana launched a PLA Restart project as a portion of their Rapid Recovery plan to help Hoosiers get better jobs by offering credit for prior learning and by aligning with credentials that are in high demand occupations for employers. Thomas P. Miller and Associates partnered with CHE and the Council for Adult and Experiential Learning (CAEL) to create this report for the Restart project. In collaboration with CHE, CAEL, and representatives from institutions of higher education, research was conducted on existing PLA program policies and developed five actionable recommendation pillars for the state to begin to invest in to meet the goal. Given that PLA is a post-secondary initiative, CHE will be the administering agency and will serve as a convener as it partners with other agencies (Department of Workforce Development, Indiana Department of Education, Governor's Workforce Cabinet, and others), employers, and the institutions. CHE and its partners can begin work on developing policies, practices, and implementation workplans to further advance the state of PLA program.

¹ Credit for Prior Learning (CPL) is a term associated with PLA. For the purposes of this report, the term PLA will be used. The issue of terminology and the use of the term CPL is addressed in the Recommendations section.

² Capella University, "Unlocking the [Full] Potential of PLA," February 2021, <https://careertech.org/resource/prior-learning-assessments>.

This report begins by outlining the PLA programs of Indiana institutions of higher education in the section titled Current In-State PLA Models and Best Practices. Through a PLA Statewide Taskforce, institutional survey, and collection of current institutional PLA policies, TPMA identified the common elements of PLA practices throughout the state. These elements include the type of PLA credit awarded, PLA costs to students, the challenges that PLA programs face, and how PLA programs are currently marketed. This information informs the recommendations that come later in the report. Additionally, within this section is an overview of legislation and policies that affect the administration of PLA programs. These include the General Assembly of the State of Indiana's House Bill no. 1549 and CHE's financial aid policy that applies to PLA. Finally, this section includes several best practices from in-state institutions.

While identifying in-state best practices is crucial, the report also identifies out of state PLA best practices. This section first identifies elements of successful PLA policies. It then outlines key best practices, which include transparency, affordability, methods of assessment, credit limitations, transcription of PLA credits, transfer of PLA credits, access, and evaluation.

In the Recommendations section, TPMA identifies 5 pillars upon which CHE and Indiana's institutions can use as a foundation to enhance PLA. Pillar 1: Clearinghouse addresses the requirements in House Bill no. 1549 and suggests the implementation of a statewide portal. Pillar 2: Statewide Policy encourages the creation of a new CHE policy that applies to all institutions and their PLA programs. This will provide consistency throughout the state and give guidance to institutions. Pillar 3: Professional Development recommends PLA training for faculty and staff to help them administer PLA, award credit, collect and report data, and engage with employers. Pillar 4: Employer Engagement addresses ways that institutions can better engage and collaborate with employers to increase awareness of PLA and form partnerships with employers whose employees may take advantage of programs. Pillar 5: Marketing outlines a marketing strategy for increasing awareness of PLA programs, and this pillar includes a digital toolkit that institutions can use to promote their programs.

Based on these pillars, TPMA recommends the following next steps for CHE and its higher education partners:

- Retain the Statewide Taskforce in order for the work efforts outlined within the recommendation section of this report to foster and gain additional institutional and partner agency stakeholder acceptance of the Indiana PLA statewide program design, policies, and implementation.
- CHE serve as the administrative entity for the Clearinghouse and PLA program resources.
- Engage work groups in support of implementation and program design needs outlined within the recommendations. For example, establish statewide data collection resources and needs, (i.e. research data software tools for credit reporting, collection and connectivity to the current CHE Data Submission System (CHEDSS), data term dictionary development and reporting policies).
- The Commission should seek a bi-annual budget request necessary to implement new program tools, staffing, and marketing resources.
- Further develop and identify sister programs that are directly connected to the benefits of the PLA program offerings that will reduce work effort duplication, such as the current work Indiana is implementing with Credential Engine and the new career explorer system.

Ultimately, this report lays the foundation for future work to capitalize on this unique opportunity to collaborate with institutions of higher education on enhancing PLA, create consistency throughout the state, and market PLA so that Hoosiers are aware of how it may benefit them in their academic and career pathways. Acting now will help to ensure that Indiana institutions are fully valuing their students' prior experiences and skills so that students can grow and develop professionally. Prompt action and intentional collaboration creates opportunity for Indiana to emerge as a national leader in PLA statewide program that other states can look to for support and guidance.

Scope of Work

PLA Statewide Taskforce

The PLA Restart Project established a Statewide Taskforce, conducted monthly meetings between August and December 2021 to provide research support, input and guidance to the PLA Statewide Restart Assistance project. TPMA facilitated monthly meetings to discuss project processes, gather data and best practices, and prepare strategic recommendations for CHE and program stakeholders. The Taskforce was instrumental in providing TPMA with current strengths, challenges, and best practices of PLA at institutions throughout the state. Through an institutional survey that Taskforce members and institutional representatives completed, TPMA gathered additional information about how PLA programs are administered and marketed. Insights gleaned from the Taskforce and the survey are discussed later within this report. Finally, the Taskforce assisted with vetting the recommendations within this report to ensure that they best meet the needs of both Indiana institutions and CHE.

TPMA worked closely with CHE, including Dr. Ken Sauer, Senior Associate Commissioner and Chief Academic Officer, and Dawn Clark, Director of Academic Affairs and Transfer, and with CAEL's Dr. Beth Doyle, Vice President of Initiatives, Solutions and Operations, and Rafael Pasillas, Director of Initiatives, to manage and support the Taskforce and the formalize this report. Members of the Taskforce are acknowledged later in this report.

Employer Engagement

To learn about employer needs, how PLA could benefit them, and how best to market to them, TPMA facilitated a survey with employers in Indiana's major industries. TPMA sent the survey to companies in a variety of industries including manufacturing, information technology, logistics, healthcare, biosciences, agriculture, and energy. The survey provided employers with an overview of PLA, its potential to assist current employees with degree/certificate completion, and its ability to build a new talent pipeline to address meeting their in-demand occupations. Additionally, it offered employers a chance to identify what type of marketing would benefit them and how they could form partnerships with local higher education institutions. The survey is discussed in greater detail later in this report.

Virtual Professional Development Session

On December 16, 2021, TPMA partnered with CAEL to provide a half-day, virtual professional development session on the topic of creating occupational crosswalks. Dr. Janice Aaneson, a PLA national subject matter expert, facilitated the training. This training was delivered to stakeholders from Ivy Tech Community College and Vincennes University. Both systems benefited from "train the trainer" professional development on how to expand and scale the build-out of in demand occupational crosswalks/assessments. In support of faculty, staff, and administrative institutional staff participation, this project provided professional development stipends to some 15-20 attendees in the half-day virtual session.

PLA Policy Recommendations Report

This summary report aims to help the state of Indiana, CHE, and stakeholders gain insight into the present PLA policies and practices within all of Indiana's public and independent colleges. The report serves as a current baseline of existing PLA programs throughout the state and generates the following outcomes:

- Define current model(s) and policy for PLA development in Indiana;
- Identify common elements amongst PLA methods in military credit, portfolio-based assessments, credit by examination, and other common methods;
- Spotlight in-state PLA best practices and components for statewide replication;
- Present policy recommendations and best practices to develop and implement PLA programs and policy throughout Indiana; and
- Provide a digital marketing toolkit that Indiana's institutions of higher education and CHE can use to market PLA to constituents.

CURRENT IN-STATE PLA MODELS AND POLICIES

Research Methodology

The Indiana Commission for Higher Education oversees sixteen Indiana public institutions of higher education. The institutions are as follows:

- Ball State University
- Indiana State University
- Indiana University Bloomington
- Indiana University East
- Indiana University Kokomo
- Indiana University Northwest
- Indiana University South Bend
- Indiana University Southeast
- IUPUI (Indiana University–Purdue University Indianapolis)
- Ivy Tech Community College
- Purdue University Fort Wayne
- Purdue University Global
- Purdue University West Lafayette
- Purdue University Northwest
- University of Southern Indiana
- Vincennes University

Each respective institution administers its own PLA policies. Therefore, to determine the current in-state models and policies, TPMA used three approaches:

1. PLA Statewide Taskforce

To inform TPMA and CHE of the current state of PLA practices throughout the state, TPMA created a PLA Statewide Taskforce. TPMA and CAEL facilitated monthly meetings August – December with representatives from higher education, Indiana Department of Workforce Development, industry associations, and other community partners. The following individuals participated in the Taskforce.

- Stephanie Bothun, VP of Consulting, Ascend Indiana
- Kristen Barry, Senior Director Research & Strategy, EmployIndy
- Sara Worstell, Executive Director, Grow Southwest Indiana WDB
- Kay Johnson, Operations Manager, Grow Southwest Indiana WDB
- Jason Bearce, Vice President of Education and Workforce Development, Indiana Chamber of Commerce
- Marilyn Pitzulo, Associate Chief Workforce Strategy, Indiana Department of Workforce Development
- April Hay, Registrar, Indiana State University
- Carolyn Gentle-Genitty, Assistant Vice President for Academic Policy and Director of the University Transfer Office, Indiana University
- Stacy Townsley, Vice President of Adult Strategy and Statewide Partnerships, Ivy Tech Community College
- Russ Baker, Vice President of Academic Affairs, Ivy Tech Community College
- Marcus Kolb, Assistant Vice President, College Accreditation, Academic Quality, and Learning Assessment, Ivy Tech Community College

- Allegra Fowler, Senior Director of Transfer and Articulation, Purdue University Global
- Tony Hahn, Vice President of Government Relations, Vincennes University
- Stephanie Stemle, Assistant Vice President of Strategic Initiatives, Vincennes University
- Rick Kribs, Provost for Curriculum and Instruction, Vincennes University
- Becky Little, Registrar, Vincennes University
- Matthew Schwartz, Assistant Vice President of Outreach and Engagement, Vincennes University

The following individuals from The Council for Adult and Experiential Learning (CAEL) served as content experts in the Taskforce meetings:

- Beth Doyle, Senior Vice President of Initiatives, Solutions and Operations, CAEL
- John Hawkins, Sr. Director of Partnership Development, CAEL
- Rafael Pasillas, Director of Initiatives, CAEL

The objectives for the PLA Statewide Taskforce were as follows:

1. Define current model(s) for PLA development in Indiana;
2. Identify common elements amongst PLA in Military Credit, Portfolio-Based Assessment, and Credit by Examination;
3. Spotlight in-state PLA best practices and component for statewide replication; and
4. Present policy recommendations for CHE and program stakeholders to further develop and implement a statewide PLA program throughout Indiana.

Through presentations from Taskforce members and guests and through facilitated discussion, the Taskforce met the above objectives and provided an overview of PLA trends, practices, needs, and recommendations related. These informed the various components of this report.

2. Institution PLA Survey

To determine the specific aspects of PLA programs at each institution, TPMA created an online survey. The survey asks representatives from institutions to provide details about:

- Elements of PLA offered
- Associated costs and fees
- Data collection
- Marketing
- Participation rates
- Equity and access barriers
- Program strengths, weaknesses, and challenges
- Best practices

After finalizing the survey, CHE distributed it to college representatives who administered or worked with PLA. Of the 16 public institutions, representatives from all 16 institutions responded. The survey asked all respondents to answer 23 questions. Respondents that indicated they marketed PLA were asked two additional questions. The results of the survey were collected and reviewed to determine current PLA practices based on the knowledge of the respondent at that point in time. See Appendix 2: PLA Institution Survey Results for a complete list of results.

3. Review of available PLA Policies

To complement the survey results, TPMA collected current institutional PLA practices. Per TPMA's request, some survey respondents sent in their PLA policies. For those that did not, TPMA conducted desktop research to collect current PLA practices. All policies were collected to create a repository of PLA practices that can be used for CHE's reference, included in the Clearinghouse, and used for further work to enhance PLA. While all institutions have some form of policy that applies to PLA, the detail of each policy varies significantly. Policies were reviewed to determine the current state of PLA practices. See Appendix 1: Repository of Statewide PLA policies for each institution's policy.

Common Elements of In-State PLA Policies

TYPES OF ACCEPTED PLA CREDIT

Based on survey results, research of PLA policies, and PLA Statewide Taskforce, the specific components of PLA offered between institutions are identified below and referenced throughout this report. The following table identifies which type of PLA credit each institution accepts. Of note is that not all institutions responded to the survey. Additionally, not all institutions had complete PLA policies available on their websites. Therefore, the information presented below is based on the research conducted for this report, and institutions that did not have information readily available may accept additional forms of PLA credit not indicated below. Following the table below is narrative that offers a brief description of each credit type and highlights some of the institutions offering that type of credit. For a more comprehensive overview of the type of PLA credit each institution awards, see Appendix 1: Repository of Statewide PLA Policies.

PLA Type	Exam Credit	Challenge/ Department Exam	Military or ACE	Portfolio	Corporate or external training recognition	Credentials, licenses, and certifications	Other
Institutions							
Ball State University	Awards credit for AP, IB & CLEP Exams	Awards Credit	Awards Credit				Awards credit for foreign language proficiency
Indiana State University	Awards credit for AP, IB, CLEP & DSST Exams	Awards Credit	Awards Credit	Awards Credit	Awards Credit	Awards Credit	Awards credit for foreign language proficiency & Excelsior College Exams
Indiana University Bloomington	Awards credit for CLEP & DSST Exams	Awards Credit	Awards Credit	Awards Credit			
Indiana University East	Awards credit for AP, CLEP & DSST Exams		Awards Credit	Awards Credit		Awards Credit	
Indiana University Kokomo	Awards credit (specific exams unknown)		Awards Credit	Awards Credit			
Indiana University Northwest			Awards Credit				
Indiana University South Bend			Awards Credit				
Indiana University Southeast	Awards credit for CLEP and DSST Exams		Awards Credit				
IUPUI	Awards Credit for CLEP Exam	Awards Credit	Awards Credit	Awards Credit	Awards Credit	Awards Credit	
Ivy Tech Community College	Awards credit for AP, IB, CLEP & DSST Exams	Awards Credit	Awards Credit	Awards Credit	Awards Credit	Awards Credit	Awards credit for Excelsior College Exams.
Purdue University Fort Wayne	Awards credit for AP, IB, & CLEP Exams	Awards Credit	Awards Credit			Awards Credit	Awards credit for foreign language proficiency & Excelsior College Exams
Purdue University Global	Awards credit for AP, IB, CLEP & DSST Exams	Awards Credit	Awards Credit	Awards Credit	Awards Credit	Awards Credit	
Purdue University West Lafayette	Awards credit for AP, IB, & CLEP Exams	Awards Credit	Awards Credit				
Purdue University Northwest	Awards credit for AP & CLEP Exams	Awards Credit	Awards Credit		Awards Credit		
University of Southern Indiana	Awards credit for AP & CLEP Exams	Awards Credit	Awards Credit	Awards Credit	Awards Credit	Awards Credit	
Vincennes University	Awards credit for AP, CLEP & DSST Exams	Awards Credit	Awards Credit	Awards Credit	Awards Credit	Awards Credit	Excelsior College Exams

DEFINITION OF PLA TYPES

1. Exam Credit

a. Advanced Placement Examinations

At least 10 institutions offer credit for scores on [Advanced Placement Exams](#) (AP Exams). Advanced Placement exams are offered in the areas of Arts, English, History and Social Sciences, Math and Computer Sciences, Sciences, and World Languages and Cultures. Participating institutions award credit based on the student's AP exam scores, which determine the number of credit hours and courses for which a student earns credit. For example, at Ivy Tech, a score of 3 on the Biology AP Exam would allow a student to receive 3 credit hours for BIOL 101, a score of 4 would allow a student to receive 5 credit hours for BIOL 105, and a score of 5 would allow a student to receive 10 credit hours for BIOL 105 and BIOL 107.

b. International Baccalaureate Examinations

[For International Baccalaureate Examinations](#) (IB Exams), students may test in six areas of subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, and arts. At least six Indiana higher education institutions award credit for IB Exams. Like the AP exams, institutions award credit based on a student's scores. As an example, Purdue Fort Wayne awards 3 to 8 credit hours based on a student's IB exam scores. Students need to receive a score of 4 or above on a high-level exam to receive credit.

c. College-Level Examination Program

The [College-Level Examination Program](#) (CLEP) provides students with the opportunity to test in a number of subject areas, including history and social sciences, composition and literature, science, mathematics, business, and world languages. This form of exam credit is widely recognized across Indiana institutions, as at least thirteen of the institutions award credit for CLEP exam scores. Credit by CLEP exams vary by institution, and not all institutions accept all CLEP exam scores. At Ivy Tech Community College, students must receive a score of 50% or higher on each exam to be awarded credit. At University of Southern Indiana, the score needed to earn credit varies by exam type, and credit is awarded for a range of classes and credit hours.

d. DANTES Subject Standardized Tests

The [DANTES Subject Standardized Tests](#) (DSST) provide students with the opportunity to earn credit based on out-of-class experience. Students may take exams in the areas of business, humanities, mathematics, physical science, social sciences, and technology. This test is offered on many military campuses. At least 5 institutions accept DSST exam scores for students to earn credit. Like the other exams, institutions require various scores for students to earn credit. At Indiana University East, scores need to be around 400 or mid to high 40s (depending on the exam) to earn three credit hours.

2. Challenge/Department Exam Credit

Challenge/department exams are exams offered by academic departments to assess an individual's knowledge of a particular subject area. These exams are administered by individual departments or the department chair. Some exams include performance-based tasks for individuals to complete. Upon completion, department faculty and staff determine what credit, if any, should be awarded. At least 12 Indiana institutions offer challenge/department exams.

3. Military or ACE Credit

At least 12 institutions offer credit based on military experience and/or [American Council on Education](#) (ACE). Institutions that offer experiential credit will examine an individual's military training, non-college coursework, or other professional or life experience to determine if she/he qualifies for credit. Additionally, many institutions award credit based on recommendations from ACE. Some institutions require military transcripts, such as a Joint Services Transcript, for an individual to be granted credit for any military coursework. At Purdue University Global, on average a military graduate receives credit for 54% of an associate's degree and 45% of a bachelor's degree.

4. Portfolio

At least 12 institutions offer credit by portfolio. Most often, individuals meet with a department advisor or faculty member who will guide them through the process of completing a portfolio. The goal of the portfolio is to demonstrate one's experience and knowledge to be awarded credit. Within a portfolio, individuals may include samples of work, essays, certificates, and other relevant documents that demonstrate mastery of skills and content. Upon successful completion of the portfolio, a review committee will determine what credit, if any, should be awarded.

At Purdue University Global, students must first enroll in either Academic Prior Learning Portfolio or Pathway to College Credit - Portfolio Development courses before submitting their portfolio. After doing so, they may submit a portfolio to earn credit for up to 15 undergraduate courses. At University of Southern Indiana, students must have at least two years of prior and relevant work experience to submit an undergraduate portfolio, which can earn that student up to 30 credit hours. University of Southern Indiana has professional and graduate portfolio requirements as well.

5. Corporate or External Training Credit

At least 8 institutions offer credit for corporate or external training. Often, employers will offer professional development training for its employees to develop skills. Individuals may also participate in external training outside of a workplace or an academic setting. In these cases, institutions may award credit if the training has adequately and appropriately met academic standards for a specific course. Departments will review the training content and certificate received and determine if any credit should be awarded.

6. Credential, License, and Certification Credit

At least 8 institutions offer credit for credentials, licenses, and certifications. Institutions award credit to individuals who have already earned credentials, licenses, and certifications in specific fields. Similar to the recognition of training, a department will review documentation a student provides and then determine if their credential, license, or certification meets academic standards for awarding credit. Ivy Tech Community College offers credit based on certification crosswalks. The crosswalk links certification in subject areas with the course credit students will receive. For more on the use of crosswalks, see the In-state PLA Best Practices section below.

7. Other

a. Foreign Language Proficiency

Ball State, Indiana State University, and Purdue Fort Wayne award credit for students who show proficiency on foreign language exams. Additionally, students at Purdue Fort Wayne may receive credit for French, German, or Spanish courses that they previously passed.

b. Excelsior College Examinations

Indiana State University, Ivy Tech Community College, Purdue Fort Wayne, and Vincennes University offer credit for scores on the Excelsior College Examinations offered through [Excelsior College](#).

PLA COSTS TO STUDENTS

Costs to students for PLA vary widely by institution. The below table outlines the known costs for students.

Institution	PLA Costs
Indiana State University	25% of tuition rate in effect at time of request per credit hour Department exam: \$50.00 per credit hour Portfolio: \$250 fee
Indiana University & Regional Campuses	Regional campuses: \$21.50/credit hour IU Bloomington: Exams range from \$15 to \$50
Indiana University Southeast	CLEP and DSST Exams: Cost covered by student.
IUPUI	New students: No fees if the request is processed within first three semesters after initial enrollment. First semester transfer students: \$20/credit hour will be assessed. If special credit is awarded as a result of credentials or experience, \$20 per credit hour will be assessed (up to a maximum of \$100 per course).
Ivy Tech Community College	Portfolio review by faculty: \$50 Exams: Cost covered by student. Training and certification crosswalk: No cost
Purdue University Fort Wayne	CLEP, AP, DSST, and UExcel Exams: Cost covered by student.
Purdue University Global	Challenge exams: \$100 per course Portfolio fee: \$1500 per portfolio, including up to 15 courses.
Purdue University Northwest	CLEP administration fee: \$25 Test-out fee: \$10 Language placement fee: \$10 per language
Purdue University West Lafayette	AP and CLEP Exams: Cost covered by student.
University of Southern Indiana	AP, CLEP, and IB Exams: Cost covered by student.
Vincennes University	Military/CLEP: No charge Articulated credit: \$25/credit hour College of Business Exams: \$15 per course credit hour

PLA PROGRAM CHALLENGES

As exemplified above, the PLA programs offer a range of credit options that provide students with methods to receive credit for prior learning. However, challenges still exist with implementing and executing PLA programs. Through the institutional survey and Statewide Taskforce, institutions elaborated on these challenges.

1. Equity and Access Challenges

When survey respondents were asked about equity and access barriers that students face when participating in PLA programming or coursework, they identified several obstacles. The top three equity and access barriers identified include:

Lack of PLA program awareness

- A lack of program awareness by students or potential students is a key challenge that the Taskforce identified. In particular it is a challenge to reach individuals who have been outside of an academic setting for an extended period of time.

Lack of access to information about PLA

- The lack of program awareness may also be due in part to a lack of access to information about PLA. A key barrier that prevents a diversity of individuals from taking advantage of PLA is that they may not know what PLA is and how it could benefit them. For those that do know what it is and would like to take advantage of it, the process of how to apply to receive credit is not always clear. Moreover, a further issue exists of institutions not having a main point of contact for PLA, which makes it challenging for individuals who want to learn more and speak to a staff or faculty member.

Lack of resources to administer PLA

- In order to stand up a statewide PLA program, staffing, data resource needs, reporting mechanisms, and professional development resources are required at the state and local institution level.
- A second reason noted why PLA programs may not have a main point of contact is because institutions struggle with having the appropriate resources to effectively administer their PLA program. When asked what current resources institutions have available to assist with PLA monitoring and administration, not one institution indicated they had a full-time PLA staff person. 6 institutions have only administrative staff or registrar assistance, 1 institution has only faculty assistance, and 4 institutions have both administrative staff or registrar and faculty assistance. Purdue University Fort Wayne has an additional resource of testing center personnel.

Lack of access to PLA opportunities in field of study

- If a student or prospective student does have access to information about PLA and would like to take advantage of a program, another equity and access barrier exists: PLA opportunities may not be offered in particular fields of study. Thus, this greatly limits students in specific fields from having their prior learning be considered for credit. Institutions that only offer PLA for undergraduate studies also noted the challenge of expanding this to include graduate studies.

2. Other Challenges

In addition to the challenges related to equity and access, institutional representatives identified several other challenges they face and areas of growth when administering a PLA program. These included the need for:

- Closer collaboration with academic departments.
- Increasing the number of students using PLA.
- A clearly defined and coordinated PLA program with additional dedicated staff to monitor and administer program components.
- Ensuring consistency between academic policies.
- A statewide policy, consistent institution-wide policies, and ensuring that those policies are carried out properly.

The recommendations within this report seek to address these common challenges that institutions experience. See the Recommendations section for additional information.

MARKETING OF PLA PROGRAMS

Given the importance of expanding access to information about PLA for current and prospective students, marketing and program promotion is key to increase awareness. As noted above, a marketing strategy is included in the Recommendations section of this report. To recommend the most effective marketing strategies, TPMA asked institutional representatives in the survey about the current state of their marketing efforts. Several salient points arose from their feedback.

Of all institutions, the majority (88%) have information about PLA on their websites. Of the institutions that indicated information is accessible on their website, 53% indicated that students could access the information within three clicks or less from the homepage. 47% indicated that it would take more than three clicks to access the information. 69% institutions include PLA information within their course catalogs. 13% included it in handouts or promotional materials.

Only half of responding institutions reported that they actively market PLA. Of those that market PLA, 50% target all learners, 66% target adult learners, 50% target online learners, and 16% target military and veteran populations.

The institutions that actively market PLA use a variety of methods to promote their program. 100% use the institution's website. 13% collaborate with their academic departments to market the program. 13% use meet and greets and informational meetings with students and prospective students to spread awareness. University of Southern Indiana uses online communication and social media platforms. Indiana State University utilizes advisors of specific academic programs. Ivy Tech Community College collaborates with organizations agencies, and employers outside of the institution to promote the program. Additionally, staff there take advantage of new student orientations to disseminate information.

Of note is that no institutions reported using images, quotes, or testimonials to market PLA programs. This is an area of growth that will be addressed in the marketing strategy below. Additionally, no institutions market PLA in their admissions application processes. Again, this is another area of growth that, if addressed, could increase the number of students or prospective students who are aware of and interested in PLA.

Finally, during Taskforce meetings, members discussed a desire for CHE, Department of Education, and Governor's Workforce Cabinet to assist in marketing PLA throughout the state. Given the statewide reach that CHE has, it plays a pivotal role in expanding awareness of PLA and increasing participation rates.

Current Legislation and Policies

As mentioned above, CHE and institutions have engaged in PLA work for many years, and this project seeks to expand and enhance current PLA efforts. Several pieces of legislation and policies have guided CHE's work and are outlined below.

HOUSE ENROLLED ACT NO. 1135

In 2010, the General Assembly of the State of Indiana passed an Indiana Code pertaining to the acceptance of Advance Placement Program Credit. Specifically, this code gives guidance as to what a student should receive if she or he receives a satisfactory score on an AP exam. A satisfactory score, according to the code, is either a 3, 4, or 5. According to the code, a student who receives a satisfactory score on the exam, "...is entitled to receive: (1) a certificate of achievement; and (2) postsecondary level academic credit at a state institution that counts toward meeting the student's degree requirement. The state educational institution may require a score higher than 3 on an advanced placement test if the credit is to be used for meeting a course requirement for a particular major at the state educational institution."³

This code, which became effective July 1, 2010, has guided institutions' acceptance of AP credit.

SENATE ENROLLED ACT NO. 331

In 2014, the General Assembly of the State of Indiana passed the Senate Enrolled Act No. 331. This act addresses services for veterans, who are defined as serving in the armed forces or national guard. The act identifies specific services that should be offered to veterans one of which pertains to the adoption of educational credit.

Every education institution must adopt a policy toward credit for veterans who have completed courses as part of their military service that meet ACE standards and meet the institution's requirements. Additionally, institutions should accept CLEP exams, a United States Department of Defense's Defense Activity for Non-Traditional Education Support Program, Excelsior College Exam, or "courses at a postsecondary educational institution accredited by a regional accrediting agency or association."⁴

³ General Assembly of the State of Indiana. House Enrolled Act No. 1135, 1 July 2010.

⁴ General Assembly of the State of Indiana. Senate Enrolled Act No. 331, 1 July 2014.

⁵ Ibid., 1.

⁶ General Assembly of the State of Indiana. House Bill No. 1549, 1 July 2021.

The act also gives CHE the ability to review each policy and includes certain requirements for publishing information and the number of educational credits that may be applied to an individual degree.⁵

INDIANA HOUSE BILL 1549: CLEARINGHOUSE

As mentioned above, The General Assembly of the State of Indiana passed Indiana House Bill 1549 (H.B. 1549) on April 29, 2021. While some components of H.B. 1549 apply to Pre-Kindergarten through secondary education, others apply directly to CHE's and post-secondary institutions' work with PLA. The following are the key requirements related to PLA within H.B. 1549:

1. "The Indiana postsecondary prior learning assessment clearinghouse is established as a consolidated inventory of learning assessments eligible for advanced standing or postsecondary credit awards at all state educational institutions."⁶
2. The clearinghouse is a collaborative effort between the Governor's Workforce Cabinet, Department of Education, and Indiana Commission for Higher Education.
3. PLA data needs to be regularly collected and updated.
4. The following data should be collected from institutions:
 - (1) "The assessment name.
 - (2) The assessment provider.
 - (3) The assessment cost.
 - (4) Whether state educational institutions are actively using the prior learning assessment, whether the assessment is aligned with state educational institution programs, and the scope of the assessment's use.
 - (5) Whether the assessment is aligned with secondary career pathways, programs of study, career and technical education courses, and general education courses.

(6) Whether the assessment is aligned with industry certifications or credentials.

(7) Whether the assessment has distinguishable competencies or learning objectives it is meant to assess.”⁷

5. Information and data gathered is to be delivered to the appropriate agency and published on the respective websites of CHE, Indiana Department of Education, and Governor’s Workforce Cabinet.

The recommendations within this report address the components of H.B. 1549 by recommending (1) a portal as a method and tool for data collection and reporting and (2) specific guidance to CHE on how it can implement a statewide policy that requires data collection and reporting that will be uniform across all institutions, and (3) a marketing strategy that includes how CHE and institutions can present PLA information to students, institutions, and employers and draw them toward the portal. See the Recommendations section for additional details.

CHE FINANCIAL AID POLICY

In 2019, CHE issued a Title 21 financial aid policy pertaining to PLA. This policy is the only standing CHE policy that recognizes PLA practices and applies to all Indiana higher education institutions under CHE’s purview. The policy includes several key elements.

First, it provides a definition of prior learning assessment, or PLA. According to the policy, prior learning assessment, “refers to an evaluation through which an eligible institution grants college credit for knowledge or skills learned outside the eligible institution...without requiring that a student: (1) enroll in a course; or (2) pay the equivalent of full tuition and fees for an equivalent course.”⁸

Additionally, it establishes that students who receive a grant, scholarship, or remission of fees may use those to cover costs associated with PLA so long as the costs are incurred within the same year that the student receives the grant, scholarship, or remission of fees. To use funds in this manner, the prior learning assessment must be one approved by CHE. At Ivy Tech Community College, the costs cannot be more than half of the full tuition and fees for the same number credits.

Finally, the policy addresses attendance requirements. If a student is attempting to earn PLA credit in a given academic term, she or he may count those credit hours for that term. The credits may count for both full and part-time attendance.

At present, the financial aid policy outlined above is the only statewide policy CHE has created regarding PLA. Through discussions with CHE, TPMA, and the Taskforce, a clear need has arisen for an additional policy from CHE. This policy should provide PLA guidance, parameters, and instruction while allowing institutions to maintain flexibility to meet the needs of their students. See the Recommendations section below for TPMA’s suggestion of what should be included in a statewide CHE policy.

POLICIES TO BE EXPLORED FURTHER

Toward the final writing of this report, members of the Taskforce referenced the General Assembly of the State of Indiana’s House Enrolled Act No. 1549 as additional legislation that need to be examined in connection with implementation of a statewide PLA program. While the Taskforce did not have the ability to review this legislation, the references to postsecondary enrollment in the act should be reviewed and explored in additional phases of this PLA Restart Project work.

⁷ Ibid., 1.

⁸ Ind. Code § IC 21-12-17-1, (2019), 11/28/2021 from <http://iga.in.gov/legislative/laws/2019/ic/titles/021/#21-12-17-1>.

In-State PLA Best Practices

At the November PLA Statewide Taskforce meeting, TPMA invited taskforce members and their colleagues to share best practices that they utilize and would recommend replicating at other institutions. Stacy Townsley from Ivy Tech Community College and Ron Maggitt from Purdue University Global both shared best practices.

CERTIFICATION CROSSWALKS: IVY TECH COMMUNITY COLLEGE

Ivy Tech offers PLA credit based on certification crosswalks. The crosswalk links certification in subject areas with the course credit students will receive. For students to receive credit, their certifications or licenses must be current and valid. Additionally, students must provide documentation either in the form of an ACE transcript or Memorandum of Understanding.

For each applicable subject area, Ivy Tech's certification crosswalk indicates what course credit a student will receive based on her or his completed certification or training. As an example, for the accounting program, if a student has completed the H&R Block or Jackson-Hewitt Tax Preparation Certificate or Liberty Tax Certification 1&2, they will receive course credit for ACCT 205 Income Tax. More about Ivy Tech's certification crosswalk can be found [here](#).

GUIDANCE FOR PLA STAFF AND FACULTY: PURDUE UNIVERSITY GLOBAL

Purdue University Global recommends the following practices:

- 1. Consider acceptance of American Council on Education (ACE) recommendations.** Institutions should consider acceptance of CLEP, AP, DSST exams, as these are all recommended by ACE. After accepting these, institutions should consider how they can expand acceptance of ACE recommendations.
- 2. Develop expertise in reviewing military credit.** Given that veterans and those serving in the military may take advantage of PLA, it is essential that institutional staff develop an expertise in reviewing military credit. Doing so will ensure that a student receives the appropriate credit for her or his time in the military.
- 3. Consider the applicability/usefulness of PLA.** Ensure that the credit an institution creates is meaningful and useful for the student. As an example, undistributed electives for military servicemembers may not help them, which means an institution might reconsider this approach to make the credit more meaningful.
- 4. Faculty must lead PLA, seek consistency, and be available to provide guidance.** Often departments may be tempted to work individually. It is best to break down silos between faculty and departments so that they can share their expertise and promote collaboration. This will create consistency across an institution and help faculty and staff provide better-informed guidance to students about program offerings.
- 5. Be transparent so that students and advisors know about PLA opportunities.** Having transparent and clear policies is essential to ensuring that advisors are fully informed and can relay relevant and necessary information to students.
- 6. Organize guidance for students seeking transfer credit and PLA to improve efficiency.** Institutions should view PLA credit in two ways: proactive and reactive. Proactive credit includes (1) transfer credit and (2) standard exam credit, certification crosswalks, and other pre-established forms of PLA. Reactive credit includes: (1) challenge and departmental exams and (2) portfolios. These forms of credit tend to be more onerous for institutional staff and faculty to assess and award credit.

Out of State PLA Best Practices

Elements of a Successful PLA policy

Policy scans conducted as part of this research reveal the need to fully engage stakeholders, including the campus community and legislators, in PLA policy development and deployment leading to buy-in and campus-wide knowledge. Additionally, it is important to determine who will administer PLA programs, both at the campus level and the system-wide level. Institutions must provide clarification on which PLA methods are accepted and should strive to make policies, processes, and procedures related to PLA more transparent. State statutes should provide guidance to individual institutions on what should go into college level policy even if statute requires institutions to implement PLA policy.

In the *Current State of Prior Learning Policies*, the Center for Law and Social Policy (CLASP) and Western Interstate Commission for Higher Education (WICHE) set out to review and summarize institutional policies and practices of prior learning assessment, highlighting federal, state, and accreditation policies related to PLA.⁹ The brief offers suggestions on the elements of PLA policy including transparency, affordability, methods of assessment, credit limitations, transcription and transfer of PLA credits, and access and evaluation. Incorporating these elements into Indiana's PLA programs can add to successful scale up of PLA and promote equity for students with low incomes, students of color, and adult working students.

Transparency

A common barrier to broader PLA usage is the lack of awareness about PLA among institution staff and students.¹⁰ This lack of awareness, or lack of transparency of PLA policy and institutional availability is a policy area that should be a focus when building state PLA policies. PLA policy and availability must be clearly communicated to students and institutional staff. Colleges must provide transparent, easy-to-find policies that are communicated through multiple channels including advisors, employers, and peers.

Affordability

Affordability is often a large barrier for students who would take advantage of PLA opportunities, and, thus, is an area of policy that needs more attention by state and federal policymakers.¹¹ Some states offer guidance to institutions on cost setting for PLA, but Indiana is the only state that has passed legislation that allows student to use financial aid award dollars to pay for costs associated with a PLA that the student attempts to earn during the academic year in which the student receives the grant, scholarship, or remission of fees.¹² Fees should be based upon the type of assessment performed, and fees must be clearly published and available to the student.

Methods of Assessment

Policy and practices for communicating the availability and benefits of PLA should include information on the methods of assessment available at the educational institution. Methods of PLA can include:

- Standardized exams (e.g., CLEP exams through the College Board, DSST military exams through Prometric, UExcel exams through Excelsior College)
- Challenge or departmental exams
- Portfolio assessment
- Credit for military training (typically through American Council on Education, or ACE, credit recommendations)
- Credit for corporate or other external training (typically through ACE or National College Credit Recommendation Service, or NCCRS, credit recommendations)
- Institutional review of external training, licenses, or certifications.

⁹ Garcia, Rosa M. and Leibbrandt, Sarah. *The Current State of Prior Learning Policies*, <https://www.wiche.edu/key-initiatives/recognition-of-learning/PLA-policies/>.

¹⁰ Alexei Matveev, "Credentialing: An Exploratory Survey of Non-Credit to Credit Conversion Activities," PowerPoint presentation, Atlanta, GA, 2018; Wendy Kilgore, *An Examination of Prior Learning Assessment Policy and Practice as Experienced by Academic Records Professionals and Students* (Boulder, CO: Western Interstate Commission for Higher Education, 2020).

¹¹ Garcia, Rosa M. and Leibbrandt, Sarah. *The Current State of Prior Learning Policies*, <https://www.wiche.edu/key-initiatives/recognition-of-learning/PLA-policies/>.

¹² Ind. Code § IC 21-12-17-1 (2019), 11/28/2021 from <http://iga.>

Credit Limitations

State/institutional policy should address the application of PLA credits. For example, in West Virginia, statute requires that prior learning credits can be applied toward majors, minors, general education requirements, and electives that count toward degree or certification requirements. PLA should not be treated differently in its application and use than its course equivalencies or appropriate block credit.¹³

Transcription of PLA Credits

Transcription refers to how PLA credit is indicated on a transcript. Comprehensive records of PLA evaluations and credit decisions should be maintained. Best practice recommends that the records should specify the experience for which credit was awarded, the method/s of assessment, the names and titles of faculty members and administrators who recommended approval of credit, and the number of credits awarded; and this information should be entered on the student transcript in a format that enables other institutions or employers to understand the basis for awarding credit.¹⁴ Across institutions there should be consistency as to how PLA credits are indicated on a transcript to ensure consistency between institutions.

Transcription of PLA credits will be further examined in the Recommendations section in this report.

Transfer of PLA Credits

CAEL recommends the establishment of policies that allow for acceptance of PLA credits awarded by other accredited institutions.¹⁵ Institutional and/or state policy should ensure clear guidelines for transfer credit and for how to evaluate credits awarded by other institutions through PLA methods. PLA credits should not be treated as “lesser” in value compared to other transcribed learning.

Transfer of PLA credits will be further examined in the Recommendations section in this report.

Access

PLA policies can be a potential policy lever to help students who are historically underrepresented.¹⁶ The PLA Boost report recommends that institutions ensure their data systems “can and do link PLA credit, student demographics and student outcomes, so that institutions can better understand how well PLA is servicing key student populations.”¹⁷

Evaluation

State policy should require that regularly scheduled PLA program evaluations be conducted. PLA coordinators can and should connect with institutional researchers to evaluate effectiveness of advising and outreach in promoting PLA usage and outcomes of students with PLA credits.

¹³ Garcia, Rosa M. and Leibrandt, Sarah. The Current State of Prior Learning Policies.

¹⁴ Ibid., 1.

¹⁵ Klein-Collins, R. Taylor, J. Bishop, C., Bransberger, P., Lane, P., and Leibrandt, S. The PLA Boost. Revised December 2020, <https://www.wiche.edu/resources/PLA-boost-report-updated-12-2020/>

¹⁶ Garcia, Rosa M. and Leibrandt, Sarah, The Current State of Prior Learning Policies.

¹⁷ Klein-Collins, R. Taylor, J. Bishop, C., Bransberger, P., Lane, P., and Leibrandt, S. The PLA Boost, xiii.

RECOMMENDATIONS

The following pillars identify five categories of recommendations that speak to PLA program gaps and topic areas that provide the state with an opportunity for PLA program enhancements. Given that PLA is a post-secondary educational program, CHE would be the administering agency of these recommendations in collaboration with institutions of higher education, employers, partner agencies (Department of Workforce Development, Indiana Department of Education, Governor's Workforce Cabinet, and others), and other stakeholders (such as the Indiana Chamber of Commerce). All of these partners would benefit from a robust PLA statewide initiative. The below recommendations will require a statewide collaborative effort by all.

Pillar 1: Clearinghouse

As referenced above, House Bill no. 1549 establishes a Clearinghouse that requires CHE and its partners to collect PLA data, report it to the appropriate agencies, and update its website with that data. To address these requirements, TPMA recommends establishing an online statewide resource portal with an internal-facing side for all institutions to contribute to and submit PLA data to CHE. In addition to data submission, the portal will be a repository of institutional PLA policies, practices, and other resources.

This online portal could also have a public-facing side for students, parents, workforce partners, community action agencies, and employers to learn more about PLA. Included in the public-facing side should be a repository of PLA resources that stakeholders can review to learn about program offerings at each institution. As the statewide PLA program advances, the repository will include all resources for transparency to the student user and implementing institutions. While resources may include PLA policies, points of contact, crosswalks, information on how to begin the process of earning PLA credit, etc., CHE and its partners will determine what resources should be available to the public.

Given that this statewide PLA initiative applies to post-secondary programs, the Clearinghouse should be administered by CHE. Moreover, CHE would be responsible for managing the Clearinghouse, making necessary updates, and reporting data to the appropriate state agency partners per the legislation's requirements. While CHE should administer the Clearinghouse, it should do so in collaboration with the Department of Education and Governor's Workforce Cabinet. CHE should also consider having a statewide license that would support a PLA data collection and reporting system and be available to all institutions. This portal and license could be funded through CHE's upcoming bi-annual budget request. Additional funding sources for consideration could include:

- CARES Act Funding
- ARPA Funding
- The Build Back Better Act: Community College and Industry Partnership Grants
- The Build Back Better Act: Re-Entry Employment Opportunities

Furthermore, the Clearinghouse should be integrated into CHE's Learn More/TransferIN website. What is essential is to have multiple pathways that draw people to the Clearinghouse. Indiana Career Explorer is one pathway; including information on CHE and institutional websites is another pathway. The marketing recommendation below outlines additional ways to expand awareness of and access to PLA program offerings and the Clearinghouse.

To determine appropriate next steps in regard to the planning and implementation of a statewide data collection and reporting portal, TPMA recommends the creation of a work group that includes CHE, institutional research representatives, Department of Education, Governor's Workforce Cabinet, and other key stakeholders. This work group should take the following steps:

1. Identify what features, tools, and information the portal should consist of, and how institutions, students, and CHE will utilize the portal. Identified above are suggestions on its use, but the work group will need to explicitly identify the desired functionality and purposes of the portal and have a clear vision for its use. The work group should consider the requirements of the legislation and the needs of students, employers, and institutions.
2. Determine if CHE can modify its currently used CHE Data Submission System (CHEDSS) to meet the needs of the Clearinghouse and create a useful statewide portal. If this is possible, the work group should create a plan to modify the CHEDSS system.
3. If modifying CHEDSS is not possible or if it appears overly burdensome to do so and the work group would like to pursue options, it should consider third-party vendor data tools. This work group's charge could include identifying companies or firms that develop higher education and/or PLA data collection tools. The work group could also host a vendor fair and request all vendors to demonstrate their tools. Potential vendors and tools the work group could explore include:
 - AcademyOne: AssessED
 - Anthology: Various applications available
 - CAEL: Credit Predictor Pro

By following these steps, the work group can help create a data collection and reporting tool that meets the requirements of the current legislation, expands access to PLA program initiatives, and establishes statewide program consistency.

CREDENTIAL ENGINE

An additional consideration for the work group is how the portal connects with the already existing Credential Engine work. There is tremendous value to the competencies, credentials and licenses, and the data being tracked and submitted for the Credential Engine project in Indiana's very own credential repository. There is an opportunity to automatically match those competencies with PLA opportunities. For example, the CAEL Credit Predictor Pro tool is using Emsi Skills data to pull skills from a student's resume. CHE should explore if this same, or similar, functionality could be used to pull competencies from a resume that align to the Indiana Credential Engine competencies. This would allow for a direct match between courses and programs in Credential Engine and a student's resume so they could determine, at an individual level, what courses or programs that should challenge via an assessment like a portfolio, challenge exam, or skills demonstration.

This work could also lead to a more competency-based assessment of prior learning, which would make it easier to stack it into different programs and even micro-credentials.

Pillar 2: Statewide Policy

A second key pillar is the creation of a statewide policy. CHE should convene a statewide committee in support of developing an Indiana PLA policy model for all Indiana higher education institutions. As noted above, the only formal policy CHE has is its financial aid policy. While this policy is significant and of benefit to PLA programs, a more robust policy is needed. Based on Taskforce discussions, a clear need arose for consistency between institutions regarding their PLA practices and administration. Institutional representatives expressed a desire for clearer guidance and support from CHE via a statewide PLA program policy. At the same time, institutions desire a policy that is flexible and allows them to shape their PLA programs based on the needs of their students, employers they have relationships with, and other stakeholders. The following components should be included in a statewide policy.

INTENTIONAL APPLICATION OF PLA POLICY

The statewide policy should require all higher education institutions to have a PLA program. While each program can be adapted to meet the needs of its stakeholders, in terms of its application, each program should include the following.

- 1. Application to all fields of study:** PLA should apply to all fields of academic study including both credit and non-credit. As referenced above, an equity and access barrier that exists is that for many institutions PLA does not apply to every field of study. This greatly limits the access students have to PLA if their field of study is not one within a PLA program. For those institutions that do not offer PLA for every academic field, it will take effort on behalf of faculty and staff to determine how credit will apply to a given academic program. However, doing so will ensure that all students and prospective students have access to PLA within their given fields.

Furthermore, PLA should apply to both credit and non-credit courses. Credit courses refer to those courses taken for which a student receives academic credit toward a degree, certification, or license. Non-credit courses refer to courses taken for which a student does not receive transcribed college credit towards a degree, certification, or license. Many continuing education and workforce development training programs do not count toward a degree and fall into the non-credit category.

- 2. Military Credit:** Through the Taskforce and institutional policy review, TPMA identified that all institutions offer some form of PLA for military training and experience. This is a strength of the PLA programs within Indiana. Because of the many veterans who have valuable experience and are seeking to enter a new profession, continuing to offer this military credit is essential and should be a component of a statewide policy. Moreover, institutions should use Purdue University Global's best practice of developing an expertise in military credit to ensure that they are awarding appropriate credit to students.

3. Staff Support: To aid in the administration of PLA, CHE should encourage each institution to have a designated staff person and/or office that can devote time and energy to administering and maintaining a PLA program. This person or office could have non-PLA roles and responsibilities as well but having a designated PLA staff member or office would address challenges with program coordination. Not having a designated staff member or office can cause delays in students applying for PLA, processing applications, and awarding credit. Moreover, lack of a person or office to coordinate PLA also presents a challenge for creating greater awareness about PLA. Students or prospective students may be prevented from inquiring and applying for PLA if there is not an easily accessible main point of contact who can answer their questions and promote PLA. Having a designated individual or office to administer PLA will (1) ensure that the program is administered efficiently and (2) be a main contact and resource for those interested in PLA.

TERMINOLOGY POLICY

For years, PLA has been the common term used in the higher education arena, but the Taskforce noted a national trend in the shift to the term Credit for Prior Learning (CPL). While PLA focuses on assessment of skills, CPL is a term that places emphasis on the entire program of where and how credit is awarded students for their prior learning. In conversations with Taskforce members, they preferred the use of the term CPL because it more fully and accurately captures the purpose of awarding credit for different types of learning of which assessment is one component. Additionally, for those unfamiliar with PLA, the term prior learning assessment may raise more questions for students about the assessment component. In contrast, CPL is more representative of the entire program and is more inclusive, as it includes assessment as well as other forms of prior learning.

Given the insights from the Taskforce members, TPMA recommends that CHE and all institutions adopt the term Credit for Prior Learning while recognizing that PLA is a subset of CPL. Overall, this term will be more accessible to individuals and provide greater clarity, especially to those who are unfamiliar with PLA.

Additionally, CHE's policy should define other common PLA terms to ensure that all institutions use the same terminology. This will create consistency between programs and make sharing of information and data more efficient.

EQUITABLE ACCESS POLICY

To eliminate the equity and access barriers that exist, a statewide policy should include the following components.

1. Application to all fields of study: PLA should apply to all fields of study (credit and non-credit) as outlined above. This will expand access and ensure that all can take advantage of PLA. The use of PLA has advanced equity by examining previous learning and experiences that can lead to possible credits or program advancements. Having a system that ensures all students have access to a PLA review through a new orientation or facilitated program will increase access and equity by making sure all students have access to the tools that can determine credit options.
2. Financial Aid: Each institution should review its financial aid models to address affordability of PLA. As demonstrated from the costs table above, the cost to students for PLA varies widely between institutions. As explained above, students may use financial aid to cover the costs of PLA, but unaffordable costs can limit opportunities for students. Therefore, CHE should require that each institution routinely evaluate its PLA costs to ensure that they are affordable to all students.
3. Administrative Tools: Institutions need clear tools to provide information access to all present and prospective students. Programs like Credit Predictor Pro, that have a student-facing side, are one tool institutions could use. All institutions should have up-to-date PLA information on their websites. Moreover, all institutions should have a main point of contact that administers PLA as referenced above. Having this main point of contact will assist with ensuring that information is accessible. See the marketing strategy below for additional information on expanding PLA awareness.

DATA COLLECTION POLICY

A key component of this statewide policy should include data collection. Given that the Clearinghouse requires CHE and its partners to report specific PLA data, having a smooth and seamless data collection process will be essential.

Creating a work group is a first step that should be taken to determine the best methods for data collection. This work group should include representatives from CHE and institutional staff responsible for research and data. This work group should do as follows:

1. Determine what data CHE will need to collect from each institution. Without question, this should include the data required in House Bill no. 1549, which are outlined above. Additionally, CHE may want to collect additional data that will be useful as it oversees all institutions and provides programmatic guidance. Throughout this process, CHE and the work group should consider how the data collected supports and connects to its other initiatives and systems, such as CHEDSS and E-Transcript.
2. After determining the data needed, the work group should develop a dictionary of data terms so that institutions know what type of data to report. Defining terms will be essential to ensure consistency between institutions, as institutions have different terminology and collect data in different ways. Additionally, data parameters and metrics will need to be established to ensure consistency. Defining the specific metrics needed will be essential to ensure that CHE has the same type of data for each institution.
3. Finally, the work group will need to determine the tool institutions should use to report the data. As mentioned above, tools like CHEDSS, Credit Predictor Pro, or some other application could provide a straightforward manner for institutions to report data that CHE would collect. Given that the type of data collected in programs like these is customizable, CHE could tailor its portal to meet its specific data needs.

TRANSFER CREDIT AND TRANSCRIPTION POLICY

Statewide and/or system-level policy should include guidance on transcription and transfer of PLA credit. While institutions accept transfer credit, the Taskforce noted that there are inconsistencies in the types of PLA credit that institutions will accept as transfer credit, and some institutions do not accept PLA credit that was awarded at another institution. While two institutions may offer the same form of PLA credit, how they award PLA credit and which experiences they consider for credit may vary significantly. Moreover, if a student receives PLA credit at one institution and then that student transfers to another institution, that second institution may or may not accept the PLA credit depending on its policies.

There are also differences on how this credit is denoted on a transcript. Best practice warrants that credit awarded through PLA should not be differentiated from institutional credits on transcripts. Institutions should track and use data to show PLA impact on students, institution completion, and enrollment goals. Tying demographic data to PLA credit records can help evaluate equity and access success indicators. Data can also be used to support adjusting policies as needed.

CHE should include in its policy clear guidance as it relates to transfer of PLA credit and transcription to ensure consistency across all institutions. AACRAO, The American Association of Collegiate Registrars and Admissions Officers, identifies a key guiding principle of transfer policy: making transfer policies clear and understandable to students.¹⁸ Without question, this guiding principle is crucial for any policy that applies to students, but it is especially needed for transfer and transcription of PLA credit. Clear and understandable state policy provides students and institutions a complete understanding of how their PLA credit may or may not transfer to a different institution and how it will be identified on their transcript.

It is recommended that CHE create a work group to evaluate other statewide policies to aid CHE in developing a customized statewide policy. The work group should seek the feedback of institutions and receive input of what current partnerships exist between institutions. One of note is the partnership between Purdue University Global and Ivy Tech Community College. At present, they are exploring a process whereby PLA credits would be accepted in transfer between the two institutions. There was great enthusiasm among Taskforce members for this type of partnership. CHE should explore the work Purdue University Global and Ivy Tech Community College are doing and seek their input to inform a policy related to transfer and transcription of PLA credits.

The following are practices in other states that CHE and its work group can look to for guidance when creating this policy.

- Ohio offers a statewide policy on transfer and transcription of PLA credits. This policy, the [Ohio Articulation and Transfer Policy](#), provides guidance on topics including that transfer credit determination should be made by receiving institution and that courses reviewed for credit must use transparent evaluation policies. The state is currently reviewing policy that would require the same credit evaluation policies be implemented at all state institutions.¹⁹
- Oklahoma's [Academic Affairs Policy](#) guarantees that credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.²⁰
- In South Dakota the South Dakota Board of Regents [Policy Manual](#) on Transfer of Credits outlines that academic courses should be transferred as meeting graduation requirements if the courses are parallel in the scope and the depth requirements for the degree, or if the courses meet electives required for the degree.²¹

¹⁸ AACRAO, "A Guide to Best Practices: Awarding Transfer and Prior Learning Credit," n.d., 5.

¹⁹ Ohio Department of Higher Education, Ohio Articulation and Transfer Policy, <https://www.ohiohighered.org/transfer/policy>.

²⁰ Oklahoma State Regents for Higher Education, Chapter 3—Academic Affairs, <https://www.okhighered.org/state-system/policy-procedures/2017/Chapter%203-%20July%202017.pdf>.

²¹ South Dakota Board of Regents, Policy Manual, <https://www.sdbor.edu/policy/documents/2-5.pdf>.

- In Colorado, the [Prior Learning Assessment Credit Manual](#) outlines the standards, methods and procedures, PLA credit transcribing procedures, including PLA transfer credits from other Colorado Community College System colleges, and transcribing instructions with examples.²²
- The Kansas Board of Regents also provide system-level guidelines on the transferability of credits for prior learning. Policy recommends that PLA “awarded and documented in the student transcript at any regionally accredited institution whose policy follows the Kansas PLA Guidelines and complies with the Higher Learning Commission criteria and Kansas State Statutes should be accepted as credit toward a degree or program certificate at all Kansas public postsecondary institutions”.²³
- Minnesota State’s [Procedure 3.29.1](#) (College and University Transcripts) outlines a uniform format for Minnesota State college and university official transcripts. Part 5 provides guidelines for awarding credit for prior learning through various methods, including external assessments, military courses, internal college assessments or articulation agreements.²⁴
- The Tennessee Prior Learning Assessment Task Force published the [Recommended Standards in Prior Learning Assessment \(PLA\) Policy and Practice for Tennessee Public Colleges and Universities](#). The manual outlines how PLA credits are to be treated in transfer between Tennessee Board of Regents and/or University of Tennessee universities and community colleges as well as how institutions should transcript PLA by method/type.²⁵
- Missouri has established the [Committee on Transfer and Articulation](#) (COTA). The main role of COTA is to frequently review and make recommendations related to transfer credit, transfer guidelines for institutions, and transfer appeal cases. The committee consists of 12 members from Missouri higher education institutions who are appointed by the commissioner of higher education. Given the importance of transfer credit, this committee meets regularly and hosts an annual conference on transfer and articulation to inform those in the higher education arena about key transfer credit updates and changes.²⁶

²² Colorado Community College System, Prior Learning Assessment Credit Manual, <https://internal.cccs.edu/wp-content/uploads/documents/Prior-Learning-Assessment-Credit-Manual.pdf>.

²³ Kansas Board of Regents, Kansas Credit for Prior Learning Guidelines, https://www.kansasregents.org/resources/PDF/Academic_Affairs/May_2019_Kansas_Credit_for_Prior_Learning_Guidelines.pdf.

²⁴ Minnesota State, Chapter 3 – Educational Policies, <https://www.minnstate.edu/board/procedure/3-29p1.pdf>.

²⁵ The Tennessee Prior Learning Assessment Task Force, Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public College and Universities, August 2012, https://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf.

²⁶ Department of Higher Education and Workforce Development, Committee on Transfer and Articulation (COTA), <https://dhewd.mo.gov/cota/>.

Pillar 3: Professional Development

Crucial to successful PLA programs are informed students that know about PLA and its benefits, employers that are well-versed in PLA and know how it can benefit their employees and companies, and a knowledgeable staff and faculty that can appropriately guide students and award credit for prior learning. Outreach to students and employers is the focus of Pillars 4 and 5 below. Outreach to educational stakeholders and implementers, faculty, and staff will be ongoing throughout the life of a PLA program. CHE should utilize its current programming and platforms to provide faculty, staff, and administrators with additional training and learning opportunities. As an example, CHE hosted its 2021 Career Relevance Educator and Employer Convening and over 160 participants joined. CHE also provides annual in-service training to its administrators, faculty, and staff. Using state virtual forums like these would be an effective tool to facilitate professional development to inform staff and faculty of Indiana's program administration. This professional development could include the following:

- **State Policies, Data Collection, & Reporting Systems:** Given the requirements of the Clearinghouse related to data collection, CHE will need to be well-versed in data collection and its reporting system. Additionally, staff and faculty will need training on what data to report and how to report it. This should include an introduction and overview of the reporting system CHE chooses to utilize, how to submit data, what data to submit, and other relevant topics. If CHE selects a third-party vendor for its statewide portal, that vendor may assist with this type of professional development.

- **Engaging Employers:** As will be highlighted in Pillar 4 below, employers are crucial assets to PLA programs. Faculty and staff should develop relationships with employers to increase program awareness and participation. Additionally, employer participation is crucial in course outcomes/competency reviews. Faculty and staff would benefit from support around how to engage employers in course outcomes/competency reviews.
- **Marketing of PLA:** As will be outlined in Pillar 5, marketing is crucial to PLA program success. Both CHE staff and institutional faculty and staff would benefit from guidance on how to market PLA and engage stakeholders. See below for additional information on marketing initiatives to promote PLA that may be the topic of professional development.

Other topics may include:

- > Creation of credential and occupational crosswalks
- > Foundations of a PLA program
- > Assessment of prior learning
- > Military credit

CHE should seek guidance from institutions and those attending professional development opportunities about the topics most relevant to and helpful for them to learn and support the program.

Pillar 4: Employer Engagement

Employers play an important role in PLA programs. For employees needing additional education to meet career and job requirements, employers and employees can benefit from taking advantage of PLA programs. Given that employees' work experience and credentials can count toward a postsecondary degree or credential, this will save employers and employees time and money. This is especially cost effective for those employers providing tuition assistance to employees.

To engage employers about their needs and how PLA could benefit them, TPMA distributed an online survey to 60+ small-, mid-, and large-sized companies throughout the state of Indiana with a large portion of those located in the southern part of the state. Of those 60+ companies that received the survey, 7 completed the survey. These individuals represented companies that employed 5-125 employees throughout Indiana. The companies represented the following industries: construction, software development, government, information technology, and agriculture and bioscience. Respondents were asked to answer 17 questions. Those employers that indicated that they offered in-house training for incumbent workers were asked an additional 4 questions. Because the results only represent a small handful of employers, they cannot be generalized to represent all employers in various fields throughout the state. However, while TPMA received a limited number of responses, the information gleaned from those who did respond was valuable and informs the recommendations within this pillar.

There are several important pieces of information that came from the survey, which inform the recommendation. 33% of respondents provide training for their employees, but that training does not provide any form of credential. Top skills that employers seek from employees include those related to CAD, coding, communication, CRM software, customer service, marketing, problem solving, STEM skills, and teamwork.

When asked to rate their familiarity with PLA, 40% of employers were unfamiliar and 60% were moderately familiar. Of all respondents, half believed that a PLA program would be of benefit to them and their employees, as it would advance its employees' skillsets which would ultimately aid the company. Respondents identified email and meetings with institutional representatives as the most effective ways for employers to learn about PLA.

See Appendix 3: Employer Engagement Survey Results for all survey responses.

Based on the results from the Employer Engagement Survey, the following recommendations can help increase awareness of PLA and create partnerships between employers.

- Utilize the marketing strategy outlined below to inform employers about PLA and how it can benefit them. Given that the employers that responded to TPMA's survey had either some or no familiarity with PLA, greater awareness is crucial. Using terminology that is accessible and clearly describes how PLA benefits employers and employees will be key to gaining interest in programs.
- Create relationships with key employers in the region. Institutions can create relationships with employers by meeting with them to discuss their needs, PLA offerings, and what a partnership could look like. In person meetings either on-campus or at the company's offices or headquarters will be most effective in forming a relationship. Once a relationship is formed, frequent communication touchpoints, such as through email, will be necessary to maintain the relationship.

- Once a relationship is established, if an employer offers training, the institution should consider how that training could count for credit toward a particular program or course (similar to the crosswalk best practice outlined above). For example, an architectural training provided by an employer could count for credit toward an architectural degree, certification, and/or license. Having clarity around which training will count for which credit will encourage employees to enroll in a local program. This will also incentivize employers to continue offering high quality training.

Pillar 5: Marketing Strategy

MARKETING STRATEGY OVERVIEW

In collaboration with the Taskforce, TPMA proposes the following marketing strategy designed to ensure a strategic approach to supporting a statewide system for PLA in the state of Indiana. This strategy targets educators in post-secondary institutions, students, and employers as they are key in aligning credentials with in-demand occupations. The strategies outlined will support the goals and vision of CHE as it continues to lead the way for adult learner success for Hoosiers.

TARGET AUDIENCE

- Educators
 - › College leaders, faculty, and staff must have an accurate understanding of the current support provided to working adult learners as well as a clear vision for how their institution can make the most impact.
- Students
 - › There is an upward trend of nontraditional students seeking training and degree programs that value their prior learning. As the cost of education continues to rise, this is especially important to students as PLA will minimize the time and cost to credential attainment. As noted throughout this report, a significant barrier exists of a lack of awareness about and access to PLA programs. This marketing strategy will help expand awareness of PLA and its benefits to all students.
- Employers
 - › Employers hold the key to understanding the credentials and skills needed for in-demand occupations and can empower incumbent workers to participate in prior learning programs to advance a more skilled workforce.

STRATEGIC MARKETING INITIATIVES

With the creation of a new portal to expand access to and information about PLA, strategic marketing is necessary to ensure that individuals know about the resources available to them. The key to building a portal that serves a diverse range of constituencies is to define the audiences well, provide them a clear path to explore what is of interest to them, and create calls-to-action. It is also important to note that building the portal alone will not drive traffic to it. There needs to be a supporting marketing plan and integrated marketing communications strategy that will drive these audiences to the site. The most challenging audience to reach will likely be the general public and students, especially adult learners, since they are not as familiar with CHE, are not connected to the same support networks as high school students, and, therefore, are more difficult to find. There are firms that focus on marketing to this audience, and some have extensive data on those with intent to enroll in education.²⁷ This type of data can focus marketing efforts to reach Hoosiers that are most likely to benefit from PLA.

With an integrated marketing and communications plan, a clear audience, and data to support marketing outreach, the following initiatives outline steps CHE and institutions can take to address the challenges outlined above and highlight the benefits and strengths of existing PLA programs throughout the state.

Initiative #1: Establish a Statewide PLA digital toolkit

- A digital toolkit will be made available as a component of this report and will include audience-specific marketing materials highlighting PLA, participating institutions, important policies, success stories, and how to apply. This toolkit will be downloadable and can be customized by each institution to align with its branding and marketing. Institutions and CHE will also be able to include recorded videos and trainings about PLA for on-demand playback.

Initiative #2: Launch Prior Learning Assessment Webinars + Podcast

- The Taskforce indicated a desire for CHE to assist in statewide marketing of PLA. Webinars and podcasts are two tools that address this desire. Webinars and podcasts are proven marketing tools for achieving true communication with a targeted audience, whether it be in real-time or on-demand. Webinars and podcasts can support CHE in driving traffic to the Clearinghouse and make it easy to keep PLA in the minds of Indiana stakeholders.

Initiative #3: Host Prior Learning Roundtable Discussions with Educators and Employers

- By facilitating these conversations, CHE can promote awareness of PLA at a statewide level. These conversations can continue to spread awareness to employers about PLA and how it can benefit them. They also serve as a valuable feedback tool to help CHE continue to learn about the desires of employers, which will help bridge the gap of aligning credentials with in-demand occupations. The Indiana Chamber of Commerce will be a key partner to assist with the roundtable discussions.

²⁷ Examples of marketing firms that engage in this type of work include CollegeAPP, Ayokay, and Kiosk.

Initiative #4: Facilitate Information Sessions for Learners

- Information sessions are a great way to promote the power of PLA while ensuring that students have the most up to date information and resources readily available. These information sessions are likely to be most effective at the institution-level, as each institution can tailor sessions to its learners about its PLA offerings. CHE can support institutions in these efforts and provide any needed resources. Similar to the professional development recommendation above, CHE should utilize its existing platforms and programs to offer information sessions. As an example, CHE hosted its 2021 Career Relevance Educator and Employer Convening and over 160 participants joined. CHE also provides annual in-service training to its administrators, faculty, and staff. Using state virtual forums like these would be an effective tool to facilitate information sessions about PLA.

Initiative #5: Expand Thought Leadership on Prior Learning

- Thought leadership influences a narrative by understanding what needs to be done. CHE leaders can ramp up thought leadership by first grasping the most pressing challenges related to PLA and next publishing articles, writing op-eds, and identifying speaking opportunities at conferences statewide. This will highlight CHE as a leader in PLA.

Initiative #6: Develop a Prior Learning Assessment Newsletter

- CHE can build a dynamic external newsletter focused on PLA that becomes the go-to resource for audience's burning questions and a primary source of traffic leads to the Clearinghouse. This will help address many of the gaps in lack of information and PLA awareness. This can also be a resource that institutions can utilize and give to students or prospective students interested in learning more about PLA.

Initiative #7: Run Social Media Ads to Drive Traffic to the Clearinghouse

- Through social media, CHE can ensure connection with the targeted audience by running paid advertisements about PLA. Ads are a great way to ensure traffic to the resources of the Clearinghouse.
- At a system-wide and institutional level, through social media efforts and other publications, marketing staff should create a campus story to inform new or returning students about the opportunities that exist through PLA. This is critical to gain common understanding and excitement of current program offerings.

Other Notes on Marketing

- The institutional survey indicated that at present institutions do not use testimonials, images, or quotes to market PLA. This is an area of growth, as they should publish PLA testimonials and success stories as a marketing effort. These can be published on social media, one-pagers, handouts and/or publications. Doing so will (1) spread awareness about PLA and (2) help students or prospective students see themselves taking advantage of PLA offerings.
- Given that institutions do not market PLA in their admissions application processes, this is an area of opportunity. Whether it be one-pager on PLA or repurposing the PLA newsletter in initiative 6, when students are inquiring about admissions or applying to an institution, this is a prime opportunity to share information with them about how PLA can be of benefit.
- As mentioned above, each institution should have up-to-date information on its website. Additionally, students should be able to access the PLA page within three clicks from the main homepage. This will increase the likelihood of students easily accessing information about PLA.

CONCLUSION

Implemented strategically and thoughtfully, the recommendations in this report seek to build on best practices, address gaps that currently exist, and create consistency among Indiana institutions of higher education. The recommendations outlined above will require a significant investment of time and resources; however, making these investments will surely be of benefit to students, staff and faculty, institutions, and employers. Furthermore, thoughtful and intentional implementation of these PLA recommendations will set Indiana apart as a national leader that other states can look to as a model for collaboration, policymaking, and addressing students' needs.

PLA programs offer a unique opportunity for students to receive credit that values their past experiences and skills that they have developed. It also offers employers the opportunity to advance the skillset of its workforce. Yet, as the report demonstrates, many prospective students and employers are unaware of PLA and how it might benefit them. The marketing plan within this report addresses this issue by recommending actions and providing tools CHE and institutions can use to expand awareness. With greater awareness of, interest in, and participation in PLA programs, the action steps of implementing a portal to address the Clearinghouse requirements, creating a statewide policy, and facilitating professional development will all be necessary to ensure institutions have proper guidance and students receive the credit they ought to within their academic programs.

Based on these pillars, TPMA recommends the following next steps for CHE and its higher education partners:

- Retain the Statewide Taskforce for the work efforts outlined within the recommendations section of this report and to foster and gain additional institutional and partner agency stakeholder acceptance of the Indiana PLA statewide program design, policies, and implementation.

- CHE serve as the administrative entity for the Clearinghouse and PLA program resources.
- Engage work groups in support of implementation and program design needs outlined within the recommendations. For example, establish statewide data collection resources and needs, (i.e. research data software tools for credit reporting, collection and connectivity to the current CHE Data Submission System (CHEDSS), data term dictionary development and reporting policies).
- The Commission should seek a bi-annual budget request necessary to implement new program tools, staffing, and marketing resources.
- Further develop and identify sister programs that are directly connected to the benefits of the PLA program offerings that will reduce work effort duplication, such as the current work Indiana is implementing with Credential Engine and the new career explorer system.

This report seeks to provide guidance to CHE, institutions, and key stakeholder agencies and partners so that they can enhance its PLA policies and efforts and better support institutions in administering PLA. The need for PLA is great, and the time to act and develop PLA programs and policy is now. By implementing the above-stated recommendations, CHE and its partners can leverage their assets to enhance PLA offerings so that more Hoosiers can take advantage of programs and reap the benefits of receiving credit for prior learning. As a result, this will expand knowledge of and access to PLA, increase the number of individuals earning certifications and degrees, help individuals succeed in the pursuing their career goals, meet the growing demands of employers throughout the state, and advance the skillset of Indiana's workforce.

ACKNOWLEDGMENT PAGE

TPMA would like to thank the following individuals for their assistance throughout the process of creating this policy report.

- Ken Sauer, Associate Commissioner and Chief Academic Officer, The Indiana Commission for Higher Education
- Dawn Clark, Director of Academic Affairs and Transfer, The Indiana Commission for Higher Education
- Jessica Barrett, Manager for Academic Affairs, The Indiana Commission for Higher Education
- Stephanie Bothun, VP of Consulting, Ascend Indiana
- Beth Doyle, Senior Vice President of Initiatives, Solutions and Operations, The Council for Adult and Experiential Learning
- John Hawkins, Senior Director of Partnership Development, The Council for Adult and Experiential Learning
- Kristen Himmerick, Senior Director of Solutions, The Council for Adult and Experiential Learning
- Rafael Pasillas, Director of Initiatives, The Council for Adult and Experiential Learning
- Janice Aaneson, Consultant, The Council for Adult and Experiential Learning
- Kristen Barry, Senior Director Research & Strategy, EmployIndy
- Sara Worstell, Executive Director, Grow Southwest Indiana WDB
- Kay Johnson, Operations Manager, Grow Southwest Indiana WDB
- Jason Bearce, Vice President of Education and Workforce Development, Indiana Chamber of Commerce
- Marilyn Pitzulo, Associate Chief Workforce Strategy, Indiana Department of Workforce Development
- April Hay, Registrar, Indiana State University
- Carolyn Gentle-Genitty, Assistant Vice President for Academic Policy and Director of the University Transfer Office, Indiana University
- Stacy Townsley, Vice President of Adult Strategy and Statewide Partnerships, Ivy Tech Community College
- Russ Baker, Vice President of Academic Affairs, Ivy Tech Community College
- Marcus Kolb, Assistant Vice President, College Accreditation, Academic Quality, and Learning Assessment, Ivy Tech Community College
- Allegra Fowler, Senior Director of Transfer and Articulation, Purdue University Global
- Ron Maggitt, Articulation Analyst, Purdue University Global
- Tony Hahn, Vice President of Government Relations, Vincennes University
- Stephanie Stemle, Assistant Vice President of Strategic Initiatives, Vincennes University
- Rick Kribs, Provost for Curriculum and Instruction, Vincennes University
- Becky Little, Registrar, Vincennes University
- Diana Hatton, Administrative Assistant, Vincennes University

REFERENCES

- AACRAO. "A Guide to Best Practices: Awarding Transfer and Prior Learning Credit." n.d.
- Capella University, "Unlocking the [Full] Potential of PLA," February 2021.
<https://careertech.org/resource/prior-learning-assessments>.
- Colorado Community College System. Prior Learning Assessment Credit Manual.
<https://internal.cccs.edu/wp-content/uploads/documents/Prior-Learning-Assessment-Credit-Manual.pdf>.
- Department of Higher Education and Workforce Development. Committee on Transfer and Articulation (COTA).
<https://dhewd.mo.gov/cota/>.
- Garcia, Rosa M. and Leibrandt, Sarah. The Current State of Prior Learning Policies,
<https://www.wiche.edu/key-initiatives/recognition-of-learning/PLA-policies/>.
- General Assembly of the State of Indiana. House Bill No. 1549. 1 July 2021.
- General Assembly of the State of Indiana. House Enrolled Act No. 1135, 1 July 2010.
- General Assembly of the State of Indiana. Senate Enrolled Act No. 331. 1 July 2014.
- Ind. Code § IC 21-12-17-1, 2019, <http://iga.in.gov/legislative/laws/2019/ic/titles/021/#21-12-17-1>.
- Kansas Board of Regents. Kansas Credit for Prior Learning Guidelines.
https://www.kansasregents.org/resources/PDF/Academic_Affairs/May_2019_Kansas_Credit_for_Prior_Learning_Guidelines.pdf.
- Klein-Collins, R. Taylor, J, Bishop, C., Bransberger, P., Lane, P., and Leibrandt, S. The PLA Boost.
Revised December 2020. <https://www.wiche.edu/resources/PLA-boost-report-updated-12-2020/>.
- Matveev, Alexei. "Credentialing: An Exploratory Survey of Non-Credit to Credit Conversion Activities," PowerPoint presentation, Atlanta, GA, 2018; Wendy Kilgore, An Examination of Prior Learning Assessment Policy and Practice as Experienced by Academic Records Professionals and Students. Boulder, CO: Western Interstate Commission for Higher Education, 2020.
- Minnesota State. Chapter 3 – Educational Policies. <https://www.minnstate.edu/board/procedure/3-29p1.pdf>
- Ohio Department of Higher Education. Ohio Articulation and Transfer Policy.
<https://www.ohiohighered.org/transfer/policy>.
- Oklahoma State Regents for Higher Education. Chapter 3—Academic Affairs. <https://www.okhighered.org/state-system/policy-procedures/2017/Chapter%203-%20July%202017.pdf>.
- South Dakota Board of Regents. Policy Manual. <https://www.sdbor.edu/policy/documents/2-5.pdf>.
- The Tennessee Prior Learning Assessment Task Force. Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public College and Universities. August 2012.
https://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf.

APPENDIX

Appendix 1: Repository of Statewide PLA Policies

The following is a collection of policies pertaining to PLA for Indiana institutions of higher education. TPMA collected these by asking respondents from the institutional survey to provide their policies. For institutions that did not respond, TPMA conducted desktop research to collect policies from each institution's website

BALL STATE UNIVERSITY POLICY

Policies Collected From:

- <https://catalog.bsu.edu/en/2019-2020/Undergraduate-Catalog/Admissions/Advanced-Standing>
- <https://catalog.bsu.edu/en/2021-2022/Graduate-Catalog/The-Graduate-School/General-Information/Credit-for-Prior-Learning>
- <https://www.bsu.edu/academics/advising/earningcredit/apalternatcreditops>
- <https://www.bsu.edu/academics/advising/earningcredit/transferecredit>

Advanced Standing

Ball State University offers opportunities to earn credit toward a degree for knowledge students have acquired independently, at work, in the military, through workshops and special classes, and in other ways. Most of these opportunities require that students take an examination to “test out” of a course or group of courses. Credit earned in this way counts toward graduation requirements, but students do not receive a grade for it. Students cannot receive credit of this type for courses for which they have already received credit. Students can earn up to 63 credits through this program.

The opportunities for earning advanced standing are:

- Advanced Placement Program
- International Baccalaureate Certificates or Diploma
- College Level Exam Program (CLEP tests—subject and general)
- Credit by departmental examination
- Credit by departmental authorization
- Credit earned while in military service
- Credit for foreign language proficiency

Any department may, at its discretion, administer an examination for any course offered in the department. The department also determines the standards for passing these examinations. Students who earn passing scores will be granted credit for the courses. Credit by examination will not be awarded to students who have been enrolled or are currently enrolled in the courses for credit or audit.

Credit by departmental authorization may be granted for learning experiences the department believes to be the equivalent of college work. No grade is given for this credit. Credit and advanced placement in foreign languages and mathematics may be awarded through the Advanced Credit Placement Test that is available online and can be taken prior to attending freshman orientation. Testing instructions are mailed to students with their orientation invitation. Students must receive placement through the testing process before registering for the appropriate courses. For more information, visit bsu.edu/admissions/credit to learn how Ball State awards advanced credit.

Ball State University will accept courses for transfer evaluation and advanced standing credit transcript posting only if the student is currently enrolled.

Credit for Prior Learning

Ball State University offers opportunities to earn credit toward a degree for knowledge students have acquired independently, at work, in the military, through workshops and special classes, and in other ways. Most of these opportunities require that students take an examination to “test out” of a course or group of courses. Credit earned in this way counts toward graduation requirements, but students do not receive a grade for it. Students cannot receive credit of this type for courses for which they have already received credit. Students can earn up to 63 credits through this program.

The opportunities for earning advanced standing are:

- Advanced Placement Program
- International Baccalaureate Certificates or Diploma
- College Level Exam Program (CLEP tests—subject and general)
- Credit by departmental examination
- Credit by departmental authorization
- Credit earned while in military service
- Credit for foreign language proficiency

Any department may, at its discretion, administer an examination for any course offered in the department. The department also determines the standards for passing these examinations. Students who earn passing scores will be granted credit for the courses. Credit by examination will not be awarded to students who have been enrolled or are currently enrolled in the courses for credit or audit.

Credit by departmental authorization may be granted for learning experiences the department believes to be the equivalent of college work. No grade is given for this credit. Credit and advanced placement in foreign languages and mathematics may be awarded through the Advanced Credit Placement Test that is available online and can be taken prior to attending freshman orientation. Testing instructions are mailed to students with their

orientation invitation. Students must receive placement through the testing process before registering for the appropriate courses. For more information, visit bsu.edu/admissions/credit to learn how Ball State awards advanced credit.

Ball State University will accept courses for transfer evaluation and advanced standing credit transcript posting only if the student is currently enrolled.

AP and Alternative Credit Options

The most common ways that students can earn [alternative credit](#) for University Core Curriculum (UCC) courses are through dual credit courses taken while in high school, [Advanced Placement \(AP\) credit](#), [transfer courses](#), [IB credit](#), [departmental examinations](#), [CLEP examinations](#), and [military credit](#). Make sure you talk with your [academic advisor](#) if any of those options apply to you.

Transfer Credit for Undergraduate Students

Every year hundreds of undergraduate students **transfer credits** to Ball State from other colleges and universities. Some undergraduate students start out somewhere else and then find that their academic journey leads them to come to Ball State after taking a semester or two (or more) of classes at another school. If you are **transferring from another school**, you will want to make sure that the first thing you do is [apply to Ball State](#). Perhaps you have always been a Ball State student but just want to try to take a few classes close to home over the summer and then transfer them back. Whether you have lots of classes to transfer or just a few, the process is the same.

1. Once you have taken and passed (earned a C grade or higher) a class at another school, you will want to request that your **official transcripts** be sent directly to the Office of Admissions, Ball State University, Muncie, Indiana, 47306.
2. When your transcripts have been received, the Office of Admissions will enter them into your current **academic record** at Ball State. You can find out if this information has been entered by contacting your [academic advisor](#).
3. Your academic advisor can tell you **how your transfer credits apply** at Ball State. For example, if you take a speech class at a local community college, you probably would like to know if that will “count” as your required core curriculum public communications course. Besides your academic advisor, another resource for finding this information is through the [Transfer Indiana website](#).

If you are planning to [transfer out](#) of the university, you will want to contact the admissions area and/or an academic advisor at the school that you wish to transfer to.

It is always important that before you take a class at another college or university, you confirm that the class will transfer back to Ball State. For example, if you take a speech class at a local community college, you probably would like to know if that will “count” as your required core curriculum public communications course. Often your [academic advisor](#) can tell you **how your transfer credits will apply** at Ball State. Your Advising Center representative may give you a form to complete and/or have you meet with an academic department prior to taking the course. Besides your academic advisor, another resource for finding this information is through the [Transfer Indiana website](#).

INDIANA STATE UNIVERSITY POLICY

Policies Collected From:

- <https://www.indstate.edu/transfer/transfer-guidelines>
- <https://www.indstate.edu/services/testing/departamental-examsassessment-prior-learning>
- <https://www.indstate.edu/services/testing/advanced-placement>
- <https://www.indstate.edu/services/testing/international-baccalaureate>
- <https://catalog.indstate.edu/content.php?catoid=50&navoid=1812>

Transfer Guidelines and Plans

Indiana State University accepts credit from regionally accredited college and universities within the United States, and from selected schools located outside the United States. Credit also may be granted for military training and experience.

General Guidelines on Credit Transfer

- Credit earned from regionally accredited colleges and universities is transferable.
- Transfer credit is assigned only for courses at the 100 level (or above) in which you have earned a grade of "C" or higher.
- Generally, an equivalent number of credit hours are given.
- Remedial, audited, or non-credit courses do not transfer. This may include courses that apply credit towards graduation at the source institution, if they are determined to be equivalent to remedial courses at ISU.
- College living, orientation, and study classes will transfer for credit if they received credit towards graduation at the source institution.

- In some cases, credit may be transferable to the University and count toward graduation, but may not be applied toward completion of your intended major.
- As much as 90 credit hours of total transfer credit will be accepted for transfer into a bachelor degree program; at least 30 credit hours must be completed through ISU to earn the bachelor degree.
- Your grades (GPA) do not transfer except for the purpose of graduation honors.
- If you transfer a bachelor degree from a regionally accredited U.S. institution, all of the University's Foundational Studies/General Education requirements will be waived.
- Credit may be granted for military training and experience per these [guidelines](#).

NOTE: These are general guidelines. Upon admission, advisors will review your transcripts and determine which credit transfers and which courses will be included in your program of study.

General Education Core Transfers

If you successfully complete the Statewide Transfer General Education Core (STGEC) at an Indiana public institution of higher education, you can transfer that coursework as a block of 30 credit hours towards completion of Foundational Studies requirements at Indiana State University.

Associate Degrees Waivers

If you have earned an Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Applied Science (A.A.S.) degree, you will be granted a waiver that applies to several of ISU's Foundational Studies/General Education requirements..

ISU offers two distinct waivers: one awarded to students who have earned an A.A. or an A.S. degree, and another awarded to students who have earned an A.A.S. degree. Associate degrees with titles other than these will be evaluated on a case-by-case basis.

The courses waived in each of these cases, as well as the courses waived for General Education Core Transfers, can be viewed in the table below.

Departmental Exams/Assessment of Prior Learning Prior Learning Credit

Indiana State University offers opportunities for non-traditional adult students to earn credit toward a degree for knowledge they have acquired outside of the college classroom that is equal to college-level learning. Credit may or may not be awarded, dependent upon the outcome.

Through these opportunities, students can earn up to 63 credit hours towards the baccalaureate degree and 25 percent of an undergraduate certificate. Students should discuss the applicability of the options below with their advisor.

- Departmental Exams/Assessment of Prior Learning
- Advanced Placement (AP) Examinations
- College-Level Examination Program (CLEP)
- Dantes Standardized Subject Tests (DSST)
- Dual Credit
- Excelsior College Examinations
- International Baccalaureate (IB)
- Non-Native (Foreign) Language Placement

Credit earned this way counts toward graduation requirements, but does not count towards resident credit. Students cannot receive credit of this type for courses for which they have already received credit.

Departmental Exams and Prior Learning Assessments charge 25% of the Undergraduate or Graduate Resident Fees in effect at the time of the exam/assessment (except for Non-Native (Foreign) Language Placement). Prior Learning Credit may be awarded using a variety of criteria which may be different for each department.

Guidelines for Credit Transfer

- Students must obtain their academic advisor's approval prior to registering for any examination to ensure departmental standards are satisfied.
- Credit earned through the Credit by Exam Program may apply toward graduation or degree requirements or elective hours within individual programs.
- Students do not receive a grade for credit earned through the examinations (assessments).
- No credit is awarded in a general examination/assessment area if the student has completed two or more college-level courses in that general examination/assessment area.
- No credit is awarded in a subject examination/assessment area if the student has already earned college-level credit in that subject area.
- Students cannot receive duplicate credit. Therefore, it is important for students to plan their academic schedule with an academic advisor.

Prior Learning Assessment

Indiana State awards both graduate and undergraduate credit for prior learning through the following assessments methods:

- American Council of Education (ACE) credit recommendations for military and industry training
- Departmental challenge exam
- Portfolio Assessment
- Assessment of certificates and licensures

Examples of Prior Learning documentation

Depending on the type of Prior Learning Assessment your department requires, the following examples of Prior Learning documentation may be useful to gather for Portfolio assessment or assessment of certificates and licensures:

- Completion of recognized academic programs
- Certificates and other credentials with their fulfillment criteria
- Curriculum vitae or résumé
- Documentation of project management skills
- Documentation of skills consistent with those expected in the course being reviewed (e.g., an animated short film, a mobile application, an e-commerce website)
- Job descriptions
- Passing a comprehensive examination on the contents of the course
- Service to a nongovernmental organization or the government (e.g., a volunteer organization, the military, diplomatic corps)
- Report on funded and unfunded research projects
- Syllabi of courses covering similar content
- Testimonials of course-related knowledge and skills acquisition

- Documentation of professional activities clarifying acquired knowledge and skills concerning the course's contents, such as developing a website for a community service organization, contributing to IT fair projects, mentorship, performance reviews, presenting or publishing scholarship, and producing a video

Advanced Placement

Students must participate in Advanced Placement (AP) courses and testing at their high schools. Students should see their high school counselor or academic advisor. Students are responsible for designating their AP scores be reported to Indiana State University Admissions

Indiana State University accepts 38 AP exams. For approved examinations, credit awarded, required scores, and (if applicable) course equivalents, refer to

APP Equivalency List <https://www.indstate.edu/sites/default/files/media/testing-app-equivalency-list-2020.pdf>

International Baccalaureate

The International Baccalaureate Program, or IB, is offered as a secondary program of study in high school throughout the United States and around the world in 150 countries. Upon completion of IB courses, students take written exams in each of the 6 major subject areas offered twice a year in November and May. Scores range from 1-7 in each subject area.

International Baccalaureate offers 57 exams. Indiana State University accepts credit by exam from International Baccalaureate. Consult the Equivalency List below for specific scores needed for credit awards in particular subjects.

IB Equivalency List <https://www.indstate.edu/sites/default/files/media/documents/pdf/ib-equivalencies.pdf>

Transfer Credit

Transfer students must meet graduation requirements as described in the graduation section of this Catalog. The academic dean of the college of a program has authority over the transferability and applicability of transfer credit hours to that program. Transfer credit may be re-evaluated when a student changes their degree program.

Only transfer credit hours earned in college-level courses (typically numbered 100 or higher) from colleges or universities accredited by broadly recognized accrediting agencies will be considered for acceptance. Broadly recognized accrediting agencies within the United States include all regional accrediting agencies, as well as national accrediting agencies recognized by the Council for Higher Education Accreditation. International institutions are accredited by the ministry of education or equivalent in their home countries. Transfer courses in which a grade of C or higher was earned will be assigned credit. Effective Spring Semester 2022 courses with a C- or higher will be assigned credit. Additional transfer guidelines are available on the [Transfer website](#). Students who wish to see how all credits will transfer to ISU should use the [Transfer Equivalency Self-Service](#) tool. ISU is a full partner in all [state initiatives](#) to enhance transferability: Indiana College Core (ICC), Core Transfer Library (CTL), Transfer Single Articulation Pathways (TSAP), and E-Transcript.

Statewide Transfer Initiatives

Core Transfer Library (CTL). Students who successfully complete CTL courses at Indiana public and participating private institutions can transfer those courses to Indiana State University to meet general education, or in some cases, major or elective requirements. For a list of participating institutions and to see how courses transfer, visit [Transfer IN.net](#).

Indiana College Core (ICC). Successful completion of the [Indiana College Core](#) at an Indiana public institution of higher education transfers as a block of 30 credit hours towards completion of Foundational Studies requirements at Indiana State University. Students completing the Indiana College Core while enrolled at Indiana State University will have the ICC indication placed on their transcript.

Statewide Core Learning Objectives	Foundational Studies Categories that meet Learning Objectives
Written Communication	Freshman Composition (CMP)
Speaking and Listening	Communication (COM)
Quantitative Reasoning	Quantitative Literacy or Math (QL)
Scientific Ways of Knowing	Science and Laboratory (LSC)
Social and Behavioral Way of Knowing	Social and Behavioral Sciences (SBS) , Historical Perspectives (HP)
Humanistic and Artistic Ways of Knowing	Fine and Performing Arts (FPA) , Ethics and Social Responsibility (ESR) , Global Perspectives and Cultural Diversity (GCD) , Literary Studies (LTS)

Transfer Single Articulation Pathways (TSAP). Transfer students who have completed an eligible Transfer Single Articulation Pathway (TSAP) program and have been admitted to the corresponding baccalaureate program at Indiana State University are granted a block of 60 credit hours from the respective associate degree. TSAPs are degree completion programs that enable students to earn a baccalaureate degree after completing an additional 60 credit hours as required by the respective major. For more information about TSAPs at Indiana State University, see below.

Associate Degree Waivers

If you have earned an Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Applied Science (A.A.S.) degree from a regionally accredited institution that is transferable to ISU, you will be granted a waiver that applies to several of Indiana State University’s Foundational Studies requirements.

There are two distinct waivers: one awarded to students who have earned an A.A. or an A.S. degree, and another awarded to students who have earned an A.A.S. degree. Associate degrees with titles other than these will be evaluated on a case-by-case basis.

The courses waived in each of these cases, as well as the courses waived for the Statewide Transfer General Education Core, can be viewed in the table below:

Foundational Studies Requirement	A.A. or A.S.	A.A.S.	ICC
Freshman Composition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Junior Composition			
Communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Quantitative Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health and Wellness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Science and Laboratory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social and Behavioral Sciences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literary Studies	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Fine and Performing Arts	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Historical Perspectives	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Global Perspectives and Cultural Diversity	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Ethics and Social Responsibility			<input checked="" type="checkbox"/>
Upper-Division Integrative Elective #1			
Upper-Division Integrative Elective #2		<input checked="" type="checkbox"/>	

Military Credit

Credit will be granted by Indiana State University according to the guidelines of the American Council of Education (ACE). The Office of the Registrar works with the academic departments to determine how credits transfer. If ACE guidelines are in conflict with Indiana State University policies, the latter takes precedence.

Students who have successfully completed college-level studies or DANTEs exams while in the military may be eligible to receive credit if their official military transcript indicates attainment of college-level equivalency.

Credit for military training and experience is granted based on official transcripts and/or discharge forms (DD214). Service members (from all branches except the Air Force) using veterans' benefits must submit an official Joint Services Transcript. All service members qualify for 2-8 credits, based on completion of basic training and length of service as indicated on the DD214. Two credits are awarded for physical education with completion of basic training. Additional elective credit is granted for service time as follows:

2 credits for 12-15 months service.

3 credits for 16-17 months service.

4 credits for 18-19 months service.

5 credits for 20-21 months service.

6 credits for 22 months or more of service.

A maximum of 63 credits may be granted based on a combination of military service, training, and education. Credit from the Community College of the Air Force is applied per Indiana State University's standard transfer guidelines for accredited institutions. A maximum of 90 credits may be applied from CCAF and other accredited colleges and universities.

Contact the [Office of the Registrar](#) for more information.

Articulation Agreements (Transfer Agreements)

These are agreements between Indiana State University and the respective institutions on pathways for students to transfer to Indiana State University or to transfer credit to Indiana State University. In addition to meeting any criteria listed in these documents, students must meet Indiana State University's transfer criteria for their desired major. Look up the transfer requirements for your desired major at Indiana State University's [transfer guidelines](#). If you represent a college wanting to develop an articulation agreement with Indiana State University, the template for an AA or AS degree is [here](#) and the template for an AAS degree is [here](#).

TSAP (Transfer Single Articulation Pathways)

In 2013 the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing the requirements for a Indiana College Core of at least 30 credit hours. The statute states that each educational institution, in collaboration with the commission for higher education, shall, not later than July 1, 2014, work together to create a single articulation pathway for each programmatic area and implement the single articulation pathways not later than May 15, 2015, for students entering state educational institutions in the fall of 2015. The areas for development must be in which significant numbers of students first obtain an associate of science or an associate of arts degree with the intent of obtaining a related baccalaureate degree.

INDIANA UNIVERSITY BLOOMINGTON POLICY

Policies Collected From:

- <https://transfer.iu.edu/transfer-credits/pla/index.html>
- <https://policies.iu.edu/policies/aca-78-transfer-credit-military/index.html#scope>
- <https://vpfaa.indiana.edu/policies/bl-aca-h42-credit-prior-learning/index.html#scope>

Prior Learning Assessment

All IU campuses offer some kind of Prior Learning Assessment (PLA). PLAs give students college credit through their prior non-academic experiences and training. PLAs may include external exams like CLEP or DSST, portfolio credit, or credit by credential. Additional examples of PLAs include military courses or certifications gained from past employment. The PLA options available to you will vary from campus to campus, and department to department. Please contact your admissions counselor or advisor to discuss what option might work for you.

Transfer Credit Related to Military Service Policy Statement

The following considerations for credit carried by all military veterans and personnel apply to all IU Campuses per statute, provided the credit being assessed meets the role, scope, and mission of the campus. Because the role, scope, and mission of each Indiana University campus differ, some credits may not be applicable to degree requirements if the receiving campus does not offer comparable coursework. Or, the credits may vary with regard to application to general education or diploma-granting unit requirements. Also, consistency among campuses will be honored, based on the charge of the University Transfer Office.

Reason for Policy

In compliance with Indiana statute ([I.C. 21-42-7-2](#)), college credit for military personnel must be awarded for academic achievements through a number of different modes, provided the “individual’s military service [is] in an active or reserve component of the armed forces of the United States or the Indiana National Guard or upon the individual’s receiving an honorable discharge from the armed forces of the United States or the Indiana National Guard.”

This policy is designed to ensure that military personnel are given full consideration of military transcript, transfer, CLEP, DSST, and Excelsior College exam credit as provided for by [I.C. 21-42-7-2](#) and also provides for consistency in the consideration of basic training credit without regard to the discharge status of the military personnel.

The maintenance, communication, update, and coordination of faculty to establish, confirm, and/or modify equivalencies across Indiana University will be the responsibility of the University Transfer Office.

Procedures

The following are in keeping with the Department of Defense Voluntary Education Partnership Memorandum of Understanding.

A. Evaluation of Credit for Basic Training

All basic training military credit is considered undistributed with some exceptions in Military Science, Aerospace, and School of Public Health courses.

1. Credit Evaluators will post up to 15 hours for basic training.
2. If a student has more than 15 hours, the credit evaluator will post additional credit beyond basic training in accordance with I.C. 21-42-7-2 and the university policies below.
3. Other campus-based policies or practices may apply in support of the best use of a student's military course credit.

B. Evaluation of Course and External Exam Credit

1. For coursework taken as part of a military occupation or position beyond basic training, military personnel will receive distributed or undistributed credit as established by the appropriate disciplinary faculty or as recommended through American Council on Education (ACE) (ACE: <http://www2.acenet.edu/militaryguide/CourseSearch.cfm>).
2. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for CLEP scores of 50 or higher;
3. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on DSST exams;
4. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on Excelsior College examinations.
5. Receive distributed or undistributed credit for coursework completed at any regionally accredited institution in accord with the campus transfer credit policies;
6. Receive distributed or undistributed credit awarded through Indiana University "Credit by Portfolio" policies.

7. Based on the DODMOU guidelines, when “general policy permits [campuses will] award transfer credit or credit for prior learning to:
 - a. Replace a required course within a major;
 - b. Apply as an optional course within the major;
 - c. Apply as a general elective;
 - d. Apply as a basic degree requirement; or
 - e. Waive a prerequisite.”
8. Meet academic residency requirements within the parameters of state law as established by the campus or school they attend.
9. Evaluation of military coursework will take place based on the Joint Services Transcript (JST*) as the primary transcript for military credit. The DD214 may be required for additional information.

**The JST is an official education transcript tool for documenting the recommended college credits for professional military education, training courses, and occupational experiences of Service members across the Services. The JST incorporates data from documents such as the Army/ACE Registry Transcript System, the Sailor/Marine ACE Registry Transcript System, the Community College of the Air Force transcript, and the Coast Guard Institute transcript.*

Credit for Prior Learning

Scope - All units on the Bloomington campus.

Policy Statement - The unit/departmental faculty shall have a policy clearly defining the criteria, procedures, and maximum credit awarded for prior learning experience.

Policy Summary - To be compliant with Higher Learning Commission (HLC) Assumed Practices.

Procedures - Units shall submit their unit-approved policies to the Campus Curriculum Committee.

Definitions - Prior learning experience is any learning experience outside the university for which no transferrable credit from other institutions can be awarded.

History - Approved: BFC 11/5/2019

INDIANA UNIVERSITY EAST POLICY

Policies Collected From:

- <https://transfer.iu.edu/transfer-credits/pla/index.html>
- <https://policies.iu.edu/policies/aca-78-transfer-credit-military/index.html#scope>
- <https://www.iue.edu/policies/prior-learning-assessment-policy.html>
- <https://www.iue.edu/admissions/apply/transferring-credits.html>
- <https://www.iue.edu/admissions/apply/ap-clep-dsst.html>
- <https://www.iue.edu/military/becoming-a-student/military-transfer-credit/>

Prior Learning Assessment

All IU campuses offer some kind of Prior Learning Assessment (PLA). PLAs give students college credit through their prior non-academic experiences and training. PLAs may include external exams like CLEP or DSST, portfolio credit, or credit by credential. Additional examples of PLAs include military courses or certifications gained from past employment. The PLA options available to you will vary from campus to campus, and department to department. Please contact your admissions counselor or advisor to discuss what option might work for you.

Transfer Credit Related to Military Service

Policy Statement -

The following considerations for credit carried by all military veterans and personnel apply to all IU Campuses per statute, provided the credit being assessed meets the role, scope, and mission of the campus. Because the role, scope, and mission of each Indiana University campus differ, some credits may not be applicable to degree requirements if the receiving campus does not offer comparable coursework. Or, the credits may vary with regard to application to general education or diploma-granting unit requirements. Also, consistency among campuses will be honored, based on the charge of the University Transfer Office.

Reason for Policy

In compliance with Indiana statute ([I.C. 21-42-7-2](#)), college credit for military personnel must be awarded for academic achievements through a number of different modes, provided the “individual’s military service [is] in an active or reserve component of the armed forces of the United States or the Indiana National Guard or upon the individual’s receiving an honorable discharge from the armed forces of the United States or the Indiana National Guard.”

This policy is designed to ensure that military personnel are given full consideration of military transcript, transfer, CLEP, DSST, and Excelsior College exam credit as provided for by [I.C. 21-42-7-2](#) and also provides for consistency in the consideration of basic training credit without regard to the discharge status of the military personnel.

The maintenance, communication, update, and coordination of faculty to establish, confirm, and/or modify equivalencies across Indiana University will be the responsibility of the University Transfer Office.

Procedures

The following are in keeping with the Department of Defense Voluntary Education Partnership Memorandum of Understanding.

C. Evaluation of Credit for Basic Training

All basic training military credit is considered undistributed with some exceptions in Military Science, Aerospace, and School of Public Health courses.

1. Credit Evaluators will post up to 15 hours for basic training.
2. If a student has more than 15 hours, the credit evaluator will post additional credit beyond basic training in accordance with [I.C. 21-42-7-2](#) and the university policies below.
3. Other campus-based policies or practices may apply in support of the best use of a student’s military course credit.

D. Evaluation of Course and External Exam Credit

1. For coursework taken as part of a military occupation or position beyond basic training, military personnel will receive distributed or undistributed credit as established by the appropriate disciplinary faculty or as recommended through American Council on Education (ACE) (ACE: <http://www2.acenet.edu/militaryguide/CourseSearch.cfm>).
2. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for CLEP scores of 50 or higher;
3. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on DSST exams;
4. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on Excelsior College examinations.

5. Receive distributed or undistributed credit for coursework completed at any regionally accredited institution in accord with the campus transfer credit policies;
6. Receive distributed or undistributed credit awarded through Indiana University "Credit by Portfolio" policies.
7. Based on the DODMOU guidelines, when "general policy permits [campuses will] award transfer credit or credit for prior learning to:
 - a. Replace a required course within a major;
 - b. Apply as an optional course within the major;
 - c. Apply as a general elective;
 - d. Apply as a basic degree requirement; or
 - e. Waive a prerequisite."
8. Meet academic residency requirements within the parameters of state law as established by the campus or school they attend.
9. Evaluation of military coursework will take place based on the Joint Services Transcript (JST*) as the primary transcript for military credit. The DD214 may be required for additional information.

**The JST is an official education transcript tool for documenting the recommended college credits for professional military education, training courses, and occupational experiences of Service members across the Services. The JST incorporates data from documents such as the Army/ACE Registry Transcript System, the Sailor/Marine ACE Registry Transcript System, the Community College of the Air Force transcript, and the Coast Guard Institute transcript.*

Prior Learning Assessment Policy

In order for a student to receive PLA credit, they must be an admitted student of IU East.

It is the student's responsibility to provide evidence of their prior learning.

Students may only receive PLA credit for classes in the IU curriculum.

Remedial classes may not be used for PLA.

PLA credits may not count towards any residency requirements unless prior approval is granted by the school awarding the degree.

While PLA credits will appear on the student's transcript, only a "pass" grade will appear and will not be included in the student's grade point average.

Each School will take responsibility for setting criteria for prior learning including which courses are eligible for portfolio credit.

Reason for Policy

IU East acknowledges that students may acquire learning outside of the academic classroom, knowledge equivalent to academic coursework. This may come from their professional or life experiences or through other types of instruction. IU East students may demonstrate this learning through taking nationally recognized tests or through creating a portfolio.

Prior learning assessment is a student-centered and faculty-driven process for awarding students college credit for demonstrated knowledge. IU East's Prior Learning Assessment program will be administered through Academic Affairs in collaboration with the Faculty Senate.

History

Passed by IU East Faculty Senate December 5, 2017

Transfer Credit Policy

- The acceptance of transfer credit is determined by the educational quality and accreditation of the institution from which the student is transferring and the applicability of credit earned to degree programs offered at Indiana University East to include nature, content and level of credit.
- AP (Advanced Placement), CLEP and DSST Exams are also considered for transfer credit upon receipt of "official" transcripts and qualifying test scores.
- Military credit is also considered upon receipt of an official transcript from the Community College of the Air Force or a Joint Service Transcript (JST).
- Only courses with a grade of C or better are considered for awarding of transfer credit. If courses are not considered transferrable for reasons other than grade, or if the student feels that the equivalent course awarded is not the desired equivalency, that student may appeal the decision by contacting the Transfer Coordinator.
- The student may request that a faculty member review a course description or syllabus to determine whether or not the course in question is transferrable or can be changed per the student's request. This is the "final" approving authority.
- After a transfer credit evaluation is complete the student's credits are added to the IU transcripts only. No grades or grade values for transfer credit will be added to the IU transcripts.
- Individual schools and departments at IU determine how transferred credits will apply toward your degree requirements. All credits will be converted to semester hours.

- Courses for which IU does not have an equivalent offering can sometimes be transferred as undistributed (UNDI) or elective credits. The decision as to how these credits will fit into your degree program will be made by the school or division in which you will pursue your degree.
- No more than 64 semester credit hours earned from a 2-year community college may be applied to any Indiana University baccalaureate degree system-wide.

AP, CLEP, AND DSST EXAMS

If you have taken AP, CLEP, and/or DSST exams, you will need to request official test scores to be sent directly to the Office of Admissions for a transfer credit evaluation.

- For [AP](#) or [CLEP](#) test scores, please contact the [College Board](#) and request a copy of your scores to be sent directly to the Office of Admissions. View a complete listing of [AP](#), [CLEP](#), and [DSST](#) exam equivalencies and the score requirements accepted at IU East.
- The transfer coordinator will evaluate your exam scores for possible transfer credit. To evaluate transfer credit, we must have official scores directly from the testing agency.

Military Transfer Credit

Transfer Credit Policy

- The acceptance of transfer credit is determined by the educational quality and accreditation of the institution from which the student is transferring and the applicability of credit earned to degree programs offered at Indiana University East to include nature, content and level of credit.
- AP (Advanced Placement), CLEP and DSST Exams are also considered for transfer credit upon receipt of “official” transcripts and qualifying test scores.

- Military credit is also considered upon receipt of an official transcript from the Community College of the Air Force or a Joint Service Transcript (JST).
- Only courses with a grade of C or better are considered for awarding of transfer credit. If courses are not considered transferrable for reasons other than grade, or if the student feels that the equivalent course awarded is not the desired equivalency, that student may appeal the decision by contacting the Transfer Coordinator.
- The student may request that a faculty member review a course description or syllabus to determine whether or not the course in question is transferrable or can be changed per the student’s request. This is the “final” approving authority.
- After a transfer credit evaluation is complete the student’s credits are added to the IU transcripts only. No grades or grade values for transfer credit will be added to the IU transcripts.
- Individual schools and departments at IU determine how transferred credits will apply toward your degree requirements. All credits will be converted to semester hours.
- Courses for which IU does not have an equivalent offering can sometimes be transferred as undistributed (UNDI) or elective credits. The decision as to how these credits will fit into your degree program will be made by the school or division in which you will pursue your degree.
- No more than 64 semester credit hours earned from a 2-year community college may be applied to any Indiana University baccalaureate degree system-wide.

INDIANA UNIVERSITY KOKOMO POLICY

Policies Collected From:

- <https://transfer.iu.edu/transfer-credits/pla/index.html>
- <https://policies.iu.edu/policies/aca-78-transfer-credit-military/index.html#scope>
- <https://www.iuk.edu/academic-affairs/academic-resources/transfer-credit.html>

Prior Learning Assessment

All IU campuses offer some kind of Prior Learning Assessment (PLA). PLAs give students college credit through their prior non-academic experiences and training. PLAs may include external exams like CLEP or DSST, portfolio credit, or credit by credential. Additional examples of PLAs include military courses or certifications gained from past employment. The PLA options available to you will vary from campus to campus, and department to department. Please contact your admissions counselor or advisor to discuss what option might work for you.

Transfer Credit Related to Military Service Policy Statement

The following considerations for credit carried by all military veterans and personnel apply to all IU Campuses per statute, provided the credit being assessed meets the role, scope, and mission of the campus. Because the role, scope, and mission of each Indiana University campus differ, some credits may not be applicable to degree requirements if the receiving campus does not offer comparable coursework. Or, the credits may vary with regard to application to general education or diploma-granting unit requirements. Also, consistency among campuses will be honored, based on the charge of the University Transfer Office.

Reason for Policy

In compliance with Indiana statute ([I.C. 21-42-7-2](#)), college credit for military personnel must be awarded for academic achievements through a number of different modes, provided the “individual’s military service [is] in an active or reserve component of the armed forces of the United States or the Indiana National Guard or upon the individual’s receiving an honorable discharge from the armed forces of the United States or the Indiana National Guard.”

This policy is designed to ensure that military personnel are given full consideration of military transcript, transfer, CLEP, DSST, and Excelsior College exam credit as provided for by [I.C. 21-42-7-2](#) and also provides for consistency in the consideration of basic training credit without regard to the discharge status of the military personnel.

The maintenance, communication, update, and coordination of faculty to establish, confirm, and/or modify equivalencies across Indiana University will be the responsibility of the University Transfer Office.

Procedures

The following are in keeping with the Department of Defense Voluntary Education Partnership Memorandum of Understanding.

E. Evaluation of Credit for Basic Training

All basic training military credit is considered undistributed with some exceptions in Military Science, Aerospace, and School of Public Health courses.

1. Credit Evaluators will post up to 15 hours for basic training.
2. If a student has more than 15 hours, the credit evaluator will post additional credit beyond basic training in accordance with [I.C. 21-42-7-2](#) and the university policies below.
3. Other campus-based policies or practices may apply in support of the best use of a student's military course credit.

F. Evaluation of Course and External Exam Credit

1. For coursework taken as part of a military occupation or position beyond basic training, military personnel will receive distributed or undistributed credit as established by the appropriate disciplinary faculty or as recommended through American Council on Education (ACE) (ACE: <http://www2.acenet.edu/militaryguide/CourseSearch.cfm>).
2. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for CLEP scores of 50 or higher;
3. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on DSST exams;
4. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on Excelsior College examinations.
5. Receive distributed or undistributed credit for coursework completed at any regionally accredited institution in accord with the campus transfer credit policies;
6. Receive distributed or undistributed credit awarded through Indiana University "Credit by Portfolio" policies.

7. Based on the DODMOU guidelines, when “general policy permits [campuses will] award transfer credit or credit for prior learning to:
 - a. Replace a required course within a major;
 - b. Apply as an optional course within the major;
 - c. Apply as a general elective;
 - d. Apply as a basic degree requirement; or
 - e. Waive a prerequisite.”
8. Meet academic residency requirements within the parameters of state law as established by the campus or school they attend.
9. Evaluation of military coursework will take place based on the Joint Services Transcript (JST*) as the primary transcript for military credit. The DD214 may be required for additional information.

**The JST is an official education transcript tool for documenting the recommended college credits for professional military education, training courses, and occupational experiences of Service members across the Services. The JST incorporates data from documents such as the Army/ACE Registry Transcript System, the Sailor/Marine ACE Registry Transcript System, the Community College of the Air Force transcript, and the Coast Guard Institute transcript.*

Transfer Credit

Indiana University Kokomo will award transfer credit for any course taken at an accredited institution, except a course which is equivalent to ENG W131, ENG W132, MATH M125, and SPCH S 121, in which the student has earned a grade of C or better. Transfer credit for a course taken at an accredited institution which is equivalent to ENG W131, ENG W132, MATH M125, and SPCH S121 will be awarded only if the student has earned a grade of C or better.

(Faculty Senate, 3/21/1991)

IU Kokomo does not grant transfer credit for courses in disciplines which are not offered at IU, e.g. engineering. However, upon the request of the Academic Advisor, transfer credit will be granted for courses equivalent to those offered by Purdue University on this campus through the Statewide Technology program. Transfer credit is granted for these courses because IU Kokomo students can enroll in them as part of their degree program at IU Kokomo.

(Administrative Practice)

INDIANA UNIVERSITY NORTHWEST POLICY

Policies Collected From:

- <https://transfer.iu.edu/transfer-credits/pla/index.html>
- <https://policies.iu.edu/policies/aca-78-transfer-credit-military/index.html#scope>

Prior Learning Assessment

All IU campuses offer some kind of Prior Learning Assessment (PLA). PLAs give students college credit through their prior non-academic experiences and training. PLAs may include external exams like CLEP or DSST, portfolio credit, or credit by credential. Additional examples of PLAs include military courses or certifications gained from past employment. The PLA options available to you will vary from campus to campus, and department to department. Please contact your admissions counselor or advisor to discuss what option might work for you.

Transfer Credit Related to Military Service

Policy Statement

The following considerations for credit carried by all military veterans and personnel apply to all IU Campuses per statute, provided the credit being assessed meets the role, scope, and mission of the campus. Because the role, scope, and mission of each Indiana University campus differ, some credits may not be applicable to degree requirements if the receiving campus does not offer comparable coursework. Or, the credits may vary with regard to application to general education or diploma-granting unit requirements. Also, consistency among campuses will be honored, based on the charge of the University Transfer Office.

Reason for Policy

In compliance with Indiana statute [\(I.C. 21-42-7-2\)](#), college credit for military personnel must be awarded for academic achievements through a number of different modes, provided the “individual’s military service [is] in an active or reserve component of the armed forces of the United States or the Indiana National Guard or upon the individual’s receiving an honorable discharge from the armed forces of the United States or the Indiana National Guard.”

This policy is designed to ensure that military personnel are given full consideration of military transcript, transfer, CLEP, DSST, and Excelsior College exam credit as provided for by [I.C. 21-42-7-2](#) and also provides for consistency in the consideration of basic training credit without regard to the discharge status of the military personnel.

The maintenance, communication, update, and coordination of faculty to establish, confirm, and/or modify equivalencies across Indiana University will be the responsibility of the University Transfer Office.

Procedures

The following are in keeping with the Department of Defense Voluntary Education Partnership Memorandum of Understanding.

G. Evaluation of Credit for Basic Training

All basic training military credit is considered undistributed with some exceptions in Military Science, Aerospace, and School of Public Health courses.

1. Credit Evaluators will post up to 15 hours for basic training.
2. If a student has more than 15 hours, the credit evaluator will post additional credit beyond basic training in accordance with [I.C. 21-42-7-2](#) and the university policies below.
3. Other campus-based policies or practices may apply in support of the best use of a student's military course credit.

H. Evaluation of Course and External Exam Credit

1. For coursework taken as part of a military occupation or position beyond basic training, military personnel will receive distributed or undistributed credit as established by the appropriate disciplinary faculty or as recommended through American Council on Education (ACE) (ACE: <http://www2.acenet.edu/militaryguide/CourseSearch.cfm>).
2. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for CLEP scores of 50 or higher;
3. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on DSST exams;
4. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on Excelsior College examinations.
5. Receive distributed or undistributed credit for coursework completed at any regionally accredited institution in accord with the campus transfer credit policies;
6. Receive distributed or undistributed credit awarded through Indiana University "Credit by Portfolio" policies.

7. Based on the DODMOU guidelines, when “general policy permits [campuses will] award transfer credit or credit for prior learning to:
 - a. Replace a required course within a major;
 - b. Apply as an optional course within the major;
 - c. Apply as a general elective;
 - d. Apply as a basic degree requirement; or
 - e. Waive a prerequisite.”
8. Meet academic residency requirements within the parameters of state law as established by the campus or school they attend.
9. Evaluation of military coursework will take place based on the Joint Services Transcript (JST*) as the primary transcript for military credit. The DD214 may be required for additional information.

**The JST is an official education transcript tool for documenting the recommended college credits for professional military education, training courses, and occupational experiences of Service members across the Services. The JST incorporates data from documents such as the Army/ACE Registry Transcript System, the Sailor/Marine ACE Registry Transcript System, the Community College of the Air Force transcript, and the Coast Guard Institute transcript.*

INDIANA UNIVERSITY SOUTH BEND POLICY

Policies Collected From:

- <https://transfer.iu.edu/transfer-credits/pla/index.html>
- <https://policies.iu.edu/policies/aca-78-transfer-credit-military/index.html#scope>
- <https://admissions.iusb.edu/apply/transfer/transfer-apply.html>

Prior Learning Assessment

All IU campuses offer some kind of Prior Learning Assessment (PLA). PLAs give students college credit through their prior non-academic experiences and training. PLAs may include external exams like CLEP or DSST, portfolio credit, or credit by credential. Additional examples of PLAs include military courses or certifications gained from past employment. The PLA options available to you will vary from campus to campus, and department to department. Please contact your admissions counselor or advisor to discuss what option might work for you.

Transfer Credit Related to Military Service Policy Statement

The following considerations for credit carried by all military veterans and personnel apply to all IU Campuses per statute, provided the credit being assessed meets the role, scope, and mission of the campus. Because the role, scope, and mission of each Indiana University campus differ, some credits may not be applicable to degree requirements if the receiving campus does not offer comparable coursework. Or, the credits may vary with regard to application to general education or diploma-granting unit requirements. Also, consistency among campuses will be honored, based on the charge of the University Transfer Office.

Reason for Policy

In compliance with Indiana statute ([I.C. 21-42-7-2](#)), college credit for military personnel must be awarded for academic achievements through a number of different modes, provided the “individual’s military service [is] in an active or reserve component of the armed forces of the United States or the Indiana National Guard or upon the individual’s receiving an honorable discharge from the armed forces of the United States or the Indiana National Guard.”

This policy is designed to ensure that military personnel are given full consideration of military transcript, transfer, CLEP, DSST, and Excelsior College exam credit as provided for by [I.C. 21-42-7-2](#) and also provides for consistency in the consideration of basic training credit without regard to the discharge status of the military personnel.

The maintenance, communication, update, and coordination of faculty to establish, confirm, and/or modify equivalencies across Indiana University will be the responsibility of the University Transfer Office.

Procedures

The following are in keeping with the Department of Defense Voluntary Education Partnership Memorandum of Understanding.

I. Evaluation of Credit for Basic Training

All basic training military credit is considered undistributed with some exceptions in Military Science, Aerospace, and School of Public Health courses.

1. Credit Evaluators will post up to 15 hours for basic training.
2. If a student has more than 15 hours, the credit evaluator will post additional credit beyond basic training in accordance with [I.C. 21-42-7-2](#) and the university policies below.
3. Other campus-based policies or practices may apply in support of the best use of a student's military course credit.

J. Evaluation of Course and External Exam Credit

1. For coursework taken as part of a military occupation or position beyond basic training, military personnel will receive distributed or undistributed credit as established by the appropriate disciplinary faculty or as recommended through American Council on Education (ACE) (ACE: <http://www2.acenet.edu/militaryguide/CourseSearch.cfm>).
2. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for CLEP scores of 50 or higher;
3. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on DSST exams;
4. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on Excelsior College examinations.
5. Receive distributed or undistributed credit for coursework completed at any regionally accredited institution in accord with the campus transfer credit policies;
6. Receive distributed or undistributed credit awarded through Indiana University "Credit by Portfolio" policies.

7. Based on the DODMOU guidelines, when “general policy permits [campuses will] award transfer credit or credit for prior learning to:
 - a. Replace a required course within a major;
 - b. Apply as an optional course within the major;
 - c. Apply as a general elective;
 - d. Apply as a basic degree requirement; or
 - e. Waive a prerequisite.”
8. Meet academic residency requirements within the parameters of state law as established by the campus or school they attend.
9. Evaluation of military coursework will take place based on the Joint Services Transcript (JST*) as the primary transcript for military credit. The DD214 may be required for additional information.

**The JST is an official education transcript tool for documenting the recommended college credits for professional military education, training courses, and occupational experiences of Service members across the Services. The JST incorporates data from documents such as the Army/ACE Registry Transcript System, the Sailor/Marine ACE Registry Transcript System, the Community College of the Air Force transcript, and the Coast Guard Institute transcript.*

Transfer Credit

- A student may transfer to IU South Bend with at least 12 transferrable credits and a 2.0/4.0 cumulative GPA for all post-secondary course work earned. Students with less than 12 transferrable credits must meet our first-year admission requirements.
 - It is important that a student notifies IU South Bend if transcripts will arrive under a name other than the one listed on the application.
 - Applicants must submit ALL college transcripts. Students must submit an official transcript from each post-secondary institution at which they were enrolled.
 - The grades for course work transferred in IS NOT calculated as part of the IU GPA. Course work that is transferred is not assigned a grade in transfer and not calculated as part of your IU GPA.
 - Some course work may be too “old” to count toward meeting certain degree requirements in the College of Health Sciences.
 - Course work, generally speaking, does not have an expiration date for transfer, but for some programs, such as Dental Hygiene or Nursing, science course work may need to be repeated if it was completed outside the set limits. Be sure to ask your Admission Counselor to discuss this issue with you.
 - Transfer credit can be distributed and undistributed.
 - Courses for which IU South Bend does not have a course-to-course equivalency can sometimes be transferred in as undistributed (UNDI) credit. The decision as to how these UNDI credits will fit into a degree program is made by the school or division in which a student will pursue a degree, but it may be necessary to submit syllabi and course descriptions in order for a course-to-course equivalency to be granted.
- To learn more about the IU transfer policies that impact and support transfer students, please review the information at this [link](#).

It's possible that not all credit transferred meets degree requirements.

It is vital to remember that even though credit may be transferred in, the credit may not count toward meeting degree requirements. For example, you may have 60 credits of course work in a particular major. This course work may be transferred in, but if you plan to pursue a degree in a very different field of study, it may be that not all of this credit will meet the requirements of the new degree program.

Once you are admitted, individual schools/colleges and departments at IU South Bend will determine how transferred credit will apply toward your degree requirements.

You should discuss degree goals with your Admission Counselor and after admission, with an Academic Advisor, to remain on target with your degree program.

INDIANA UNIVERSITY SOUTHEAST POLICY

Policies Collected From:

- <https://transfer.iu.edu/transfer-credits/pla/index.html>
- <https://policies.iu.edu/policies/aca-78-transfer-credit-military/index.html#scope>
- <https://www.ius.edu/student-success-center/testing-services/clep.php>
- <https://www.ius.edu/student-success-center/testing-services/dsst-program.php>

Prior Learning Assessment

All IU campuses offer some kind of Prior Learning Assessment (PLA). PLAs give students college credit through their prior non-academic experiences and training. PLAs may include external exams like CLEP or DSST, portfolio credit, or credit by credential. Additional examples of PLAs include military courses or certifications gained from past employment. The PLA options available to you will vary from campus to campus, and department to department. Please contact your admissions counselor or advisor to discuss what option might work for you.

Transfer Credit Related to Military Service

Policy Statement

The following considerations for credit carried by all military veterans and personnel apply to all IU Campuses per statute, provided the credit being assessed meets the role, scope, and mission of the campus. Because the role, scope, and mission of each Indiana University campus differ, some credits may not be applicable to degree requirements if the receiving campus does not offer comparable coursework. Or, the credits may vary with regard to application to general education or diploma-granting unit requirements. Also, consistency among campuses will be honored, based on the charge of the University Transfer Office.

Reason for Policy

In compliance with Indiana statute ([I.C. 21-42-7-2](#)), college credit for military personnel must be awarded for academic achievements through a number of different modes, provided the “individual’s military service [is] in an active or reserve component of the armed forces of the United States or the Indiana National Guard or upon the individual’s receiving an honorable discharge from the armed forces of the United States or the Indiana National Guard.”

This policy is designed to ensure that military personnel are given full consideration of military transcript, transfer, CLEP, DSST, and Excelsior College exam credit as provided for by [I.C. 21-42-7-2](#) and also provides for consistency in the consideration of basic training credit without regard to the discharge status of the military personnel.

The maintenance, communication, update, and coordination of faculty to establish, confirm, and/or modify equivalencies across Indiana University will be the responsibility of the University Transfer Office.

Procedures

The following are in keeping with the Department of Defense Voluntary Education Partnership Memorandum of Understanding.

K. Evaluation of Credit for Basic Training

All basic training military credit is considered undistributed with some exceptions in Military Science, Aerospace, and School of Public Health courses.

1. Credit Evaluators will post up to 15 hours for basic training.
2. If a student has more than 15 hours, the credit evaluator will post additional credit beyond basic training in accordance with [I.C. 21-42-7-2](#) and the university policies below.
3. Other campus-based policies or practices may apply in support of the best use of a student's military course credit.

L. Evaluation of Course and External Exam Credit

1. For coursework taken as part of a military occupation or position beyond basic training, military personnel will receive distributed or undistributed credit as established by the appropriate disciplinary faculty or as recommended through American Council on Education (ACE) ([ACE: http://www2.acenet.edu/militaryguide/CourseSearch.cfm](http://www2.acenet.edu/militaryguide/CourseSearch.cfm)).
2. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for CLEP scores of 50 or higher;
3. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on DSST exams;
4. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on Excelsior College examinations.
5. Receive distributed or undistributed credit for coursework completed at any regionally accredited institution in accord with the campus transfer credit policies;
6. Receive distributed or undistributed credit awarded through Indiana University "Credit by Portfolio" policies.

7. Based on the DODMOU guidelines, when “general policy permits [campuses will] award transfer credit or credit for prior learning to:
 - a. Replace a required course within a major;
 - b. Apply as an optional course within the major;
 - c. Apply as a general elective;
 - d. Apply as a basic degree requirement; or
 - e. Waive a prerequisite.”
8. Meet academic residency requirements within the parameters of state law as established by the campus or school they attend.
9. Evaluation of military coursework will take place based on the Joint Services Transcript (JST*) as the primary transcript for military credit. The DD214 may be required for additional information.

**The JST is an official education transcript tool for documenting the recommended college credits for professional military education, training courses, and occupational experiences of Service members across the Services. The JST incorporates data from documents such as the Army/ACE Registry Transcript System, the Sailor/Marine ACE Registry Transcript System, the Community College of the Air Force transcript, and the Coast Guard Institute transcript.*

CLEP

The College-Level Examination Program (CLEP) gives you the opportunity to receive college credit for your comprehensive subject knowledge acquired through independent or prior study, on-the-job training, professional development, cultural pursuits, or internships.

For more information visit the [College Board CLEP website](#).

Test Fees and Procedures

To register and pay for a CLEP exam, visit the [College Board Sign In page](#). Using “MyAccount” you will select a test, choose a test center, and pay the CLEP exam fee of \$87 per test. You may test at the center you choose or any other center; you are not limited to the center you select on your account. Please remember to bring your ticket to the test center on the test date. Your registration is valid for six (6) months; an expiration date is printed on your ticket. Please call the Student Success Center at (812) 941-2312 to schedule a test day and time.

Refund Information

If you need a refund for test fees you have paid, please call the Student Success Center at (812) 941-2312.

Identification Requirements for Civilian Candidates and Self-Funded Military Candidates

Each candidate must present one form of identification (ID). The ID will be checked during the check-in process and may be re-checked at any time during the administration. The ID must be a government-issued photo ID, and it must include the candidate’s name, signature, and a recognizable photograph. Acceptable forms of ID include:

- Current passport with name, photograph, and signature
- Valid driver’s license with name, photograph, and signature
- State ID issued by a state Bureau of Motor Vehicles with name, photograph, and signature
- A tribal ID card
- A naturalization card or certificate of citizenship
- If the student is a minor and unable to provide a government-issued ID, then the College Board ID Form may be used for the ID. This form must include a recognizable photo, and the school seal must overlap the photo. The student must sign the ID form in the presence of her counselor or principal. The student will sign the form again at the test center.

CLEP for Active Duty Military Personnel and Veterans

The U.S. Department of Veterans Affairs reimburses eligible military personnel for the \$80.00 CLEP fee. The following references will help you determine your eligibility.

- <http://www.gibill.va.gov/pamphlets/testing.htm>
- http://www.collegeboard.com/prod_downloads/student/testing/clep/Eligible_for_DANTES_0607.pdf

Score Reports

Candidates receive immediate test results at the end of the testing session. Score reports can be generated for anyone who has tested within the last 30 days.

Retesting Policy

As of Oct. 17, 2014, the CLEP® retest policy will be changed to allow test-takers to retest three months after the last exam administration, as opposed to six months. Please note that this policy is in effect only for students who test on Oct. 17, 2014 or after. Please do not attempt to take the test before you are eligible to retest, because your test will be invalid, and any fees you pay will not be refunded. Please call CLEP Services at (800) 257-9558 for help in determining when you may retake a test.

Important Policy for Business Majors

Business majors at IU Southeast may earn special credit for a maximum of three (3) non-business, general education CLEP exams. Please talk to your advisor to see how this policy might affect your degree.

IU Southeast awards credit for the following CLEP exams:

SUBJECT AREA	REQUIRED SCORE	UNIVERSITY COURSE	CREDIT AWARD
Arts and Letters			
American Literature	50	ENG-L 351	3 cr.
English Literature	50	ENG-L 198	3 cr.
French Language, Level 1	50	FREN-F 100, FREN-F 150	8 cr.
French Language, Level 2	59	FREN-F 100, 150, and 200	11 cr.
German Language, Level 1	50	GER-G 100, 150	8 cr.
German Language, Level 2	60	GER-G 100, 150, 200	11 cr.
Humanities	50	ENG-L 102	3 cr.
Literary Analysis and Interpretation	50	ENG-L 202	3 cr.
Spanish Language, Level 1	50	SPAN-S 100, SPAN-S 150	8 cr.
Spanish Language, Level 2	63	SPAN-S 100, 150, and 200	11 cr.
Business			
Financial Accounting	50	BUS-A 201	3 cr.
Information Systems and Computer Applications	50	n/a	3 cr.
Introductory Business Law	50	BUS-L 201	3 cr.
Principles of Management	50	COAS-W 100	3 cr.
Principles of Macroeconomics	50	ECON-E 202	3 cr.
Principles of Marketing	50	BUS-M 301	3 cr.
Principles of Microeconomics	50	ECON-E 201	3 cr.
Natural Sciences			
Biology	50	BIOL-L 100	5 cr.
Calculus	50	MATH-M 215	5 cr.
Chemistry	50	CHEM-C 105	3 cr.
College Algebra	50	MATH-M 122	3 cr.
College Mathematics	50	MATH-M 110	3 cr.
Precalculus ***	50	MATH-M 125	3 cr.
*** The pre-calculus test includes a calculator. Examinees should practice using it before the test. The practice calculator can be found at Graphing Calculator Trial Edition			
Social Sciences			
American Government	50	POLS-Y 103	3 cr.
History of the United States I	50	HIST-H 105	3 cr.
History of the United States II	50	HIST-H 106	3 cr.
Human Growth and Development	50	PSY-B 310	3 cr.
Introductory Psychology	50	PSY-P 101	3 cr.
Introductory Sociology	50	SOC-UN 100	3 cr.

DSST Program (Dantes)

General Studies Majors Only

DSST exams help students earn college credit for knowledge gained outside of the traditional classroom. It is essential for students at IU Southeast to first check with your academic advisor to see what DSST offerings will fit within your degree.

- [Frequently Asked Questions about DSSTs \(DANTES\)](#)

Internet-Based Testing

All DSST test titles are available via Internet-based testing. When taking a DSST test online, you will be required to create a username and password at the time of testing. Candidates have two hours to complete their examination after they click "Begin Test." At IU Southeast only General Studies majors can use DSST exams to earn special credit.

Test Fees and Procedures

Each DSST exam is \$85 (except for Fundamentals of Cybersecurity \$90) payable by credit card on-line when you take the test. There is a \$15 registration fee that must be paid before the test appointment. Please bring the registration payment receipt to your test session. Call the Student Success Center at (812) 941-2312 to schedule a test appointment.

Refund Information

If you need a refund for test fees you have paid, please call the Student Success Center at (812) 941-2312.

Score Reports

Candidates testing online can receive immediate test results by viewing their unofficial score report at the end of the testing session.

Retesting Policy

If you do not receive a passing score, you may take the test again after 90 calendar days. Please do not attempt to take the test before 90 days have passed, because your test will be invalid, and your test fee will not be refunded. A [date calculator](#) can help determine when you may retake a test.

IU Southeast awards 3 credit hours for each of the following DSST exams (General Studies Majors only):

DSST TEST NUMBER	TITLE OF DSST EXAM	REQUIRED SCORE	COURSE EQUIVALENT
Mathematics			
424	Fundamentals of College Algebra	400	No Credit Awarded
450	Principles of Statistics	400	MATH-K 300
Arts and Sciences			
461	Art of the Western World	48	FINA-UN 100
470	Human Cultural Geography	48	GEOG-G 110
471	Rise and Fall of the Soviet Union	45	HIST-D 310
473	A History of the Viet Nam War	44	HIST-A 315
483	The Civil War and Reconstruction	47	HIST-UN 300
489	Foundations of Education	46	EDUC-UN 100
490	Lifespan Developmental Psychology	46	PSY-B 310
494	General Anthropology	47	ANTH-A 105
495	Substance Abuse	400	PSY-P 407
497	Introduction to Law Enforcement	45	SPEA-J 321
498	Criminal Justice	400	SPEA-J 101
562	Fundamentals of Counseling	45	PSY-B 386
Business			
475	Business Ethics and Society	400	BUS-W 320
524	Principles of Finance	400	BUS-F 301
530	Human Resource Management	46	BUS-Z 440
531	Organizational Behavior	48	BUS-Z 302
532	Principles of Supervision	46	SUPV-S 300
536	Introduction to Computing	400	CSCI-C 106
543	Introduction to Business	400	COAS-W 100
548	Money and Banking	48	BUS-G 345
550	Personal Finance	400	BUS-F 260
551	Management Information Systems	400	CSCI-K 325
812	Business Mathematics	400	MATH-UN 100
013	Fundamentals of Cybersecurity	400	CSCI-C 437 (4 cr.)
Physical Science			
500	Astronomy	48	AST-A 100
508	Here's to Your Health	400	HPER-H 363
511	Environment and Humanity: The Race to Save the Planet	46	SPEA-E 162
512	Principles of Physical Science	47	PHYS-P 120
Applied Technology			
820	Technical Writing	46	ENG-W 234
Humanities			
474	Ethics in America	400	PHIL-P 140
496	Introduction to World Religions	400	REL-R 153
815	Principles of Public Speaking	47	SPCH-S 121

IUPUI POLICY

Policies Collected From:

- <https://transfer.iu.edu/transfer-credits/pla/index.html>
- <https://policies.iu.edu/policies/aca-78-transfer-credit-military/index.html#scope>
- <https://soic.iupui.edu/student-services/forms/prior-learning-credit/>
- https://admissions.iupui.edu/apply/transfer_old/transfer-credit.html

Prior Learning Assessment

All IU campuses offer some kind of Prior Learning Assessment (PLA). PLAs give students college credit through their prior non-academic experiences and training. PLAs may include external exams like CLEP or DSST, portfolio credit, or credit by credential. Additional examples of PLAs include military courses or certifications gained from past employment. The PLA options available to you will vary from campus to campus, and department to department. Please contact your admissions counselor or advisor to discuss what option might work for you.

Transfer Credit Related to Military Service

Policy Statement

The following considerations for credit carried by all military veterans and personnel apply to all IU Campuses per statute, provided the credit being assessed meets the role, scope, and mission of the campus. Because the role, scope, and mission of each Indiana University campus differ, some credits may not be applicable to degree requirements if the receiving campus does not offer comparable coursework. Or, the credits may vary with regard to application to general education or diploma-granting unit requirements. Also, consistency among campuses will be honored, based on the charge of the University Transfer Office.

Reason for Policy

In compliance with Indiana statute ([I.C. 21-42-7-2](#)), college credit for military personnel must be awarded for academic achievements through a number of different modes, provided the “individual’s military service [is] in an active or reserve component of the armed forces of the United States or the Indiana National Guard or upon the individual’s receiving an honorable discharge from the armed forces of the United States or the Indiana National Guard.”

This policy is designed to ensure that military personnel are given full consideration of military transcript, transfer, CLEP, DSST, and Excelsior College exam credit as provided for by [I.C. 21-42-7-2](#) and also provides for consistency in the consideration of basic training credit without regard to the discharge status of the military personnel.

The maintenance, communication, update, and coordination of faculty to establish, confirm, and/or modify equivalencies across Indiana University will be the responsibility of the University Transfer Office.

Procedures

The following are in keeping with the Department of Defense Voluntary Education Partnership Memorandum of Understanding.

M. Evaluation of Credit for Basic Training

All basic training military credit is considered undistributed with some exceptions in Military Science, Aerospace, and School of Public Health courses.

1. Credit Evaluators will post up to 15 hours for basic training.
2. If a student has more than 15 hours, the credit evaluator will post additional credit beyond basic training in accordance with [I.C. 21-42-7-2](#) and the university policies below.
3. Other campus-based policies or practices may apply in support of the best use of a student's military course credit.

N. Evaluation of Course and External Exam Credit

1. For coursework taken as part of a military occupation or position beyond basic training, military personnel will receive distributed or undistributed credit as established by the appropriate disciplinary faculty or as recommended through American Council on Education (ACE) (ACE: <http://www2.acenet.edu/militaryguide/CourseSearch.cfm>).
2. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for CLEP scores of 50 or higher;
3. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on DSST exams;
4. Receive distributed or undistributed credit as established by the appropriate disciplinary faculty across Indiana University for successful scores on Excelsior College examinations.
5. Receive distributed or undistributed credit for coursework completed at any regionally accredited institution in accord with the campus transfer credit policies;
6. Receive distributed or undistributed credit awarded through Indiana University "Credit by Portfolio" policies.

7. Based on the DODMOU guidelines, when “general policy permits [campuses will] award transfer credit or credit for prior learning to:
 - a. Replace a required course within a major;
 - b. Apply as an optional course within the major;
 - c. Apply as a general elective;
 - d. Apply as a basic degree requirement; or
 - e. Waive a prerequisite.”
8. Meet academic residency requirements within the parameters of state law as established by the campus or school they attend.
9. Evaluation of military coursework will take place based on the Joint Services Transcript (JST*) as the primary transcript for military credit. The DD214 may be required for additional information.

**The JST is an official education transcript tool for documenting the recommended college credits for professional military education, training courses, and occupational experiences of Service members across the Services. The JST incorporates data from documents such as the Army/ACE Registry Transcript System, the Sailor/Marine ACE Registry Transcript System, the Community College of the Air Force transcript, and the Coast Guard Institute transcript.*

Credit by Prior Learning Assessment

Undergraduate transfer and returning students may receive credit by prior learning assessment for knowledge and skills acquired from study and professional practice before enrollment. The assessment is used to verify that the student's knowledge and skills meet the learning outcomes of an existing course in the program. The student must present objective evidence demonstrating that the learning outcomes have been met.

Whether credit is granted, or prior learning is even considered, is at the discretion of the course instructor. In addition, the instructor may require the student to complete coursework and/or class activities to demonstrate the learning outcomes.

Examples of prior learning documentation

- Completion of recognized academic programs
- Certificates and other credentials with their fulfillment criteria
- Curriculum vitae or résumé
- Documentation of project management skills
- Documentation of skills consistent with those expected in the course being reviewed (e.g., an animated short film, a mobile application, an e-commerce website)
- Job descriptions
- Passing a comprehensive examination on the contents of the course
- Service to a nongovernmental organization or the government (e.g., a volunteer organization, the military, diplomatic corps)
- Report on funded and unfunded research projects
- Syllabi of courses covering similar content

- Testimonials of course-related knowledge and skills acquisition
- Documentation of professional activities clarifying acquired knowledge and skills concerning the course's contents, such as developing a website for a community service organization, contributing to IT fair projects, mentorship, performance reviews, presenting or publishing scholarship, and producing a video

Guidelines for documenting prior learning

Credit for prior learning may be granted by the course instructor in consultation with the Program Director or Chair. The student must pass an exam, construct a persuasive and comprehensive portfolio demonstrating how course learning outcomes have been satisfied, or both.

For a portfolio, the course instructor and student meet to determine whether its review is feasible, whether the student's expectations are appropriate, and the schedule for portfolio completion. The portfolio review should be completed soon after enrollment but no later than the semester before the course must be taken in the plan of study.

Prior learning assessment is only available to students who are in good academic standing.

The process

1. The student and course instructor meet to determine the feasibility of prior learning assessment.
2. The student obtains a special credit form from the [academic advisor](#), completes the form, and has it signed by the instructor.
3. The student collects comprehensive documentation according to the instructor's guidelines and presents the documentation by the scheduled date.
4. If the student's documentation is accepted, the student pays the [special credit fee](#), and the course will be assigned to the academic transcript.

Understanding Transfer Credit

IUPUI defines transfer credit as any credit awarded for coursework completed at any college or university outside of the Indiana University system. When you transfer to IUPUI, the Office of Undergraduate Admissions conducts an initial review of the coursework you completed at any other colleges or universities to determine whether you will receive credit at IUPUI for that coursework. The school or department in which your major is housed decides how your transfer credit will apply to your degree requirements.

IVY TECH COMMUNITY COLLEGE POLICY Policies Collected From:

- <https://www.ivytech.edu/pla/>
- <https://www.ivytech.edu/transfer/>

Credit for Prior Learning

Ivy Tech Community College offers Prior Learning Assessment (PLA) for students with select qualifications and expertise. Ivy Tech evaluates your credentials to see how much credit you are qualified to receive. When you earn credit through PLA, you may save a significant amount of money and complete your degree more quickly.

Work experience, military service, technical training service in AmeriCorps or the Peace Corps are all examples of ways you may have developed the experience and knowledge needed to earn PLA credit. The exact credit awarded is determined using one of three methods:

Certification Crosswalk

Ivy Tech acknowledges certification credentials by providing a “certification crosswalk.” This means that certifications may also qualify for college credit. This must be a certification listed here.

If you have one of the certifications listed on the certification crosswalk document, [you can submit your certification request here.](#)

Credit by Examination

Programs like the College-Level Examination Program (CLEP) and the DANTES Subject Standardized Test (DSST) give you the chance to prove your proficiency in general education areas like introductory math, writing, business, and science. These exams are available for just a fraction of the cost of a college course, and if you’re in the military, you may be able to take the exam for free.

To schedule your College-Level Examination Program (CLEP) and the DANTES Subject Standardized Test (DSST), view the instructions below.

[College-Level Examination Program \(CLEP\)](#)

[DANTES Subject Standardized Test \(DSST\)](#)

IVY TECH COMMUNITY COLLEGE PRIOR LEARNING CREDIT OPTIONS

OPTION	COST TO STUDENT	TRANSCRIPT NOTATION*	ELIGIBILITY
<u>Credit for Advanced Placement Examinations (AP)</u>	Fee paid to Educational Testing Service	Verified Competency	Score of 3 or higher
<u>Credit for International Baccalaureate Examinations (IB)</u>	Fee paid to IB Testing Service	Verified Competency	Score of 5 or higher
<u>Training and Certification Crosswalk</u>	No fee	Verified Competency	Proof of certification completion
<u>Credit for College Level Examinations Program (CLEP)</u>	\$107.00	Verified Competency	Score of 50% or higher on each exam
<u>Credit for DANTES Subject Standardized Test (DSST)</u>	\$100.00	Verified Competency	Score ranges vary based on test type
Ivy Tech Community College PLA Process	\$50.00 if credit is awarded	Verified Competency	Core competencies are met. Please meet with faculty advisor to determine eligibility.
<u>UExcel Crosswalk</u>	Fee paid on website. Fee depends on test type	Verified Competency	Score of 50% or higher on each exam

PLA Portfolio

A PLA Portfolio is a detailed documentation illustrating what you have been taught and how successfully you completed the work. The required documentation varies from course to courses, but may include samples of your work, an essay explaining your experience and knowledge, or certificates showing successful completion of workshops or seminars.

When you pursue PLA Portfolio Credit, Ivy Tech will assist you throughout the process. Faculty and staff members will help you determine which courses are the best fit for your skills and will help you develop your portfolio. The portfolio will then be reviewed to determine what credit you can be awarded.

To start the PLA Portfolio Process, please schedule an appointment with your academic advisor.

Transfer Credit

Ivy Tech credits transfer to colleges and universities throughout Indiana and outside the state. And it is more than just a few classes. You can complete your first two years at Ivy Tech and transfer as a junior to all Indiana colleges and universities. There are even some Ivy Tech associate degree programs that, upon completion, provide guaranteed admission to many in-state colleges and academic programs. By completing your first two years at Ivy Tech, you can save as much as \$10,000 on the cost of a Bachelor's degree.

We offer more than 100 transfer programs with in- and out-of-state schools. Which means transferring your Ivy Tech credits to another college or university has never been easier. Last year more than 31,000 students transferred; we'd love to help you become one of them this year.

Even if you start at Ivy Tech and transfer to a four-year for your bachelor's, you may be eligible to transfer your credits back to Ivy Tech and receive an associate degree – **for no additional cost**. Learn more about [reverse transfer opportunities](#).

PURDUE UNIVERSITY FORT WAYNE POLICY

Policies Collected From:

- <https://catalog.pfw.edu/content.php?catoid=56&navoid=2657>
- <https://www.pfw.edu/offices/registrar-office/transfer-credit/>
- <https://www.pfw.edu/ivy-tech-bridge/transfer-credits/>

Policy from our UG Catalog: <https://catalog.pfw.edu/content.php?catoid=56&navoid=2657>

Advanced Credit

You can establish advanced credit in the following ways:

College Board advanced-placement program. Students can establish college credit based on an exam taken after completion of a high school advanced-placement course. The test score necessary to support an award of credit varies depending on the test subject. Specific information is available from Purdue University Fort Wayne Student Success and Transitions or at www.pfw.edu/sst/transfer-students/transfer-credit-to-pfw.

International Baccalaureate Program. For participants in the IB Program, an award of 3-8 credits will be made for each high-level examination passed with a score of 4 or above. Purdue University Fort Wayne Student Success and Transitions will award undistributed credit in the appropriate disciplines until specific credit equivalencies are established by Purdue University Fort Wayne departments. No credit will be awarded for performance on standard-level exams.

College-Level Examination Program (CLEP). This program evaluates nontraditional college-level education. Purdue Fort Wayne does not grant credit for every test. A guide to CLEP credit available at Purdue Fort Wayne can be obtained from Student Success and Transition or at www.pfw.edu/offices/sst/transfer-students/transfer-credit-to-pfw.

Directed credit/credit by examination. For information about "testing out" of courses. [Special Credit, Credit for Military Service, and Excess Undergraduate Credit](#).

Modern foreign languages placement tests. Students that begin foreign-language study in a second semester or higher course in French, German, or Spanish, may be eligible for special credit for the courses below their placement level. Application for this credit is through the Department of International Language and Culture Studies (LA 267, 481-6836); it is not granted automatically.

For more information regarding Advanced Credits, please refer to the [Academic Regulations, Rights, Responsibility, and Conduct](#) section of the catalog.

Transfer Credit

Purdue Fort Wayne Transfer Credit Policies

Credit for Prior Learning: Credit for Prior Learning not otherwise granted as transfer credit can be granted at the discretion of the corresponding department as Departmental Credit.

Transfer Credit Guidelines For Domestic Undergraduate Work

If you are a transfer student with undergraduate transfer coursework from one or more United States colleges, the transcripts you provide from previously attended domestic colleges will be processed by the Office of the Registrar. The processing begins after you have been admitted to Purdue University Fort Wayne and transcripts have been received by this office. **Please allow 7-10 business days** to process your transfer credits.

Guidelines For Evaluation

- For consideration, transfer credit must be represented as course credit on an official transcript from a regionally accredited institution*.
- Purdue Fort Wayne's academic departments determine the equivalency of transfer coursework to Purdue Fort Wayne courses.
- Only college-level courses for which you receive a C- or higher will be considered for transfer. Courses that are preparatory in nature, often courses with numbers less than 100, do not transfer.
- Unless a course was completed at another Purdue University campus, only the course credit transfers to Purdue Fort Wayne; the grade does not.

International Transfer Coursework

International transfer credit will be reviewed by the **Office of International Education** per guidelines posted in the **undergraduate academic catalog**.

Graduate Transfer Coursework

The Office of Graduate Studies will review graduate transfer credit. Graduate transfer credit policies are posted in the current graduate catalog.

** Purdue University Fort Wayne accepts transfer credit earned from the following accrediting agencies in which a student earned a C- or better: Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), WASC Senior College and University Commission (WSCUC), and Accrediting Commission for Community and Junior Colleges (ACCJC).*

Ivy Tech Bridge Transfer Credits

You can transfer an unlimited number of college credits to Purdue Fort Wayne, but you need to earn at least 32 credits with us to complete your degree.

Depending on the courses you took, some of your credits may apply to your general studies requirements (see the table below) or directly toward your degree program. Other credits may be used at the discretion of your academic department.

Here's what you need to know about transfer credits:

- To qualify for transfer credit, you need to earn a grade of C- or higher for the course. For credit to transfer, you need to earn a C- or higher, with no vocational or remedial coursework.
- Credit hours transfer but grades do not.
- If there's an equivalent Purdue course, the credits transfer fully. You will see that your transferred courses will come to Purdue Fort Wayne as either distributed or undistributed credit. Distributed credit are classes that transfer as an exact course already offered at Purdue Fort Wayne. Undistributed credits are classes that Purdue Fort Wayne does not have an exact match for. Both distributed and undistributed credit may apply towards a degree program.
- If there is no equivalent Purdue course, the credit will transfer as undistributed. You'll work with your academic department on the details of how to apply those.

Credits For Your General Studies Requirement

Every Purdue Fort Wayne degree program starts with a range of general studies courses. These courses help you develop as an engaged, thinking student. They give you a broad foundation designed to prepare you for the upper-level courses in your major.

The table below lists the Ivy Tech courses that count toward your Purdue Fort Wayne general studies requirements. You may have more credits that will transfer in other ways. Also, keep in mind that the degree requirements for your major may require specific general education courses beyond what is listed below. [Be sure to contact our transfer advisors for a personalized review of your transcript.](#)

PURDUE UNIVERSITY GLOBAL POLICY

Policies Collected From:

- <https://catalog.purdueglobal.edu/policy-information/prior-learning-assessment/>
- <https://catalog.purdueglobal.edu/policy-information/prior-learning-assessment/types-credit/>
- <https://www.purdueglobal.edu/alternative-college-credits/military-training/>

Prior Learning Assessment

You are encouraged to submit to the Office of the Registrar all evidence of prior learning for evaluation. If you receive veterans benefits through Purdue Global, you must submit documentation of previous education for review.

All prior learning is reviewed on a case-by-case basis, and credit is awarded ultimately at the discretion of the University. Purdue Global does not guarantee the transferability of credits from other educational institutions or other sources of prior learning.

General Guidelines

These are the general guidelines governing the application of prior learning credit.

1. You must provide official documentation to receive credit. Official documentation is typically an official transcript sent directly from the source institution to the Office of the Registrar. For alternative credit sources that do not provide an official transcript, consult your advisor to learn what official documentation is accepted.
2. Learning represented must be equivalent to college-level learning and not designated as developmental or remedial. Purdue Global does not award credit for continuing education (CEU).
3. Prior learning must be consistent with the current knowledge and skills taught in Purdue Global courses. Some Purdue Global schools require prior learning to be completed within a designated time frame to be eligible for transfer. Refer to your school's and program's policies for more details.

4. Credits awarded in any combination of prior learning may not exceed 75 percent of the credits required in an undergraduate degree or 50 percent of a graduate degree.
5. Purdue Global considers a semester credit hour to be equal to 1.5 quarter credit hours.
6. All official prior learning documentation provided will be evaluated for credit, and all eligible prior learning that can satisfy a requirement within your program will be awarded. Previously awarded prior learning credit cannot be removed upon request.
7. Credit cannot be awarded for a course while you are actively taking it at Purdue Global. You are encouraged to submit transcripts for evaluation before you plan to take the course.

Additional guidelines specific to the source of prior learning are outlined under [Types of Credit](#).

We know that learning happens in many different contexts and encourage you to pursue as many kinds of prior learning credit awards as you can.

Transfer Credit

Transfer credit may be awarded for credits/hours earned at another postsecondary institution. If you attended other institutions in the past, you are encouraged to submit all official transcripts to the Office of the Registrar for potential transfer credit.

To be eligible for transfer, the credits/hours must have been earned at an accredited institution recognized by the U.S. Department of Education and carry a grade of "C-" or better (undergraduate course) or "B" or better (graduate course). Grades of "Pass," "Credit," or similar may be considered if the source institution indicates its equivalence to Purdue Global's minimum acceptable letter grade.

Courses taken through a foreign institution may also be eligible for transfer credit, following comparable guidelines. In lieu of a transcript, you must submit a course-level credential evaluation from an approved

foreign credential evaluator. Note: If you are applying to a program that requires completion of a prior degree, rather than seeking transfer credit, a transcript-level evaluation with GPA calculation is generally sufficient.

You or your prior institution may be asked for a course syllabus or similar documentation to assist in the evaluation of a particular course. Failure to provide the requested documentation may prevent transfer credit from being awarded.

Credit by Examination

Credit by examination may be awarded for external exams such as DANTES Subject Standardized Tests (DSSTs), the College Level Examination Program (CLEP), the Advanced Placement Program (AP), Defense Language Proficiency Tests (DLPTs), Cambridge International, and other similar exams.

To be eligible for credit, the exam must have been recommended for credit by the American Council on Education (ACE) or other approved agency or recommended by Purdue Global faculty, and a minimum acceptable score must have been earned.

Experiential Credit

Experiential credit may be awarded for prior learning acquired through military training, professional learning or licensure, noncollege coursework, or work or life experience. Prior learning reviewed and recommended for credit by the American Council on Education (ACE) or other approved agency is eligible for transfer. Purdue Global has also established credit recommendations based on an internal faculty review of the curriculum or training programs of certain organizations.

Prior Learning Portfolio

If your experiential learning has not been recommended for credit through one of the methods described above, you may submit a prior learning portfolio for a faculty assessment of your individual learning. If you wish to submit a portfolio in consideration for experiential learning credit from work or other experience, you must first enroll in [EL206](#) Academic Prior Learning Portfolio or [LRC100](#) Pathway to College Credit - Portfolio Development. You are strongly encouraged to complete this course as one of your first courses. Upon successful completion of the portfolio course, you may submit a portfolio for up to 15 undergraduate traditional courses (or one or more of their module course components).

You may only submit one experiential learning portfolio during your time at Purdue Global and will be charged a portfolio development course fee.

College Credit for Military Training

The average Purdue Global military graduate is awarded 54% of the credits needed for an associate's and 45% of the credits needed for a bachelor's.*

Earn Credit for Your Military Occupation With Our PME2Degree® Program

Finish your degree faster. Turn your professional military education (PME) and training into college credit with Purdue Global's innovative PME2Degree® program. We award members of the military credits for college based on the level of your occupational training and your PME transcripts.

Hundreds of occupations across each branch of the armed forces have already been evaluated for credit toward a Purdue Global online degree, including all occupations in the U.S. Army and Coast Guard.

Additional Sources of Prior Learning Credit

Equivalency Exams: Demonstrate Your Knowledge to Earn Credits

Purdue Global accepts College Level Examination Program (CLEP exams) and DANTES Subject Standardized Tests (DSST). Learn more about credit for exams.

Community College Credit: Fast-Track to Your Bachelor's

Already completed some college coursework? Purdue Global accepts transfer credit from regionally or nationally accredited colleges and universities.

We also have articulation agreements established with community colleges across the country. These educational relationships allow community college students to transfer in associate's degree credits toward a Purdue Global bachelor's degree program. Learn more about the community college alliance program.

Experiential Learning: Credit for Work Experience Portfolio

Many of your accomplishments may not be captured by prior coursework, challenge exams, or approved military training. In these cases, Purdue Global provides a portfolio development course that can help you translate this experiential learning into college credit.

Our portfolio development course helps you to document your college-level learning in a portfolio you can submit for consideration for college credits. Learn more about the credit for work experience course and our risk-free guarantee.

<https://www.purdueglobal.edu/alternative-college-credits/professional-training/>

<https://www.purdueglobal.edu/alternative-college-credits/external-assessments/#exams>

<https://www.purdueglobal.edu/alternative-college-credits/military-training/>

<https://www.purdueglobal.edu/alternative-college-credits/open-courses/>

<https://www.purdueglobal.edu/alternative-college-credits/course-assessments/>

<https://www.purdueglobal.edu/alternative-college-credits/work-life-experience/>

PURDUE UNIVERSITY WEST LAFAYETTE POLICY

Policies collected from:

- <https://www.admissions.purdue.edu/transfercrredit/index.php>
- https://www.purdue.edu/registrar/currentStudents/students/credit_evaluation.html?_ga=2.25754301.1031425832.1634649487-259344345.1634562633
- https://www.purdue.edu/registrar/currentStudents/students/credit_evaluation.html

There are a variety of ways you may earn Purdue credit for previous work.

1. Courses Taken as a College Student

When you are admitted to Purdue as a degree-seeking student, Purdue's Credit Evaluation Department will evaluate your official college transcripts for possible transfer credit. The evaluation will be available in your application portal. To be transferable, coursework must meet the following criteria:

- It was earned at a regionally accredited institution.
- It is college-level coursework (not remedial or developmental).
- You received a grade of at least C-.

To receive a Purdue degree, you must complete at least 32 Purdue credit hours of upper-division courses as part of the requirements for your plan of study. Only credit transfers your grades will not.

Equivalent credit transfers fully. If it is not equivalent to a Purdue course, it will transfer as "undistributed" and may be used at the discretion of your Purdue academic department. You may use the Purdue Transfer Equivalency Self-Service tool to see how your previous college coursework would transfer based on the plan of study for your major. See Understanding Your Credit Evaluation Report.

2. Dual/Concurrent or Early College Credit Earned in High School

You may earn Purdue credit from dual or concurrent high school coursework (courses you took in high school that also counted toward college credit – including Purdue’s own dual credit program). To evaluate this for possible Purdue credit, we must have an official transcript from the college or university that administered the course; we cannot use your high school transcript to award Purdue credit.

Credit earned through Purdue’s dual credit program already exists on your Purdue student record (no need to submit a transcript).

3. Credit from Testing

There are a variety of national, international and Purdue-specific testing opportunities through which you may receive Purdue credit. These include the College Board’s AP program, International Baccalaureate, A-Level, and others. See more information in the Purdue Credit through Testing section below.

4. Military Experience

You can receive college credit for active duty military service. See the Military Experience section below.

How Purdue Awards Transfer Credit

Purdue will provide a Transfer Credit Report to Transfer Applicants when they are admitted. It will be published as a Decision in the Application Portal. You can use this information before you accept your offer of admission. All other populations will have credit added to their record and is viewable by selecting “Transcript” on the Academic tab of your myPurdue account. Transfer credit appears near the top of this unofficial transcript.

Purdue only recognizes credit from regionally-accredited institutions. Courses from non-regionally-accredited institutions do not appear in the report.

Courses older than 10 years are not recognized per university policy; however, your major department may permit their use. These courses do not appear in your report.

Purdue does not recognize developmental or remedial courses and do not appear in your report.

Credit transferred from quarter-based institutions is multiplied by a 0.75 factor.

If the course you submitted was for more credit hours than the Purdue course, you receive additional undistributed credit. The use of this credit is at the discretion of your major department.

You are required to submit a final transcript if you were admitted before completion of a semester. Your evaluation will be updated upon the receipt of the official transcript.

While the courses have transferred, they may not be used in your particular degree plan. Prior to accepting your offer, you may use this tool to review how your credit is being used in your degree plan. After you have accepted your offer, a similar tool is available in myPurdue, called myPurduePlan.

Scores from standardized exams (AP, CLEP, IB, etc.) may be used for course credit and must be submitted from the testing agency. More detailed information is available on the Admissions website.

Domestic transcripts are reviewed by the Credit Evaluation department in the Office of the Registrar. International transcripts are reviewed by the International Students and Scholars office. If you present both domestic and international transcripts you will receive two different credit evaluation reports.

If you believe there is an error in this report, please contact transfercredit@purdue.edu for domestic transcripts or intl-transfercredit@purdue.edu for international transcripts.

Other Information

The method of instruction is not considered when determining course equivalencies.

Graduate-level coursework will not transfer to an undergraduate record.

When the transcript key indicates a P or S grade represents C- or higher, credit will transfer. All other courses without a letter grade will not.

Credit earned at other institutions based on institution-specific placement exams does not transfer to Purdue.

Credit is granted only once for duplicated courses. This does not apply to repeatable courses.

Only credit from a Purdue campus may be used to replace a Purdue grade, as determined by the academic department that administers the course. Consult with your Purdue academic advisor before enrolling in a course for this purpose.

Military veterans or active duty personnel with six months to one year of military service will receive four hours of undistributed credit. Those with at least one year will receive eight hours of undistributed credit. You must provide your DD-214 (or an LES, if still active duty) to earn credit.

Departments may consider programmatic accreditation when articulating to specific Purdue courses.

How Purdue Awards Transfer Credit

Purdue will provide a Transfer Credit Report to Transfer Applicants when they are admitted. It will be published as a Decision in the Application Portal. You can use this information before you accept your offer of admission. All other populations will have credit added to their record and is viewable by selecting "Transcript" on the Academic tab of your myPurdue account. Transfer credit appears near the top of this unofficial transcript.

Purdue only recognizes credit from regionally-accredited institutions. Courses from non-regionally-accredited institutions do not appear in the report.

Courses older than 10 years are not recognized per university policy; however, your major department may permit their use. These courses do not appear in your report.

Purdue does not recognize developmental or remedial courses and do not appear in your report.

Credit transferred from quarter-based institutions is multiplied by a 0.75 factor.

If the course you submitted was for more credit hours than the Purdue course, you receive additional undistributed credit. The use of this credit is at the discretion of your major department.

You are required to submit a final transcript if you were admitted before completion of a semester. Your evaluation will be updated upon the receipt of the official transcript.

While the courses have transferred, they may not be used in your particular degree plan. Prior to accepting your offer, you may use this [tool](#) to review how your credit is being used in your degree plan. After you have accepted your offer, a similar tool is available in myPurdue, called myPurduePlan.

Scores from standardized exams (AP, CLEP, IB, etc.) may be used for course credit and must be submitted from the testing agency. More detailed information is available on the Admissions [website](#).

Domestic transcripts are reviewed by the Credit Evaluation department in the Office of the Registrar. International transcripts are reviewed by the International Students and Scholars office. If you present both domestic and international transcripts you will receive two different credit evaluation reports.

If you believe there is an error in this report, please contact transfercredit@purdue.edu for domestic transcripts or intl-transfercredit@purdue.edu for international transcripts.

See [Other Information](#) for more information.

Interpreting Your Transfer Credit

Your report shows an initial listing of your transfer courses and how they will be used at Purdue.

Courses coming in as undistributed will have an X in the second position in the number. The chart below interprets these course numbers.

Note: Purdue is transitioning to a new number system. Originally, any type of undistributed credit was labeled with XXXX in the course number. Purdue began a more descriptive course number in Summer 2019. Your report may show a mixture of these two systems.

In general, the first number is a level indicator. Purdue is using 1 (first-year course) in these examples.

Code	Notes
1XPND	Pending Credit -- This course is being reviewed by the appropriate department. When a decision is made, the number will change. You will be notified via your application e-mail when the change is made. Note: It is likely the department will want a syllabus. Please do not send it until you are asked for it (via your application e-mail).
1XTFR	Transfer Credit -- This course could not be reviewed because it is not taught on the Purdue campus. Purdue is recognizing it as college level course work from a regionally-accredited institution. It may be used at the discretion of your major department through your academic advisor.
1XTRA	Extra Credit -- You provided a course which has more credit than Purdue's version. You received equivalent credit equal to ours and additional credit(s) (XTRA) to show you earned more hours in your transfer course. It may be used at the discretion of your major department through your academic advisor.
1XXXX	Undistributed Credit -- This course has been reviewed and is not found to be equivalent to Purdue's course. Course is not equivalent to anything the Purdue department offers or it does not have similar enough content. It may be used at the discretion of your major department through your academic advisor.

The following courses are also undistributed, but they have been reviewed by the University Core Curriculum Committee to meet a foundational outcome in Purdue's university core. For Indiana residents, these courses also meet outcomes in the State Transfer General Education Core (STEGEC) among the state institutions.

New Code	Notes
1XBSS	Human Cultures: Behavioral & Social Sciences
1XHUM	Human Cultures: Humanities
1XMQR	Mathematics/Quantitative Reasoning
1XSCI	Science
1XSTS	Science, Technology, and Society
1XUIL	Information Literacy
1XUOC	Oral Communication
1XUWC	Written Communication

The following meet two foundational outcomes:

New Code	Notes
1XBHS	Behavioral & Social Sciences and Humanities
1XBIL	Behavioral & Social Sciences and Information Literacy
1XBST	Behavioral & Social Sciences and Science, Technology, and Society
1XHST	Humanities and Science, Technology, and Society
1XHJW	Humanities and Written Communication
1XIST	Information Literacy and Science, Technology, and Society
1XILW	Information Literacy and Written Communication
1XSST	SCI and STS

Other Information

The method of instruction is not considered when determining course equivalencies.

Graduate-level coursework will not transfer to an undergraduate record.

When the transcript key indicates a P or S grade represents C- or higher, credit will transfer. All other courses without a letter grade will not.

Credit earned at other institutions based on institution-specific placement exams does not transfer to Purdue.

Credit is granted only once for duplicated courses. This does not apply to repeatable courses.

Only credit from a Purdue campus may be used to replace a Purdue grade, as determined by the academic department that administers the course. Consult with your Purdue academic advisor before enrolling in a course for this purpose.

Military veterans or active duty personnel with six months to one year of military service will receive four hours of undistributed credit. Those with at least one year will receive eight hours of undistributed credit. You must provide your DD-214 (or an LES, if still active duty) to earn credit.

Departments may consider programmatic accreditation when articulating to specific Purdue courses.

PURDUE UNIVERSITY NORTHWEST POLICY

Policies Collected From:

- <https://www.pnw.edu/admissions-financial-aid/undergraduate/transfer-to-pnw/transferring-credits/>

Transfer Credit

An unlimited number of college credit can be transferred into PNW, but you have to earn a minimum of 32 PNW credits to earn a degree from Purdue University Northwest.

1. Courses taken as a college student

When you're admitted to PNW as a degree-seeking student, PNW's credit evaluators will evaluate your official college transcript(s) for possible transfer credit. Transferable coursework is defined as:

- Credit earned at a [regionally accredited institution](#).
- Credit for college-level coursework (not remedial, less than 100 level).
- Credit where you received a grade of a least C-.

It is important to remember that only credits transfers; grades do not.

Equivalent credit is fully transferable. Coursework not equivalent to a PNW course will transfer as "undistributed" credit and may be used at the discretion of your PNW academic department.

The [PNW Transfer Equivalency System](#) is a great tool you can use to see how your previous college coursework would transfer into your plan of [study for your major](#). This system allows you look up courses one by one to determine how they might transfer to PNW. You may also use the plan of study for your desired major to assess how your credits may apply.

2. Dual/concurrent or early college credit earned in high school

You may earn PNW credit from courses you took in high school that counted toward college credit. This is known as dual or concurrent high school coursework. An official transcript is needed from the college or university that administered the course to evaluate your coursework for possible PNW credit. Your official high school transcript cannot be used to award PNW credit.

Credit earned through [PNW's dual credit program](#) will be reflected on your PNW student record. You will not need to submit a transcript.

3. Credit from military experience

You can receive college credit for active duty military service. Contact admissions@pnw.edu for details pertaining to your specific situation.

UNIVERSITY OF SOUTHERN INDIANA POLICY PRIOR LEARNING ASSESSMENT (PLA) CREDIT

Policies collected from:

- <https://www.usi.edu/registrar/transfer-credit/prior-learning-assessment/>
- <https://www.usi.edu/registrar/transfer-credit/>
- <https://www.usi.edu/registrar/transfer-credit/transfer-credit-evaluation/>

Most, if not all, institutions of higher learning in the United States possess mechanisms for awarding course credit based on prior learning. In most cases, these institutions award lower-level course credit based on a student's demonstrated mastery of a subject. The University of Southern Indiana appreciates that students may have acquired college-level knowledge through expertise developed outside the classroom.

Prior learning assessment (PLA) is a student-centered and faculty driven process for awarding college-level credit for demonstrated acquired knowledge. The University follows PLA best practices established by the Higher Learning Commission (HLC) and the Council for Adult and Experiential Learning (CAEL), and PLA is administered internally through the Provost Office in collaboration with Faculty Senate and the Registrar's Office. At USI, undergraduate PLA credit takes many forms, including:

- nationally recognized standardized examinations (e.g., AP, CLEP, IB, etc.)
- evaluation of military service transcripts (JST, CCAF, etc.)
- institutionally/departmentally developed challenge exams
- documentation of professional certification/licensure through passing national exam
- portfolio review of certain forms of licensure and professional credentials/work experience

General policies for all forms of PLA credit

- **Eligibility:** To earn credit for prior learning, a student must be enrolled as an undergraduate student at the University of Southern Indiana.
- **Application of Credit:** Credit for prior learning shall be applied to degree or program requirements in the same manner as credits earned through the completion of the equivalent courses at the University of Southern Indiana. Credit will be applied for USI course equivalents when students demonstrate mastery of course objectives. Credit will be counted only once for the same course. Credits earned for prior learning are generally not transferable to other institutions.
- **Residency:** Credits for demonstrated knowledge earned through any prior learning method do not fulfill University of Southern Indiana residency requirements for degree completion.
- **Grading:** Credit awarded by prior learning assessment at the University of Southern Indiana shall not receive conventional letters grades. The transcript will not indicate an unsuccessful attempt to earn credit for prior learning.
- **Financial Aid:** Credit awarded by prior learning assessment may affect financial aid eligibility. Students should consult the Student Financial Assistance Office to determine the impact on financial aid eligibility before conferral of prior learning credit.
- **Transcription:** Credit awarded for prior learning will be transcribed indicating the method of prior learning assessment.

Nationally-recognized standardized examinations

USI will grant eligible credit for the standardized exams listed below. Students register for an exam and pay an exam fee through the organization that administers the examination. A PDF listing the minimum score required to receive credit at USI and the courses/credit hours to be awarded for each exam can be downloaded below:

Exam/program	Organizational web site	Credit at USI (PDF)
Advanced Placement (AP)	apcentral.collegeboard.org/	AP Exam Credit
College Level Examination Program (CLEP)	clep.collegeboard.org/exams	CLEP Exam Credit
International Baccalaureate (IB) Diploma Programme (DP)	www.ibo.org/programmes/diploma-programme	IB Credit

In order to be considered official, a score report/transcript must be submitted directly to USI from the organization that administers the exam.

Military service transcripts

Military credit may be granted for eligible coursework based on submission of an official [Joint Services Transcript](#) (JST) or [Community College of the Air Force](#) (CCAF) transcript, and review of the [American Council on Education](#) (ACE) credit recommendation. Students whose JST includes basic training can receive 2 credit hours in KIN, if not already awarded via evaluation of their DD-214 (credit offer form prepared by [Veteran, Military, and Family Resource Center](#)). The KIN credit satisfies the Physical Activity and Wellness requirement in Core 39. There is no fee assessed for evaluation of a JST transcript, a CCAF transcript, or submission of a DD-214 credit offer form.

Institutionally/departmentally developed challenge exams

Course-specific prior learning credit may be granted to students who demonstrate achievement of course objectives by successfully completing a departmentally developed **challenge exam**. Challenge exams are metrics developed by departmental faculty that measure the “whole of content” within the specific course in which it is associated. Challenge exams may also have performative or practical requirements in addition to the examination itself. Challenge exams are administered by the chair or program director in which the course-specific credit is being awarded.

Each departmental challenge exam will incur a fee of **\$50.00 per credit hour** to administer and assess the examination. Online payment is made via the [Prior Learning Assessment](#) payment portal. *The fee is non-refundable even if the student fails to qualify for credit.* A student may only attempt a specific departmental challenge exam twice. A [Departmental Challenge Exam](#) form must be filled out for each challenge exam attempted, regardless of the results. Students who fail to acquire course credit based on their challenge exam performance will be required to register for and complete the course.

World Languages & Cultures Departmental Challenge Exam Credit

Students can earn challenge exam credit in a world language if advanced placement is recommended. The student must earn a grade of 'B' or better in the USI world language course into which they have been placed (ARAB, CHIN, FREN, GERM, JPN, LATN, or SPAN). After completing the course with a 'B' or better, the student must visit the World Languages and Cultures department to initiate the [World Languages & Cultures Departmental Challenge Exam](#) form to receive credit for the lower-level language course(s). The challenge exam will incur a fee of **\$50 per credit hour** for each course to be awarded as credit. Online payment is made via the [Prior Learning Assessment payment portal](#).

Students who are a native (or near native) speaker of a language other than English and were educated outside the U.S. where the main language of instruction was not English are not eligible to earn challenge exam credit for courses in their native language. Students who have questions about the applicability of credit earned by departmental exam should speak with their academic advisor before completing the challenge exam credit form.

Professional certification/licensure

Credit for prior learning that leads to course-specific credit may be attained based on successful completion of nationally-recognized or state-recognized certification exams, such as but not limited to:

- Case management
- Oncology nursing
- Critical care nursing
- National Association of Social Workers' ACSW certification
- Real estate licensure
- Broker's licensure

Students register for a certification exam and pay an exam fee through the organization that administers the examination leading to professional licensure. For further information about PLA credit for professional certification/licensure and to complete the [PLA-Certification Credit form](#), contact the chair or program director of the department in which the course-specific credit is to be awarded.

Portfolio review (undergraduate)

The PLA policy allows for the granting of credit for previous experiential learning through a portfolio review. Approved hours are awarded as lower-level elective credit, and are not tied to specific course numbers, departmental requirements, or Core 39 requirements. Instead, PLA credit awarded through a **portfolio review** can be applied toward the total earned hours required for degree completion.

A portfolio review for PLA credit will be assessed a **\$250.00 fee**, and a portfolio review will not be conducted until the fee has been paid by the student/potential student. Online payment is made via the [Prior Learning Assessment payment portal](#). Submission of a portfolio requesting PLA credit does not guarantee that credit will be awarded; the portfolio review fee is non-refundable regardless of the decision to award PLA credit. After the portfolio review committee has made a determination, a completed [Portfolio Review \(Undergraduate\) form](#) will be submitted to the Registrar's Office. Students who have questions about portfolio review credit should contact the department chair or program director for their major.

Undergraduate portfolio review policies and process

- The student must have at least two years of relevant work experience in the specialty area.
- The portfolio should be prepared by the student wishing to receive PLA credit for experiential learning.
- The student must submit a PLA portfolio to the appropriate departmental committee for review during their first semester enrolled at USI. Portfolios received after a student's first semester of enrollment at USI will not be reviewed.
- PLA credit for portfolio review will only be awarded once per student. Once a student has been awarded portfolio review credit, he/she cannot request further portfolio review credit.
- The maximum to be awarded by portfolio is 30 credit hours. Portfolio reviewers and voting committees can make recommendations and award between 0-30 credit hours.
- Students must provide evidence to address each course objective and additional information as identified by the program and faculty who are content experts.
- The portfolio should contain, at least, all information recommended by CAEL, and the information regarding the composition of the portfolio should be included on the website of each program that accepts PLA credit. Updated CAEL portfolio review best practices can be found at cael.org.
- In cases where the American Council for Education (ACE) guide is used to determine PLA credit, only credit recommendations from HLC accredited institutions should be used to make such determinations. Information regarding ACE recommendations can be found at acenet.edu.
- Course faculty with expertise in the topic will review the evidence and make recommendations to the program chair. The individual that reviews the portfolio leading to the potential awarding of PLA credit must be CAEL trained.
- The recommendation of the CAEL trained reviewer for each portfolio must be presented to a faculty committee for a formal vote to award credit. Faculty committees should be comprised of no fewer than three full-time faculty members from the specified unit/department.
- In cases that involve input from other academic units and departments on the USI campus regarding the awarding of PLA credit, the portfolio reviewer should elicit a written recommendation from the chair/program director of the academic unit to present to the voting faculty committee.
- The program chair will approve course credit based on review of the evidence and recommendation of course faculty.

Professional Portfolio

Under limited circumstances, the PLA policy allows for the granting of undergraduate credit for previous experiential learning in the field of the student's profession/degree program. An **approved professional portfolio** may result in course-specific credit (example: a registered nurse who has experience as a nurse manager may qualify for credit in a Leadership in Nursing and Healthcare course). Students who fail to acquire course credit based on their challenge exam performance will be required to register for and complete the course.

A professional portfolio for possible PLA credit will incur a fee of **\$50.00 per credit hour**. Online payment is made via the [Prior Learning Assessment payment portal](#). The fee is non-refundable even if the student fails to qualify for credit. Students who fail to acquire course credit based on their professional portfolio will be required to register for and complete the course. Faculty with expertise in the topic will review the professional portfolio and present a credit recommendation. After the faculty reviewer has made a determination, a completed [Professional Portfolio form](#) must be submitted to the Registrar's Office. Students who have questions about professional portfolio credit should contact the department chair or program director for their major.

Portfolio review (graduate)

The PLA policy allows for the granting of graduate credit for previous experiential learning through a **portfolio review**. Approved hours are awarded as graduate-level elective credit, and are not tied to specific course numbers or program requirements. Not all graduate programs are approved to award PLA credit, and portfolio review credit can only be applied toward the student's graduate program with approval from the program director.

A portfolio review for PLA credit will be assessed a **\$250.00 fee**, and a portfolio review will not be conducted until the fee has been paid by the student. Online payment is made via the [Prior Learning Assessment payment portal](#). Submission of a portfolio requesting PLA credit does not guarantee that credit will be awarded; the portfolio review fee is non-refundable regardless of the decision to award PLA credit. After the portfolio review committee has made a determination, a completed [Portfolio Review \(Graduate\) form](#) will be submitted to the Registrar's Office. Students who have questions about the portfolio review process should contact their graduate program director.

Graduate portfolio review policies and process

- Experience must have occurred prior to beginning the current graduate degree.
- The student must submit a PLA portfolio to the appropriate committee for review *after acceptance to the graduate program and prior to earning six (6) graduate credit hours at USI*.
- PLA credit for portfolio review will only be awarded once per student. Once a student has been awarded portfolio review credit, he/she cannot request further portfolio review credit.
- Information regarding the composition of the portfolio is available on the website of each program that accepts PLA credit.
- Faculty with expertise in the topic will review the portfolio. The graduate program director will approve course credit based on review of the evidence and recommendation of course faculty.

- The maximum that can be awarded by portfolio review is 25% of the total hours required for the student's graduate program. A graduate program approved to award portfolio review credit will specify the maximum credit hours that can be awarded toward the program. Portfolio reviewers and voting committees make recommendations and can award credit up to that maximum.
 - Graduate Studies may accept up to 12 credit hours of eligible graduate-level transfer credit for coursework completed at another regionally accredited college or university.
 - The **combined maximum** that can be awarded between portfolio review credit and transfer credit cannot exceed: A) 12 credit hours for graduate programs requiring 36 or fewer total hours, or B) one third of the total hours required for the program for graduate programs requiring greater than 36 total hours.

Transfer Credit

The Registrar's Office is responsible for USI's [transfer credit evaluation](#) service. Official transcripts from other institutions will be reviewed to determine what academic credits will transfer to USI, and their equivalent USI courses. The Registrar's Office is also responsible for awarding credit approved through the [Prior Learning Assessment](#) (PLA) policy.

Undergraduate Transfer Credit Policy

Course credits earned from regionally accredited colleges and universities* will be accepted as transfer credit subject to the following guidelines:

- Only courses taken while a school is regionally accredited will be accepted.
- Only courses with grades of "C-" or better will transfer. Exception: D grades (D-, D, D+) will transfer when the transcript indicates an associate degree (other than applied degrees) or baccalaureate degree has been awarded, or if the transcript indicates completion of the Indiana College Core (formerly known as the Statewide Transfer General Education Core-STGEC) and a course with a D grade was required for ICC. Some degree programs may require a higher minimum grade in certain courses.
- Grade point averages do not transfer. Transfer courses accepted for credit are included in earned hours but are excluded from GPA hours, Quality Points, and GPA. Therefore, credit from a transfer course will not replace the credit and grade of a USI course. If a student has earned credit in a course both at USI and transfer, the transfer course will be considered a duplicate; the earned hours will remain with the USI course and the grade will be retained in GPA computations.
- Credit from quarter-system schools are equal to two-thirds credit at USI.
- Orientation and remedial courses will not be accepted as transfer credit.
- Competency or proficiency credit earned at another college or university will not be accepted as transfer credit.
- Noncredit courses earned at previous colleges or universities will not transfer.

- Transcripts from international institutions must be an official copy (not a photocopy). If records are in a language other than English, the student may also be required to provide an English translation and course-by-course evaluation report from an acceptable evaluation agency. This report will then be reviewed to determine acceptable transfer credit.
 - Even though credit hours are transferable, the transferred hours may not necessarily apply toward a particular degree program. The applicability of credits toward a specific degree, as well as Core 39, can be determined in counsel with the appropriate departmental advisor. The time expired since the completion of the course may also prohibit it from applying to the requirements of a particular degree program and is subject to review by the department chair of the student's major.
 - Effective summer 2015, new freshmen, new transfer students, and readmitting students are not limited on the number of credits that can transfer to USI. However, to receive a USI degree, all baccalaureate students must complete at least 30 credit hours at USI, 39 hours of upper-division courses, all Core 39 (general education), and major requirements for their plan of study. Associate degree students must complete at least 18 credit hours at USI, Core 39 (general education) coursework required for the program, and major requirements for their plan of study. (NOTE: Previously, students who matriculated at USI Summer 2013-Spring 2015 were limited to 60 credit hours transferred from all regionally accredited community and/or junior colleges attended. Students who matriculated at USI prior to Summer 2013 were limited to 64 credit hours transferred from all regionally accredited community and/or junior colleges attended.)
 - For students with transfer work from Indiana colleges/universities, completion of the 30-hour [Indiana College Core](#) (formerly known as the Statewide Transfer General Education Core-STGEC) will impact the number of hours and classes required to complete USI's Core39.
 - A student's overall transfer grade point average will not be recorded on the student's transcript. Consequently, a transfer student will establish a grade point average from the University of Southern Indiana based only on coursework taken at USI. A transfer student must, however, meet the [standards of progress](#) which correspond to the sum of the total transfer hours accepted and total quality hours attempted at this University.
- Graduate Transfer Credit Policy**
- Graduate Studies may accept transfer credit for coursework completed at other colleges and universities accredited for master's-level study or higher by the Higher Learning Commission or a comparable regional accrediting agency*. The total average in such study must be B (3.0) or above and no grade lower than B will be accepted. Correspondence study will not count toward a graduate degree at USI, and such credit cannot be transferred from another institution. All transfer work must be approved in advance by the student's graduate program director or chair and by the Director of Graduate Studies.
- For master's-level programs, Graduate Studies may accept for transfer credit up to 12 credit hours of master's-level coursework.
 - For doctoral-level programs, Graduate Studies may accept for transfer credit up to 40% of the total credit hours required to complete the program, depending upon specific program policy. Certain programs may accept additional transfer credit beyond 40% with the approval of the program director, college dean, and the Director of Graduate Studies.

The [Prior Learning Assessment](#) (PLA) policy allows for the granting of credit for previous experiential learning through a portfolio review. Not all graduate programs are approved to award PLA credit, and portfolio review credit can only be applied toward the student's graduate program with approval from the program director and the Director of Graduate Studies.

The **combined maximum** that can be awarded between transfer credit and portfolio review credit cannot exceed:

- 12 credit hours for master's-level programs requiring 36 or fewer total hours, or
- one third of the total hours required for the program for master's-level programs requiring greater than 36 total hours.

Within the limits noted above, each graduate program determines the number of transfer and PLA hours that can be awarded. Graduate Studies will approve no more than those determined acceptable by the respective graduate program. The student must consult the appropriate graduate program director for such information. All transfer and PLA credit must be appropriate to the particular program in which the student is enrolled.

*** Acceptable regional accrediting agencies:**

[Middle States Commission on Higher Education](#)

[New England Association of Schools and Colleges,
Commission on Institutions of Higher Education](#)

[The Higher Learning Commission](#)

[Northwest Commission on Colleges and Universities](#)

[Southern Association of Colleges and Schools,
Commission on Colleges](#)

[Western Association of Schools and Colleges, Accrediting
Commission for Community and Junior College](#)

[Western Association of Schools and Colleges, Senior
College and University Commission](#)

Transfer Credit Evaluation

The Registrar's Office is responsible for the evaluation of academic credits from other institutions. Course credits earned from regionally accredited colleges and universities are subject to the guidelines in USI's [Transfer Credit Policy](#).

Official transcripts will be reviewed to determine what courses will transfer to USI, and their equivalent USI courses. To be considered official, a transcript must be sent directly from the institution to USI. If the college/university is able to provide a certified e-transcript, it should be sent directly from the institution to enroll@usi.edu. If submitting a paper copy, it should be mailed directly from the institution to the attention of either Undergraduate Admissions (for new students) or the Registrar's Office (for current/readmitting students); 8600 University Blvd, Evansville, IN 47712.

Evaluation process

The Registrar's Office strives to complete the transfer credit evaluation process in a timely manner after an official transcript is submitted – often within 3-5 business days. New students must submit all required documents to Undergraduate Admissions and be admitted to the University before the evaluation process can be completed and the results are viewable via [myUSI](#). Factors that could delay the evaluation process for up to two weeks (or longer) include:

- **If USI has not previously received a transcript from an institution, or if a transcript includes courses for which a transfer equivalency has not yet been established.** The Registrar's Office will coordinate with the department chair for the course(s) in question. The chair will review the course description to determine whether USI offers a course that is a direct equivalent or if it will result in transfer elective credit.
- **Peak times** when a high volume of transcripts are submitted (after a term ends, before the start of a term, during Priority Registration, etc.).
- **Submission of an unofficial transcript.** Transfer credit will only be awarded based on receipt of an official transcript. For a preliminary evaluation of your transfer credits, use USI's [Transfer Evaluation Self-Service \(TESS\)](#).

Once an official transcript has been evaluated, students can see the results of the transfer credit evaluation by viewing their [Degree Works](#) audit (via [myUSI](#)).

If you have questions about how your coursework might transfer to USI, visit or contact:

- The Registrar's Office on the main floor of the Orr Center, room 1077.
- Mara Ansbro, Transfer Credit Coordinator (phone 812-465-7171 or 800-467-1965 #3)
- Kim Ruffin, Senior Administrative Assistant (phone 812-465-1038 or 800-467-1965 #3).

Prior Learning Assessment (PLA) Credit

The Registrar's Office is responsible for awarding credit approved through the [Prior Learning Assessment \(PLA\)](#) Credit policy.

Transfer grades

On the student's unofficial transcript and in Degree Works, grades beginning with T indicate transfer courses. Transfer courses accepted for credit are included in earned hours but are excluded from [GPA](#) hours, Quality Points, and GPA. An official transcript includes only the number of credit hours accepted, not individual transfer courses.

Letter grades indicating the transfer credit can be applied toward graduation requirements include TA, TB+, TB, TC+, TC, TP, TCR, TS, TSC.

A grade of TIP indicates an In Progress transfer course. An official transcript showing the final grade must be submitted before the transfer evaluation process can be completed and credit awarded for eligible coursework.

Letter grades indicating the transfer credit cannot be applied toward graduation requirements include TND, TNF, TNI, TNP, TNT, TNW, TRP.

TransferIN

Indiana is working to help students transfer college credits more easily. TransferIN is being developed as the state's official source for course transfer information across campuses and institutions. Indiana has developed the Core Transfer Library (CTL) – a list of courses that will transfer among all Indiana public college and university campuses, assuming adequate grades. The current list of CTL courses at USI can be found in the [class schedule](#). Visit [TransferIN.net](#) for more information, including a [state-wide CTL database](#).

Indiana College Core (ICC)

The Indiana College Core (formerly known as the Statewide Transfer General Education Core-STGEC) enables a student who satisfactorily completes an approved program of general education in any public institution of higher education in Indiana to transfer that coursework to any other state educational institution as a block of 30 credit hours towards the general education core requirements. The ICC applied to all students matriculating at a public institution of higher education in Indiana in the fall of 2013 and after. Additional information may be found at the [Indiana Commission for Higher Education website](#).

Transfer Single Articulation Pathways (TSAP)

Beginning in the fall of 2015, students who have earned an Associate of Science or Associate of Arts degree from Ivy Tech Community College or Vincennes University in certain programs may be able to follow a single articulation pathway to complete a bachelor's degree at USI. The [Indiana Commission for Higher Education](#) and Indiana state institutions are working together to allow students to complete a four-year degree program in corresponding programs without a loss of credit hours. Additional information on Senate Enrolled Act 182 and its implementation will be available over the coming year. Visit the [Articulation Agreements](#) page for more information about TSAPs at USI.

VINCENNES UNIVERSITY POLICY

Policies Collected From:

- <https://www.vinu.edu/transfer-credits>
- <https://catalog.vinu.edu/content.php?catoid=39&navoid=3060>
- <https://www.vinu.edu/web/testing-center/credit-by-exam-advanced-placement>
- <https://www.vinu.edu/web/curriculum-and-instruction/vincennes-university-articulation-agreements>

Transfer

TSAPs allow a student who completes an associate degree at Vincennes University in one of these majors to articulate with related baccalaureate degrees at all four year state educational institutions that offer the baccalaureate degrees. As long as a student completes courses with the needed grades and grade point average, the credits earned for the associate degree should enable the student to begin at the receiving institution as a junior. It's important that students work closely with their advisor in order that they complete all the required coursework with the necessary grades.

In simple terms, 60 credits of your two year degree in the majors listed above should transfer to Indiana University, Purdue University, Ball State University, Indiana State University, University of Southern Indiana, IUPUI, or other Indiana four-year schools, and you should enter the four-year school as a junior. Also, 60 credits earned at another institution in a TSAP program will allow a student to begin in a VU baccalaureate as a junior. Vincennes University has many articulation agreements for non-TSAP programs with private schools as well.

Credit By Exam—AP Exams

High school students may receive college credit based on College Board, national test scores (SAT/ACT) or department examinations. There is no tuition charge for credits earned through advanced placement.

- You may receive college credit by taking the College Board Advanced Placement Test while you are still in high school.
- Please remember it is your responsibility to have your grade report sent to the VU Admissions Office.
- A grade of CR (credit) is awarded for advanced placement.

Earning Credit Through Standardized Testing

In addition to transfer credit, students achieving the required minimum score may also earn academic credit from CLEP general examinations or subject examinations; USAFI, ECE or DANTES courses or tests; service school courses and military science credits in accordance with the ACE Guide and College Board Advanced Placement Program.

- **College Level Examination Program (CLEP).** Vincennes University is an approved CLEP Testing Center. CLEP is the most widely accepted credit-by-examination program in the country with more than 2,800 accredited institutions of higher education awarding credit for satisfactory scores on CLEP examinations. CLEP offers General Examinations in broad liberal arts areas and Subject Examinations in many specific subjects, such as accounting, biology, mathematics, psychology, and foreign languages. CLEP tests are administered by the Assessment Center at Vincennes University.
- **DANTES Subject Standardized Tests (DSST).** Vincennes University serves as a test center for DANTES Subject Standardized Tests. The Defense Activity for Non-traditional Education Support (DANTES) has made it possible for non-military personnel to utilize this testing service. Individuals who take and pass a DANTES test are entitled to request college credit for the course represented by the exam. Students seeking information about DANTES testing should contact the Military Education Office. DANTES tests are administered by the Assessment Center at Vincennes University.
- **Excelsior College Examinations (ECE).** These examinations are offered by Excelsior College (formerly Regents College). The exams were formerly known as ACT PEP (American College Testing Proficiency Examination Program) and Regents College exams.
- **College Board Advanced Placement Program.** Vincennes University participates in the College Board Advanced Placement Program. Students must arrange for the Advanced Placement College Grade Report to be sent to the Office of Admissions at Vincennes University. Students should contact the respective departments, the Office of Admissions or the Office of the Registrar for minimum acceptable scores in the various subject areas beyond those listed below.

Advanced Placement (AP) Exam Title	Score	VU Equivalency	VU Credit Hours
Art History	3, 4, 5	ARTT 130	3
Biology	3	BIOL 101/101L	4
Biology	4	BIOL 105 /105L	4
Biology	5	BIOL 105/105L and BIOL 106/106L	8
Calculus AB	3	MATH 102, and satisfies prerequisite for MATH 118	3
Calculus AB	4, 5	MATH 118	5
Calculus BC	3	MATH 102	3
Calculus BC	4	MATH 118	5
Calculus BC	5	MATH 118 & 119	10
Chemistry	3	CHEM 103/103L	5
Chemistry	4	CHEM 105/105L	5
Chemistry	5	CHEM 105/105L and CHEM 106/106L	10
Chinese Language and Culture	3	WLC credit	8
Chinese Language and Culture	4	WLC credit	12
Chinese Language and Culture	5	WLC credit	16
Comparative Government and Politics	3, 4, 5	POLS 201	3
Computer Science A	3, 4, 5	COMP 252	3
Computer Science Principles	3, 4, 5	COMP 177	3
English Language and Composition	3, 4	ENGL 101	3
English Language and Composition	5	ENGL 112	3
English Literature and Composition	3	ENGL 101	3
English Literature and Composition	4, 5	ENGL 101 & LITR 100	6
Environmental Science	3, 4, 5	GEOS 101/101L	4
European History	3, 4, 5	HIST 132	3
French Language and Culture	3	FREN 101, FREN 103	8
French Language and Culture	4	FREN 101, FREN 103, & FREN 201	12
French Language and Culture	5	FREN 101, 103, 201, & 203	16
German Language and Culture	3	GRMN 101, GRMN 103	8
German Language and Culture	4	GRMN 101, GRMN 103, & GRMN 201	12
German Language and Culture	5	GRMN 101, GRMN 103, GRMN 201, & GRMN 203	16
Human Geography	3	GEOS UND	3
Human Geography	4, 5	GEOS 207	3
Italian Language and Culture	3	WLC credit	8
Italian Language and Culture	4	WLC credit	12
Italian Language and Culture	5	WLC credit	16
Japanese Language and Culture	3	JPNS 105 & JPNS 106	8

Advanced Placement (AP) Exam Title	Score	VU Equivalency	VU Credit Hours
Japanese Language and Culture	4	JPNS 105, JPNS 106, & JPNS 205	12
Japanese Language and Culture	5	JPNS 105, JPNS 106, JPNS 205, & JPNS 206	16
Latin	3	WLC credit	8
Latin	4	WLC credit	12
Latin	5	WLC credit	16
Macroeconomics	3, 4, 5	ECON 202	3
Microeconomics	3, 4, 5	ECON 201	3
Music Theory	3, 4, 5	MUSI 107	3
Physics 1: Algebra-Based	3, 4, 5	PHYS 215/215L	5
Physics 2: Algebra-Based	3, 4, 5	PHYS 216/216L	5
Physics C: Electricity and Magnetism	3, 4	PHYS UND	4
Physics C: Electricity and Magnetism	5	PHYS 206/206L	5
Physics C: Mechanics	3, 4	PHYS UND	3
Physics C: Mechanics	5	PHYS 205/205L	5
Psychology	3, 4, 5	PSYC 142	3
Spanish Language and Culture	3	SPAN 101, SPAN 103	8
Spanish Language and Culture	4	SPAN 101, SPAN 103, & SPAN 201	12
Spanish Language and Culture	5	SPAN 101, SPAN 103, SPAN 201, & SPAN 203	16
Spanish Literature and Culture	3	SPAN 101, SPAN 103	8
Spanish Literature and Culture	4	SPAN 101, SPAN 103, & SPAN 201	12
Spanish Literature and Culture	5	SPAN 101, SPAN 103, SPAN 201, & SPAN 203	16
Statistics	3, 4, 5	MATH 110	3
Studio Art Drawing	3, 4, 5	ARTT 116	3
Studio Art: 2-D Design	3, 4, 5	ARTT 111	3
Studio Art: 3-D Design	3, 4, 5	ARTT 114	3
U.S. Government and Politics	3, 4, 5	POLS 111	3
U.S. History	3, 4, 5	HIST 139 & HIST 140	6
World History	3, 4, 5	HIST 235 & HIST 236	6

- Departmental Exams. Advanced placement in certain courses is granted on the basis of department examinations. Only a grade of Cr (credit) may be awarded to a student who establishes advanced placement credit. Students will not be assessed tuition charges for credit earned by advanced placement. Students are not exempt from University Core Curriculum requirements based on national standardized achievement test scores (SAT, ACT) or placement exam scores, such as CPT, COMPASS, or ASSET.

Students who *place in and complete the following courses* with the grades indicated will receive the corresponding departmental advanced placement credit. Students planning to transfer should check with the baccalaureate institution regarding its policies for accepting advanced placement credit.

Course Number	Grade	Departmental Advanced Placement Credit
English		
ENGL 112	C or better	3 hours of ENGL 101
Foreign Languages¹		
ASLG 103	C or better	4 hours of ASLG 101
ASLG 201	C or better	4 hours of ASLG 101 and 4 hours of ASLG 103
FREN 103, GRMN 103 or SPAN 103	C or better	4 hours of FREN 101/GRMN 101/SPAN 101
FREN 201, GRMN 201 or SPAN 201	C or better	4 hours of FREN 101/GRMN 101/SPAN 101 and 4 hours of FREN 103/GRMN 103/SPAN 103
or above		
Chemistry²		
CHEM 106 and CHEM 106L	C or better	3 hours of CHEM 105 and 2 hours of CHEM 105L
CHEM 215 and CHEM 215L	C or better	3 hours of CHEM 105, 2 hours of CHEM 105L, 3 hours of CHEM 106, and 2 hours of CHEM 106L
Mathematics		
MATH 115	C or better	3 hours of MATH 102
MATH 119	C or better	5 hours of MATH 118
Physics		
PHYS 106 and PHYS 106L	C or better	4 hours of PHYS 105 and 1 hour of PHYS 105L

¹No extra credit will be granted if the foreign language course grade is less than C. Extra credit through advanced placement will be granted only one time per language to any one student. Departmental examinations will be administered to determine placement.

²Department standards in the form of an examination prepared by the chemistry faculty are used for placement. Advanced placement credit will not be granted if the sequential course in chemistry is completed with a grade of less than C.

Early Completion Credit

Students seeking early completion credit are to enroll in the course with the regular tuition and fee charges. Laboratory fees will be refunded if early completion is accomplished by the close of the semester's drop and add period. Students seeking early completion credit must fill out the appropriate form which originates with the dean of the college offering the course. Students must request early completion by midterm week. Students may elect to do early completion for a grade of A, B or C or if unsuccessful they must remain in the course.

The early completion credit option is available only to students who are enrolled in at least one other non-early completion credit course. Early completion may not be used to replace a grade previously achieved in the course. The maximum number of hours in which a student may receive early completion credit is eighteen.

The assigned material for early completion credit will be approved by the department or program chairperson and by the college dean. The completed and evaluated student assignments will be filed in the appropriate college office.

Credit by Examination/Business Courses

The College of Business and Public Service offers students who have graduated from high schools that have articulation agreements with Vincennes University or have validated course competencies the option to take the Business departmental examinations to establish Credit by Examination in selected introductory level business courses. These articulation agreements must be based upon certification of specific course competencies agreed upon mutually by appropriate representatives of the University and the high school. A grade of Cr (Credit) will be awarded in applicable courses to students who (1) meet the required competencies as demonstrated by successful completion of the appropriate departmental examination(s) and (2) require no remediation. An examination fee of \$15 per course credit hour will be assessed to the student regardless of whether credit is established.

Students who prefer to meet the criteria for traditional course letter grades rather than grades of Cr should consider the options of Early Completion or regular course enrollment.

Non-collegiate Certification Credit

Vincennes University recognizes that persons may acquire significant learning in noncollegiate settings. Often these persons possess sufficient knowledge that specialized certifications have been earned. In some instances this learning and knowledge may be recognized and corresponding collegiate credits may be awarded when specific competencies and proficiencies are documented and/or demonstrated. **NOTE:** A minimal administrative fee will be charged to students for credit that is articulated as VU course work.

Credit for Certification, Standardized Testing and Training

Vincennes University awards collegiate credits for many certifications, standardized tests and training based on the credit recommendations of the American Council on Education. Students must submit official transcripts or score reports to the Registrar's Office to be evaluated for possible course credit. Only credit hours will be awarded; no grades will be assigned.

Articulated Credit Per Memorandum of Understanding

Articulated credit is awarded for learning and knowledge acquired in a non-collegiate setting based on a Memorandum of Understanding between Vincennes University and a business or other entity. The following rules apply unless stipulated otherwise in the Memorandum of Understanding.

To qualify for articulated credit students must do the following:

1. Apply to Vincennes University and be accepted.
2. Provide required documentation or demonstrate competencies and proficiencies.
3. Pass one (or more) Vincennes University course with at least a "C" grade prior to the awarding of the articulated credit.
4. Pay any required fees for the articulated credit.

A maximum of 24 credit hours including both articulated and non-articulated Vincennes University courses will be recorded per term. Students must complete a minimum of 15 credit hours in Vincennes University non-articulated courses to meet the residency requirement for an associate degree.

Articulated Credit Based on Certification

Articulated credit may be awarded for certification acquired in a non-collegiate setting. To qualify for articulated credit students must do the following:

1. Apply to Vincennes University and be accepted.
2. Provide required documentation. (Certification must be current.)
3. Pass one (or more) Vincennes University course with at least a "C" grade prior to the awarding of the articulated credit.
4. Pay any required fees for the articulated credit.

A maximum of 24 credit hours including both articulated and non-articulated Vincennes University courses will be recorded per term. Students must complete a minimum of 15 credit hours in Vincennes University non-articulated courses to meet the residency requirement for an associate degree.

Appendix 2: PLA Institution Survey Results

NAME

Answer choices	Count	Percentage
Rick Kribs	1	6
Allegra Fowler	1	6
Robbie Lopez-Shue	1	6
Marcus Kolb	1	6
Sheila Hurt	1	6
Shelly Blunt	1	6
Terri Swim	1	6
Christina Downey	1	6
Carolyn Gentle-Genitty	5	31
Jan Gonzalez	1	6
Kecia McBride	1	6
Tim London	1	6

INSTITUTION

Answer choices	Count	Percentage
Vincennes University	1	6
Purdue University Global	1	6
IUPUI	1	6
Ivy Tech Community College	1	6
Purdue University West Lafayette	1	6
University of Southern Indiana	1	6
Purdue University Fort Wayne	1	6
Indiana University Kokomo	1	6
Indiana University	1	6
Purdue University Northwest	1	6
Ball State University	1	6
Indiana State University	1	6
Indiana University Southeast	1	6
Indiana University South Bend	1	6
Indiana University East	1	6
Indiana University Northwest	1	6

POSITION/TITLE/ROLE

Answer choices	Count	Percentage
Assistant Provost for Curriculum and Instruction	1	6
Senior Director of Transfer and Articulation	1	6
Executive Director, Center for Transfer and Adult Students	1	6
Asst VP	1	6
Sr Program Director, Boiler Success Team	1	6
Associate Provost for Academic Affairs	1	6
Associate Vice Chancellor for Academic Programs	1	6
Associate Vice Chancellor for Academic Affairs and Student Success	1	6
Assistant Vice President for University Academic Policy	1	6
Director - Testing Services Centers	1	6
Vice Provost for Academic Affairs	1	6
Executive Director, Extended Learning	1	6
Assistant Vice President for University Academic Policy; Director University Transfer Office	4	25

EMAIL

Answer choices	Count	Percentage
rkribs@vinu.edu	1	6
alfowler@purdueglobal.edu	1	6
rlopezsh@iu.edu	1	6
mkolb14@ivytech.edu	1	6
sfotherg@purdue.edu	1	6
sblunt@usi.edu	1	6
swimt@pfw.edu	1	6
downeyca@iuk.edu	1	6
cgentleg@iu.edu	5	31
jan.gonzalez@pnw.edu	1	6
kmcbride@bsu.edu	1	6
Tim.London@indstate.edu	1	6

TO WHOM DO YOU OFFER PLA?

Answer choices	Count	Percentage
All students	16	100
Only career and technical education majors	0	0
Other	0	0

WHAT ELEMENTS OF PLA DOES YOUR INSTITUTION OFFER? SELECT ALL THAT APPLY.

Answer choices	Count	Percentage
CLEP or other exams (AP Exams, etc.)	16	20
Challenge/Departmental Exams	15	19
Portfolio	13	16
Military/ACE	14	18
ACE	7	9
Corporate or external training recognition	5	6
Internal/departmental review of credentials, licenses, certifications, etc.	7	9
Other	0	0

PLEASE DESCRIBE ALL PLA COSTS AND FEES REQUIRED OF STUDENTS BY ASSESSMENT METHOD.

Answer choices	Count	Percentage
No charge for military/clep, but \$25/cr hour for articulated credit	1	6
Challenge exams: \$100 per course. Portfolio fee: \$1500 per portfolio, including up to 15 courses.	1	6
Exam If special credit is awarded as a result of examination: • For new students, no fees are assessed if the request is processed within the first three semesters (including summer) following their initial enrollment. The semesters will be counted sequent	1	6
Portfolio review by faculty costs \$50. No other costs, except for exam costs, for the student	1	6
Exam fees for AP/CLEP	1	6
Please see the policy found at https://www.usi.edu/registrar/transfer-credit/prior-learning-assessment/ .	1	6
Pay test exam fees for CLEP, AP, DSST, and UExcel. No fees are assessed by university.	1	6
\$20/credit hr at IUPUI. \$21.50/credit hr at the Regional Campuses. At IUB available exams range from \$15 to \$50	5	33
CLEP Administration Fee - \$25; Test-out fee - \$10; Language Placement fee - \$10 per language	1	6
NA	1	6
a. 25% of the credit hour tuition rate in effect at the time the request for PLA was submitted, multiplied by the number of credit hours requested.	1	6

DESCRIBE ANY COSTS ASSOCIATED WITH ADMINISTERING YOUR PLA PROGRAM.

Answer choices	Count	Percentage
none	1	6
We compensate faculty for their portfolio reviews.	1	6
Faculty/staff time in reviewing and administering	1	6
PLA responsibilities are shared with other duties so administrative costs are minimal	1	6
We do not have a formal PLA program	1	6
Please see the policy found at https://www.usi.edu/registrar/transfer-credit/prior-learning-assessment/ .	1	6
Faculty and staff time as well as Testing Services that admin exams.	1	6
Costs are borne by the academic units, and not specified.	1	6
N/A	1	6
NA	1	6
Costs associated with the testing center and credit card processing fees.	1	6
Cost are borne by the academic unities, and not specified.	4	26

WHERE DO YOU DESCRIBE/OUTLINE YOUR PLA PROGRAM FOR STUDENTS? SELECT ALL THAT APPLY.

Answer choices	Count	Percentage
Fall, Spring, and/or Summer Course Catalogs	11	39
Institution's Website	14	50
Handouts and promotional materials	2	7
Other	1	3

FROM YOUR INSTITUTION'S HOMEPAGE, CAN STUDENTS ACCESS YOUR PLA OFFERINGS WEBPAGE IN THREE CLICKS OR LESS?

Answer choices	Count	Percentage
Yes	8	53
No	7	46
Our website does not include information about PLA	0	0

DO YOU MARKET PLA?

Answer choices	Count	Percentage
Yes	5	33
No	10	66

WHOM DOES YOUR MARKETING TARGET? SELECT ALL THAT APPLY.

Answer choices	Count	Percentage
All students	3	33
Adult learners	3	33
Online learners	2	22
Other	1	11

SELECT THE METHODS YOU USE TO MARKET PLA. SELECT ALL THAT APPLY.

Answer choices	Count	Percentage
Institution's website	5	38
Included in admissions or application process	0	0
Online communication and social media	1	7
Images, quotes, and testimonials	0	0
Meet and greets/informational meetings	2	15
Collaboration with departments at your institution	2	15
Collaboration with organizations, agencies, and employers outside of your institution	1	7
We do not use any methods to market PLA.	0	0
Other	2	15

DO YOU COLLECT DATA BY PLA TYPE? IF SO, SELECT ALL DATA BY PLA TYPE THAT YOU COLLECT.

Answer choices	Count	Percentage
CLEP or other exams	13	27
Challenge/Departmental Exams	9	19
Portfolio	8	17
Military/ACE	5	10
ACE	3	6
Corporate or external training recognition	2	4
Internal/departmental review of credentials, licenses, certifications, etc.	4	8
We do not collect data by PLA type.	1	2
Other	2	4

OF THE DATA YOU COLLECT, WHICH OF THE FOLLOWING METRICS DO YOU GATHER? SELECT ALL THAT APPLY.

Answer choices	Count	Percentage
PLA participation rates	3	14
PLA credits awarded	15	71
PLA students who continued on and completed their programs of study	2	9
Other	1	4

HOW MANY STUDENTS PARTICIPATED IN YOUR PLA PROGRAM DURING THE FOLLOWING FISCAL YEARS?

Answer choices	Count	Percentage
FY 2019:0	1	NA
FY 2020:0	1	NA
FY 2021:0	1	NA
FY 2019: 6750 (2018-2019 ay)	1	NA
FY 2020: 7863 (2019-2020 ay)	1	NA
FY 2021: 8835 (2020-2021 ay)	1	NA
FY 2019: 244	1	NA
FY 2020: 168	1	NA
FY 2021:202	1	NA
FY 2019:3368	1	NA
FY 2020: 4494	1	NA
FY 2021:5289	1	NA
FY 2019: We do not have a formal PLA program and do not track this.	1	NA
FY 2020: see 2019	1	NA
FY 2021: see 2019	1	NA
FY 2019: gathering that data	1	NA
FY 2020: gathering that data	1	NA
FY 2021: gathering that data	1	NA
FY 2019: 28	1	NA
FY 2020: 53	1	NA
FY 2021:29	1	NA
FY 2019: 1316	1	NA
FY 2020:1087	1	NA
FY 2021: 633	1	NA
FY 2019: 431	1	NA
FY 2020:299	1	NA
FY 2021:325	1	NA
FY 2019: 5,995	1	NA
FY 2020:6,352	1	NA
FY 2021:5,664	1	NA
FY 2019: 189	1	NA
FY 2020: 201	1	NA
FY 2021:92	1	NA
FY 2019:29	1	NA
FY 2020:55	1	NA
FY 2021:29	1	NA
FY 2019:46	1	NA
FY 2020:19	1	NA
FY 2021:22	1	NA
FY 2019:52	1	NA
FY 2020:25	1	NA
FY 2021:33	1	NA
FY 2019:127	1	NA
FY 2020:47	1	NA
FY 2021:37	1	NA

HOW MANY PLA CREDITS WERE AWARDED DURING THE FOLLOWING FISCAL YEARS?

Answer choices	Count	Percentage
FY 2019:0	1	NA
FY 2020:0	1	NA
FY 2021:0	1	NA
FY 2019: 253115 quarter credits (2018-2019 ay)	1	NA
FY 2020: 301743 quarter credits (2019-2020 ay)	1	NA
FY 2021: 287424 quarter credits (2020-2021 ay)	1	NA
FY 2019: 2444	1	NA
FY 2020: 1638	1	NA
FY 2021: 3486	1	NA
FY 2019: 22510	1	NA
FY 2020: 23174	1	NA
FY 2021: 24398	1	NA
FY 2019: TBD - could provide upon request number of AP, IB, CLEP, dept exam, and Military credits but not known at this time	1	NA
FY 2020: see 2019	1	NA
FY 2021: see 2019	1	NA
FY 2019: gathering that data	1	NA
FY 2020: gathering that data	1	NA
FY 2021: gathering that data	1	NA
FY 2019: 451	1	NA
FY 2020: 426	1	NA
FY 2021: 234	1	NA
FY 2019:na	1	NA
FY 2020:na	1	NA
FY 2021:na	1	NA
FY 2019: 1330	1	NA
FY 2020:929	1	NA
FY 2021:959	1	NA
FY 2019: 49,614	1	NA
FY 2020: 50,084	1	NA
FY 2021: 44,677	1	NA
FY 2019: 1526	1	NA
FY 2020:1593	1	NA
FY 2021:611	1	NA
FY 2019:674	1	NA
FY 2020:1,666	1	NA
FY 2021:569	1	NA
FY 2019:301	1	NA
FY 2020:121	1	NA
FY 2021:161	1	NA
FY 2019:435	1	NA
FY 2020:488	1	NA
FY 2021:415	1	NA
FY 2019:2177	1	NA
FY 2020:1134	1	NA
FY 2021:775	1	NA

WHAT RESOURCES DO YOU HAVE AVAILABLE TO ASSIST WITH PLA MONITORING AND ADMINISTRATION? SELECT ALL THAT APPLY.

Answer choices	Count	Percentage
Full-time PLA staff position	0	0
Administrative staff or registrar assistance	14	70
Faculty assistance	4	20
Other	2	10

WHAT BARRIERS RELATED TO EQUITY AND ACCESS DO STUDENTS FACE WHEN PARTICIPATING IN PLA PROGRAMMING OR COURSEWORK? SELECT ALL THAT APPLY.

Answer choices	Count	Percentage
Lack of clear institutional PLA policies	6	22
Lack of access to information about PLA	9	33
Difficulty navigating college portals/systems	2	7
Lack of access to PLA opportunities in field of study	3	11
Lack of program awareness and resources to administer.	6	22
Lack of access to proper supplies and materials	0	0
Lack of access to non-academic services (mental health resources, childcare, etc.)	0	0
Other	1	3

DO YOU PRIORITIZE OUTREACH MATERIALS AND RECRUITMENT/REFERRAL OUTLETS THAT SPECIFICALLY REACH COMMUNITIES OF COLOR AND UNDERREPRESENTED STUDENTS? PLEASE EXPLAIN.

Answer choices	Count	Percentage
Military students often come from underrepresented backgrounds.	1	6
We have many channels of outreach. Our core student population includes non-traditional learners, working adults, and military servicemembers.	1	6
No -general website	1	6
No	1	6
Unknown at this time	1	6
We have prioritized outreach materials and recruitment/referral outlet for programs that are receptive to awarding prior learning assessment.	1	6
Yes. We have specific recruiting areas that reach communities of color/ underrepresented students. Mostly, this outreach is for HS admits, so PLA might not be an large of an issue for them.	1	6
Yes, we do broadly but not within the PLA context.	5	33
CLEP materials are discussed/distributed by recruiters; CLEP and test-out flyers are shared each semester with advisors	1	6
This response is under review	1	6
We do not currently prioritize outreach in that way, but our top ranking in social mobility shows that we are committed to recruiting and supporting students from all backgrounds.	1	6

IS THERE ROOM TO MAKE YOUR POLICY MORE DEI FRIENDLY? IF YES, PLEASE EXPLAIN WHAT IMPROVEMENTS YOU COULD MAKE. IF NO, PLEASE EXPLAIN.

Answer choices	Count	Percentage
VU has a newly formed, University-level DEI committee that is focused on ensuring all students experience an outstanding college journey.	1	6
Uncertain. There is likely opportunity to do more to support DEI, but we do not have any current PLA-specific DEI goals.	1	6
Yes - marketing to returning adult and transfer students who are more diverse than beginning students	1	6
Yes. We don't currently understand the PLA usage patterns of students of color. We would need to study it, as well as gender and Pell eligibility to begin this conversation	1	6
Unknown at this time	1	6
Our policy was revised and updated the last couple of years. It would have to be reviewed through the DEI lens to determine if the policy needs to be revised.	1	6
I'm sure there is. Probably need to make policy more visible to all students.	1	6
Of course there are always opportunities to improve. We are currently cleaning up information across the university	1	6
Produce and share information with multiple departments across campus	1	6
This response is under review	1	6
There is always room for improvement in this area and we are currently exploring options as far as increasing our advertising of these options for students, working with faculty to evaluate volume and design of PLA options, and working with the CEB center to%2	1	6
Of course there are always opportunities to improve. We are currently cleaning up information across the university.	4	26

WHAT ARE STRENGTHS OF YOUR PLA PROGRAM?

Answer choices	Count	Percentage
VU pioneered college credit for military experience in Indiana and across the country.	1	6
We have many different opportunities for credit. We have a particularly robust military credit evaluation process.	1	6
Flexible among majors	1	6
crosswalks	1	6
More than half of matriculating students bring in AP or other pre-college credit that fulfills Core requirements.	1	6
The university has expanded to include a more comprehensive list of PLA opportunities. The PLA policy was previously only at the undergraduate level and has expanded to included graduate level opportunities.	1	6
Fair and consistent based on external examinations and military service.	1	6
We do not have a specific PLA program. We have specific aspects of PLA put into practice, but not in a coordinated manner.	5	33
We offer equivalencies for nearly all CLEP and many ACE/DANTES exams.	1	6
available to undergraduate and graduate students	1	6
Our PLA program allows for flexibility of options, allowing programs to tailor the requirements specifically for their course/program objectives and outcomes. This allows students to progress more smoothly, and at less cost, through their program of study. It al	1	6

WHAT ARE AREAS OF GROWTH FOR YOUR PLA PROGRAM? WHAT ARE THE BIGGEST CHALLENGES YOUR PLA PROGRAM FACES?

Answer choices	Count	Percentage
VU has engaged in articulating college credit for industry training and certifications.	1	6
Researching the creation of new credit opportunities based on the Indiana Promoted Certifications list. Researching the creation of graduate-level PLA opportunities. Increased collaboration with Ivy Tech regarding portability of PLA.	1	6
Need to bring in more departments and better promote to students	1	6
military crosswalking - lots of expansion possibility	1	6
Unknown at this time	1	6
Increasing the number of programs accepting PLA credit.	1	6
Apply specific academic credit for military service via ACE recommendations.	1	6
We do not have a specific PLA program. We have specific aspects of PLA put into practice, but not in a coordinated manner.	5	33
Our institution is a certified test center for only CLEP exams. Discuss options for PLA in recruitment, onboarding of students	1	6
lifelong learner	1	6
Discussions are ongoing with faculty and faculty leadership to create better understanding of how PLA can be used on their programs to a. 1) make their offerings more accessible, and b. 2) improve retention by ensuring not just course titles/objectives match f	1	6

WHAT ARE PLA BEST PRACTICES THAT YOU USE AND/OR OTHER INSTITUTIONS USE THAT YOU WOULD RECOMMEND REPLICATING? SELECT ALL THAT APPLY.

Answer choices	Count	Percentage
Ensuring academic policies are consistent with overseeing mandates.	1	6
Having many different opportunities for PLA makes it challenging to convey concise value to students.	1	6
Do not have a staff to provide leadership and administration for PLA; some departments do not participate in PLA	1	6
Diagnosis - identifying good candidates early in their programs or at entry	1	6
Unknown at this time	1	6
Programs that are designed for the adult learner are more receptive to awarding PLA credit. Increasing the number of programs willing to accept PLA can be a challenge.	1	6
No one specifically as a contact for students, families, or faculty.	1	6
We do not have a specific PLA program. We have specific aspects of PLA put into practice, but not in a coordinated manner.	5	33
We do not have an administrator or individual working on PLA initiatives and there is not much understanding of benefit to institution or student.	1	6
this is under review	1	6
Crafting and implementing consistent institution-wide policies, equipping personnel to monitor compliance, and developing robust and consistent internal processes to collect online payments.	1	6

Appendix 3: PLA Employer Engagement Survey Results

NAME

Answer choices	Count	Percentage
Lisa Schroering	1	14
Terry Greenway	1	14
Randy M. Kiesel	1	14
Brenda Perigo	1	14
Jacobie McIntosh	1	14
Scott Tretter	1	14
Rebecca Patrick	1	14

TITLE/POSITION

Answer choices	Count	Percentage
Director of Operations	1	16
Human Resource Mgr	1	16
President	1	16
owner/software developer	1	16
Owner	1	16
Senior VP	1	16

EMAIL

Answer choices	Count	Percentage
lschroering@seufertconstruction.com	1	16
terry.greenway@nidec-motor.com	1	16
randy@kieselent.com	1	16
bperigo@labsoftlims.com	1	16
stretter@seufertconstruction.com	1	16
rpatrick@indianachamber.com	1	16

COMPANY/ORGANIZATION NAME

Answer choices	Count	Percentage
Seufert Construction	2	33
Nidec Motor Company	1	16
Kiesel Enterprises Inc.	1	16
Computing Solutions, Inc.	1	16
Indiana Chamber of Commerce	1	16

CITY/TOWN

Answer choices	Count	Percentage
Ferdinand	2	33
Princeton	2	33
EVANSVILLE	1	16
GREENFIELD	1	16

INDUSTRY

Answer choices	Count	Percentage
Advanced Manufacturing	0	0
Aerospace and Defense	0	0
Agriculture and Bio Science	1	16
Construction	2	33
Education	0	0
Energy	0	0
Financial Services	0	0
Health Care	0	0
Information Technology Services	1	16
Transportation and Distribution	0	0
Other	2	33

HUMAN RESOURCE NAME AND EMAIL (IF SAME AS ABOVE, WRITE N/A)

Answer choices	Count	Percentage
N/A	2	33
same	1	16
Diane Kiesel	1	16
lschroering@seufertconstruction.com	1	16
beckpatrick@aol.com	1	16

NUMBER OF EMPLOYEES

Answer choices	Count	Percentage
5	1	16
15	1	16
48	1	16
50	1	16
52	1	16
125	1	16

NUMBER OF EMPLOYEES IN INDIANA

Answer choices	Count	Percentage
5	1	20
15	1	20
48	1	20
52	1	20
125	1	20

HIGH-DEMAND OCCUPATIONAL TITLES (POSITIONS FOR WHICH YOU ARE MOST IN NEED OF EMPLOYEES.)

Answer choices	Count	Percentage
Skilled labors	1	16
Toolmaker; CNC Machining;	1	16
project managers and Crew foremans	1	16
software developer	1	16
Skilled construction workers	1	16
yy	1	16

CURRENTLY, WHAT ARE YOUR HIRING NEEDS? WHAT SKILL SETS ARE YOU MOST IN NEED OF? SELECT ALL THAT APPLY.

Answer choices	Count	Percentage
Accounting	0	0
Administrative/Clerical Tasks	0	0
Budgeting	0	0
CAD	1	7
Coding	1	7
Communication	1	7
CRM Software	1	7
Customer Needs Analysis	0	0
Customer Service	1	7
Data Analysis	0	0
Data Entry	0	0
Equipment/Product Installation	0	0
Graphic Design	0	0
Lead Prospecting	0	0
Machine Usage	0	0
Managerial Skills	0	0
Marketing	2	15
Medicine Administration	0	0
Patient Assessment	0	0
Patient Education	0	0
Problem Solving	1	7
Product Knowledge	0	0
Programming	0	0
Public Speaking	0	0
Record Keeping	0	0
Report Writing	0	0
Safety Knowledge/Protocols	0	0
Social Media	0	0
STEM Skills	1	7
Taking Patient Vital Signs	0	0
Team Work	1	7
Transportation	0	0
Web Development	0	0
Written Correspondence	0	0
Other	3	23

DO YOU PROVIDE IN-HOUSE TRAINING FOR INCUMBENT WORKERS?

Answer choices	Count	Percentage
Yes	2	33
No	4	66

WHAT KIND OF TRAINING DO YOU PROVIDE? IS THE TRAINING INDUSTRY-RECOGNIZED?

Answers
Based upon job skills needed to grow in their position
on Job, class room, ect.

DOES YOUR COMPANY TRACK EMPLOYEE TRAINING COMPLETION? IF YES, EXPLAIN WHAT PERCENTAGE OF YOUR EMPLOYEES SUCCESSFULLY COMPLETE TRAINING ANNUALLY.

Answers
production worker training is not tracked by numbers, but by completion of each work station
yes, osha safety, 82%

DOES THE TRAINING PROVIDE A CREDENTIAL? IF SO, WHAT KIND OF CREDENTIAL DOES IT PRODUCE?

Answers
no

DOES TRAINING COUNT TOWARD CREDIT FOR COLLEGE AWARDED ON A TRANSCRIPT?

Answer choices	Count	Percentage
Yes	0	0
No	1	50
Unsure	0	0
Other	1	50

The following is a description of credit for prior learning from the Council for Adult and Experiential Learning:

“Credit for prior learning (PLA) is a term for various methods that colleges, universities, and other education/training providers use to evaluate and formally recognize learning that has occurred outside of the traditional academic environment. It is used to grant college credit, certification, or advanced standing toward further education or training. Other common terms for this process include prior learning assessment (PLA) and recognition of learning” (<https://www.cael.org/lp/pla>).

RATE YOUR FAMILIARITY WITH COLLEGE CREDIT FOR PRIOR LEARNING (1 = UNFAMILIAR, 5 = VERY FAMILIAR)

Answer Choices	1	2	3	4	5

WOULD YOUR COMPANY AND EMPLOYEES BENEFIT BY PARTICIPATING IN YOUR LOCAL COLLEGE(S) CREDIT FOR PRIOR LEARNING PROGRAM in ORDER TO ADVANCE A MORE SKILLED WORKFORCE? PLEASE EXPLAIN.

Answers
Yes
No, all of our employees have college degrees
Yes. Having a more educated workforce increases our ability to work through problems, leadership and a better understanding of the construction industry
m

WHAT IS AN APPROPRIATE FORMAT/METHOD FOR EMPLOYERS TO LEARN ABOUT COLLEGE CREDIT FOR PRIOR LEARNING PROGRAMS?

Answers
Email
Don't Know
Visit the local school and secondary education facilities
,

WHAT WOULD INCENTIVIZE MORE EMPLOYERS TO ENGAGE WITH A COLLEGE IN A CREDIT FOR PRIOR LEARNING PROGRAM?

Answers	Count	Percentage
Tax Credits	4	80
Funding to support programs to advance the skillset of your workforce	1	20
Other	0	0

WOULD YOU BE INTERESTED IN PARTICIPATING IN A ONE-TIME, 90-MINUTE EMPLOYER FOCUS GROUP TO LEARN MORE ABOUT COLLEGE CREDIT FOR PRIOR LEARNING AND DISCUSS HOW IT CAN BENEFIT EMPLOYERS AND EMPLOYEES THROUGHOUT INDIANA? Focus groups will be held over the course of the next month and will be via Zoom.

Answers	Count	Percentage
Yes	2	50
No	2	50



Appendix E: Credit for Prior Learning Model Policy Guidance Responses

What are your institutional goals and priorities for your CPL program?

- We are adding a competency based High School Diploma option. We would like to make sure our policies and processes align with policies developed for CPL. Adult education provides many students the first credential on a career path. We want to assure these credentials align with CPL. We believe attaching credit to these credentials will encourage more adults to continue with post-secondary education.
- “Implement a CPL pilot, including development of credit cross-walks based on industry certifications in disciplines, and development of a model cross-walk process that can be applied by faculty in other disciplines”
- Goals - Promote timely completion, support access for adult learners, support local workforce development; Priorities - Increase transparency and awareness of CPL opportunities, policies, and processes among faculty, advisors, students, and external partners, foster faculty buy-in for the rigor and utility of CPL, reduce costs and other barriers to learners engaging in CPL.

What do you think should be the goals and priorities for the statewide policy and guidance?

- Equity and access for all adults should be a primary goal.
- “PLA Credit cannot be used to satisfy college/program residency requirements. The student must complete a minimum of 25% of the credits required for their program through the institution that awards the degree or certificate.”
- Supporting consistent quality of CPL evaluation across institutions, increasing awareness and acceptance of CPL opportunities in the state, clarifying external policy concerns re: CPL (ex: which specialized accreditors do not allow CPL for major courses under any circumstances - we navigate this regularly with programs whose accreditors do allow CPL, but faculty are avoid it out of an abundance of caution)

What is the ideal state for CPL that your college or institution envisions for learners on your campus?

- I want to see a cross walk between the credentials offered in adult education and credits at post-secondary institutions.
- “Foundational faculty involvement and use of their expertise to assess credit awarded to students.”
- Full institutional support for the goals and processes of CPL, support to the learner through the CPL process, resources that ensure sustainability of CPL amongst a growing number of competing demands for time and resources.

What are some challenges that must be overcome to create the statewide policy and guidance? What are some of your concerns?

- We need to understand we have a wide range of adults for whom this policy must apply.
- “Adoption of a set of Credit for Prior Learning (CPL) standards and to use these standards to implement assessment processes for awarding CPL”
- 1) Regional institutions don’t often have a sizable administrative infrastructure and financial resources to add CPL administration to existing positions or create new positions/offices to support CPL. Any statewide policy that would include significant administrative work, especially work that does not directly serve the learners engaging in CPL, will place undue burden on smaller institutions without additional resources to support these efforts. We want to avoid creating additional costs or barriers to CPL for the learner, while also ensuring that the CPL experience they get at our institution is on par with any other IN institution they would choose. 2) We need to foster stronger faculty buy-in for the legitimacy of CPL to overcome skepticism about quality and why CPL is needed (e.g., some faculty question why we would allow students to gain credits for less money while our enrollment and budgets struggle). We have information from CAEL, ACE, and other sources that we share, but statewide recognition of CPL, especially from faculty at other institutions, would support us in overcoming this challenge.

What resources currently exist in Indiana to support attainment of the state and institutional goals? (transfer agreements, the e-Transcript Program, ICHE financial regulation clarification, etc.)

- We have an example crosswalk from Region 9 between adult education and ITCC.
- Transfer agreements and e-transcript program
- Transfer agreements and financial regulation clarification have been helpful.

What resources does your college or institution need now or in the future to ensure that your CPL efforts are successful?

- Once developed, marketing that CPL is an option.
- “State support to expand the types of prior learning assessments available to students and to catalyze equitable processes.”
- In our meeting last week, state-provided start-up funds for CPL was suggested as a strategy that has been successful elsewhere. While we have had CPL policies and processes defined for quite some time, we know that it is exceedingly underused and generally unknown (beyond typical pathways - AP exams, Military credit, etc.). Funding to help us establish centralized administration of CPL would allow us to prioritize marketing, internal knowledge and skill development, and networked advising for learners that isn’t compromised by competing priorities, budget issues, etc.

What did you like about the Tennessee and Colorado CPL state policies?

- I liked the value statement at the beginning of the TN policy to set the stage that this is important to the state. In the CO policy I appreciate the mention that students did not have to register or pay for courses being challenged for PLA. I am very interested in the portfolio assessment as this aligns with the work we are doing in adult education to award a competency based HSD.
- “PLA Credit is awarded only for those courses directly applicable to the declared degree program or certificate.”
- TN - I liked the pre-screening for students wishing to pursue CPL by portfolio, as it is so labor intensive. CO - I like the requirement that institutions provide a workshop, orientation, or course for students interested in pursuing portfolio assessment; faculty evaluated local workplace credit may be a solution for some of our faculty skepticism. The statewide determination of earning a “C” or better is helpful in creating consistency. Some of our faculty struggle with what a student must demonstrate via CPL, often expecting a higher standard than is expected of students enrolled in the equivalent course.

What surprised you from these policies?

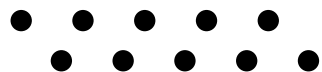
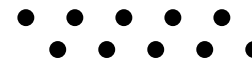
- Not sure it is a surprise, but I am concerned about any expenses students will incur for CPL assessments or portfolio reviews.
- The credit is not calculated into the student's grade point average (GPA)
- Nothing was surprising. Currently, we offer course equivalency credit only - not block credit as TN does (transfer credit excepted, and with some exceptions around ACE Military guidance).

What do you see working in the Indiana system after reviewing these examples?

- “PLA Credit cannot be used to satisfy college/program residency requirements. The student must complete a minimum of 25% of the credits required for their program through the institution that awards the degree or certificate”
- Much of what was presented is guidance, which gives institutions flexibility in how they design and administer CPL based on their own students and institutional cultures and resources. I appreciate that policies and guidance centered the quality and transparency of the experience for students, ensuring they understand the process and their responsibilities. Guidance that ensures we are not holding learners pursuing CPL to higher standards than learners earning credit through course enrollment is helpful.

After reviewing these policies, were there specific topics that would that might raise concerns at your college or institution?

- I want to understand the process for portfolio review better. We are working with CAEL and NEDP and hope we can align processes with post-secondary.
- Incorporate faculty input
- As noted, concerns about devoting resources (human and fiscal) to the administration of CPL; Another concern is how much should we expect CPL utilization to grow, and can we sustain the demand? This is more of an unknown than it is a concern, since we have very low utilization of internally evaluated CPL (challenge exams, portfolios, crosswalks) at this point in time.



**Appendix F: Model Credit for
Prior Learning Policy Guidance**



Model Credit for Prior Learning Policy Guidance

October 2023

Recognizing that adult learners are the backbone of the U.S. economy, CAEL helps forge a clear, viable connection between education and career success, providing solutions that promote sustainable and equitable economic growth. CAEL opens doors to opportunity in collaboration with workforce and economic developers, postsecondary educators, and employers, industry groups, foundations, and other mission-aligned organizations. By engaging with these stakeholders, we foster a culture of innovative, lifelong learning that helps individuals and their communities thrive. Established in 1974, CAEL is a national nonprofit membership organization and is a part of Strada Collaborative. Learn more at cael.org and stradacollaborative.org.

© 2023 The Council for Adult and Experiential Learning (CAEL). All rights reserved.



Table of Contents

CPL Value Statement	3
Program and Service Design	4
Awarding Credit.....	4
Research and Goal Setting.....	4
Tuition & Fee Structure.....	5
Program Design.....	5
Student Support Services.....	6
Awareness & Transparency.....	6
Transcription, Transferability, and Data	8
Data Collection and Reporting.....	8
Transcription.....	8
Transferability.....	9
Standards for Assessing CPL and Quality Assurance (Curriculum)	10
Overall Policy Language.....	10
Policy Review.....	10
Elements of Institutional Policies.....	10
Community, Workforce, and Employer Partnerships	12
Example elements of partnership policies.....	12
Best practices for developing and maintaining partnerships.....	13
Glossary of Terms	15

CPL Value Statement

We, the colleges, universities, and postsecondary career-preparation institutions of Indiana and the Indiana Commission for Higher Education (ICHE), as well as our workforce partners, value the diversity of students, their identities, their backgrounds, and their learning experiences. We are committed to helping them succeed. As the colleges, universities, and postsecondary career-preparation institutions of the State of Indiana, we affirm the value of our learners and of their learning experiences. Prior college-level learning, skills, and knowledge occur every day outside formal campus classrooms and are very often applied, practical, and workforce-relevant. This prior learning is equivalent to the learning outcomes provided in our classrooms, and this equivalency is validated by academically sound and rigorous prior learning assessment methods. Credit for prior learning (CPL) makes it easier for learners to get a jumpstart towards a certificate or degree; in addition, validating their skills and knowledge with credit is a valuable signal that they belong in college. It also allows institutions to support student success with reduced costs of education and accelerates credential completion, while supporting the individual and state-wide economic goals of the citizens of Indiana. Lastly, research indicates that CPL “boosted completion rates for adult students of color, low-income adult students, and adult students across the academic performance spectrum. Credit through certain methods of PLA may help close equity gaps, provided that access to these methods is also equitable.”¹

CPL is consistent with our diverse institutional missions. While academic quality standards and the use or non-use of CPL is an institutional decision, institutions will strive to deliver CPL in accordance with this framework with a consistent, equitable, and standardized process and as a means to serve credential completion and the public good, with documented variances occurring based on an institution’s mission, specialized program accreditation, licensure, or degree requirements.

¹ Klein-Collins, Rebecca, Jason Taylor, Carianne Bishop, Peace Bransberger, Patrick Lane, and Sarah Leibrandt. 2020. *The PLA Boost: Results from a 72-Institution Targeted Study of Prior Learning Assessment and Adult Student Outcomes*. Council for Adult and Experiential Learning (CAEL) and the Western Interstate Commission for Higher Education (WICHE). 30-38. <https://www.wiche.edu/wp-content/uploads/2020/10/PLA-Boost-Report-CAEL-WICHE-Revised-Dec-2020.pdf>.

Program and Service Design

Awarding Credit

- The ICHE adopts the Higher Learning Commission’s (HLC) Policies relating to the establishment of college and university policies regarding the award of credits for prior learning².
 - “The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of credit for prior learning, or relies on the evaluation of responsible third parties.”
- Each institution shall adopt a clear policy statement regarding the maximum number of credits that will be awarded for CPL.
 - Transfer and CPL credit cannot exceed 75% of an individual’s degree completion.³
 - CPL must be documented, evaluated, and appropriate for the level of degree awarded.⁴
- CPL may be awarded by an institution at any time after admission to that institution, but estimates may be provided prior to admission. The Indiana CPL program is available for all students at any time during their academic journey after admission.

Research and Goal Setting

- Each institution shall set goals for increasing the number of certifications and other non-collegiate credentials which may be automatically applied for credit through pre-evaluated crosswalks.
- The intent of ICHE is for all academic programs to include CPL opportunities. For those institutions that do not offer CPL for every academic field, they need to begin the process of evaluating how they will recognize CPL within all of their fields of study. Each campus may prioritize degree programs that would be most likely to attract students with college-level prior learning.
- Each campus shall develop a plan to increase its CPL offerings in the above noted, prioritized high CPL usage programs.

² Higher Learning Commission. 2023. “Section 1: Criteria and Requirements: Chapter B: Criteria for Accreditation, Criterion 4. Teaching and Learning: Evaluation and Improvement, Core Component 4.A.” In *Policy Book*, June 2023, 14–15. https://download.hlcommission.org/policy/HLCPolicyBook_POL.pdf.

³ Higher Learning Commission. (n.d.). Assumed practices (crrt.c.10.010, B(b)): Policies. <https://www.hlcommission.org/Policies/assumed-practices.html>

⁴ Higher Learning Commission. (n.d.). Assumed practices (crrt.c.10.010, B(g)): Policies. <https://www.hlcommission.org/Policies/assumed-practices.html>

Tuition & Fee Structure

- Each institution shall develop and consistently apply a fee structure for CPL that is transparent and accessible to all students, faculty, staff, and stakeholders.
 - The fee structure shall be posted online to ensure transparency for students.
- The student cannot be charged more than once for earned CPL credit within Indiana.
- Institutions shall endeavor to charge fees for CPL assessments that are based on the services performed in the process rather than the credit awarded if charged at all.⁵ Regardless, CPL fees cannot be greater than 25% of in-state tuition costs for the course. Institutions may want to consider having differing fees depending on the amount of labor involved with each assessment method.
- The school must offer guidance on costs to the student for CPL versus the cost if the student took the matching course.
- No student shall be denied access to CPL because of the student's or family's inability to pay. To avoid creating a disadvantage for students who may not use federal financial aid or other resources to cover assessment fees, institutions shall consider developing fee waivers (e.g., based on Pell-eligibility status) for CPL. Institutions should be aware of the state-based financial policy supporting CPL as an avenue to cover assessment fees.⁶

Program Design

- Credits shall be used in a student's academic program.
- CPL shall be treated in the same manner of its application and use, including satisfying prerequisite requirements, as their course equivalencies do at that institution. Institutions shall make an effort on behalf of faculty and staff to determine how credit will apply to a given academic program.
- For any assessment method offered, the institution shall provide students with a reasonable explanation about why prior learning is or is not comparable with curricula and standards to meet degree requirements.
- Institutions shall strive to provide adequate and appropriate allocation of resources, including proper training and continuing professional development for the functions they perform.⁷

⁵ Council for Adult and Experiential Learning (CAEL). Standard 8. "Ten Standards for Assessing Learning." 2017. Accessed September 22, 2023. <https://www.cael.org/ten-standards-for-assessing-learning>.

⁶ Indiana Commission on Higher Education. "State Financial Aid for Prior Learning Assessments." November 29, 2017. https://www.in.gov/che/files/PLA_FinAid_Guidance_2017.pdf

⁷ CAEL. Standard 9.

- ICHE and institutions shall work together to develop roles and responsibilities for ongoing quality program administration and consistent professional development at the institutions.

Student Support Services

- Appropriate academic advising shall be provided by well-informed faculty and academic advisors, as outlined below. Academic advisors shall proactively and directly share CPL information with students.
- As part of the advisement process, institutions shall commit to providing and connecting students with holistic support services as appropriate to ensure CPL candidates can be successful. This shall include referrals to those who can counsel on any impacts on financial aid eligibility.
- Academic advisors or relevant institutional faculty and staff shall ensure that students have realistic expectations about the process and the necessary skills to successfully complete the process, including establishing reasonable expectations and limitations of CPL.
- Institutions shall consider having a CPL coordinator on each campus or for each district. All counselors and advisors (e.g., veterans resource center, career center, adult re-entry center, student orientation, etc.) need to be versed in CPL policies and practices.
- Institutions shall provide necessary training and static resources to faculty and staff to ensure they are sufficiently informed to advise students as noted above.

Awareness & Transparency

- Indiana's CPL Clearinghouse serves as a central repository for all institutional policies and practices. The Clearinghouse also serves as a resource and outreach of program tools to aid stakeholders and potential and current students in their academic endeavors.
- Institutional CPL policies, expectations, and related materials shall be clearly published and communicated to current and prospective students, faculty, staff, and industry and community stakeholders in a variety of places, such as the course catalog and the institution's website, and this information must be regularly evaluated for accuracy. The following information shall be included:
 - Institutional CPL contacts
 - Available CPL opportunities and preparation requirements
 - Fee structure(s) and information about financial aid, including fee waivers
 - Risks to students and the financial consequences of assessment where credit may not be awarded

- Information regarding the applicability of CPL towards certificate or degree programs including the number of CPL that can be used for a certificate or degree and the number of required residency credits
- Passing scores
- Transparency of how award or denial for CPL decisions are made
- An appeal process

Transcription, Transferability, and Data

Data Collection and Reporting

- ICHE shall require institutions to submit data as part of the institution's CPL operations on a regular basis. Institutions shall collect and report data on the types of CPL awarded based on data points collaboratively developed and agreed upon by the state and the institutions, to be detailed in a separate data collection policy.
- Additionally, institutions shall internally monitor their own data for quality assurance purposes.

Transcription

- Transcription shall be informed by AACRAO-recognized best practices.⁸
- CPL shall be awarded for a specific course, building upon existing state frameworks and practices for promoting transfer credit where available. Credit awarded shall not be limited to these existing frameworks.
- Optimally, the type of CPL awarded shall be indicated as well as the number of units (credit awarded).
- Institutions may or may not assign letter grades for CPL; however, if no grade is assigned beyond a pass or equivalent, the institution shall endeavor through published policies or on the transcript to indicate the minimum grade equivalent for a pass, and when receiving a transcript shall endeavor to verify whether the transmitting institution's policy for pass/fail meets its requirements. The institution shall maintain all documentation used as a basis for CPL awarded consistent with institutional policies on record retention.
- Institutions shall provide clearly articulated, consistent, and transparent statements to students about their transfer policies for CPL, including how CPL will be recorded on transcripts
- The Indiana e-Transcript Program working group should reach consensus on how the Indiana College e-Transcript XML Schema should be modified to transcript CPL, consistent with AACRAO transcript standards, PESC College e-Transcript XML Standards, and how CPL data are collected in CHEDSS.

⁸ American Association of Collegiate Registrars and Admissions Officers (AACRAO). 2017. "A Guide to Best Practices: Awarding Transfer and Prior Learning Credit." 2017. Accessed September 22, 2023. https://www.aacrao.org/docs/default-source/signature-initiative-docs/trending-topic-docs/transfer/guide-to-best-practices.pdf?sfvrsn=4820bb55_6.

American Association of Collegiate Registrars and Admissions Officers (AACRAO), American Council on Education (ACE), and Council for Higher Education Accreditation (CHEA). (2021, December 15). Joint statement on the transfer and award of Credit. <https://www.acenet.edu/Documents/2021-Joint-Statement-Award-of-Credit.pdf>

Transferability

- CPL accepted by one institution, including credit for industry and professional certifications, shall be recognized by other Indiana institutions, at least for elective credit, and may be recognized by other Indiana institutions for courses that are part of Indiana's transfer initiatives, including the Core Transfer Library, Indiana College Core and Transfer Single Articulation Pathways.
- If the CPL is validated by a third party (e.g., College Board, International Bacchalaureate (IB), Joint Services Transcript (JST), etc.) recognized by the receiving institution, where possible those credits shall transfer without the need to reevaluate those credits by the receiving institution. Institutions shall endeavor to minimize additional resubmission of scores and transcripts for students when equivalencies are aligned. Institutions may also determine if resubmission is needed for professional certifications and trainings as well as test scores.
- The following third party assessments shall be included in initial efforts to reduce the resubmission of scores and transcripts: College Board, IB, JST, ACE National Guide, Cambridge, National College Recommendation Service (NCCRS), and DSST. A CPL working group may consider annually other assessment organizations that are brought forward in the future.

Standards for Assessing CPL and Quality Assurance (Curriculum)

Overall Policy Language

- Institutional policy language shall remain flexible and provide expectations for evaluations (e.g., a review timeline, stated goals, scores, fees, student qualifications, and factors to be assessed).
- “The institution makes no promises to prospective students regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until the institution has conducted an evaluation of such students’ credits in accordance with its transfer policies.”⁹ However, as noted above, this does not prohibit estimates from being given.
- CPL decisions are student-centered, striving for appropriate balance among fairness, consistency, flexibility, good educational practice, and academic program integrity. They address the needs of a student who has changed institutions or objectives, or has learned in non-traditional formats.

Policy Review

- An institution’s periodic review of its CPL policies shall
 - include qualitative data from students and content experts.
 - be reviewed periodically as part of locally established review cycles (e.g., program reviews).
 - inclusive of review of administrative processes and fee levels to ensure they are effective and fair.
 - engage faculty and key stakeholders (e.g., Academic Senate, the Associated Student Governments).
 - allow for local flexibility.
 - be reviewed frequently to adapt to changes in local contexts (i.e. local employer training programs) and innovation in higher education credentialing (i.e. digital badging, competency-based transcripts, new assessment types, etc.).
 - allow compliance with state-level requirements as defined in Indiana law.¹⁰

Elements of Institutional Policies

- All CPL assessments shall be evaluated

⁹ Higher Learning Commission. (n.d.). Assumed practices (crrt.c.10.010, A, 5(d)): Policies. <https://www.hlcommission.org/Policies/assumed-practices.html>

¹⁰ *Title 21. Higher Education*. Indiana Code. (2021, June 8). <https://codes.findlaw.com/in/title-21-higher-education/>

- by faculty serving as content or subject matter experts in their chosen field.
- by faculty who have taught at least one course in the discipline area, and are current in their field. However, a CPL review team or non-expert assessors can still evaluate specific parts of a CPL submission, such as composition or technical requirements.
- based on transparent standards and criteria for the level of acceptable learning. The institution shall consult its appropriate stakeholders in determining such standards and criteria.
- through agreed upon external entities to judge learning outcomes and validity of evaluation measures. Such entities may include, third-party review by appropriately qualified reviewers and organizations such as ACE, CAEL, NCCRS.
- to determined level of “Equivalency”/”level of acceptable learning” which is defined as 70% of course learning outcomes match between CPL source and college-level course or its equivalent.
- Credit is not awarded for experience, but rather for college-level learning.¹¹ This may entail knowledge, skills, and competencies that students have obtained because of their prior learning. CPL is rooted in the notion that legitimate, college-level learning can be achieved outside the traditional classroom setting, such that the learning is equivalent to college-level courses.
- Institutions shall make clear what degree requirements may be awarded through CPL. Clarity may be around possibilities of earning credit for specific general education or core course requirements, under HLC guidelines.
- Opportunities shall be given to students to have their extra-collegiate learning continually evaluated or reevaluated.
- No limitations for CPL shall be placed on student eligibility, including age, work experience, or discrimination based on race, religion, gender, disability, marital status, or sexual orientation.
- Equivalency decisions may be recorded for automatic use by credentialing experts.
- All CPL must be based on sufficient evidence provided compiled or gathered by the student, the institution, and/or sanctioned institutional outside assessors such as College Board, ACE, etc. Evidence required by the institution shall be based on academically sound CPL assessment methods and relevant disciplinary knowledge, including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, portfolios, or industry certifications.

¹¹ CAEL. Standard 1.

Community, Workforce, and Employer Partnerships

- Institutions may evaluate non-collegiate training programs that result in industry certifications, military recognition, professional licensure, apprenticeship completion, and other workplace skills development.
- ICHE would be an ideal partner to provide support in coordinating these connections with the business community, the workforce system, establishing a clearinghouse of partnerships, etc.
- Institutions shall develop a partnership policy to connect their CPL programs with community, workforce, and employer partners.
- This institutional policy shall include a clear statement advocating the value such partnerships provide to the institutions, the external partners, and the students. This statement should be written with the expectation that it will be shared with external partners.
- The policy shall also include guidance to internal stakeholders for how to develop and maintain such partnerships.

Example elements of partnership policies:

- Benefits of Partnerships: The partner (business, military, etc.), employee (servicemember, etc), and institutions all benefit from this kind of evaluation.
- Partners can use CPL crosswalk opportunities to leverage limited education funds. They may also be able to use this crosswalk as a way to attract those looking for support in furthering their education.
- Employees benefit in realizing that their work and training in the “real world” is actually worth college credit which could induce more people to return to school than might have otherwise.
- The institution could gain increased enrollments and contract support for specialized training.
 - An additional benefit to institutions is gap analysis; they are able to observe outcome applications in the “real world” and update or create curriculum in response.
- The inclusion of these evaluations will then allow employees to have more ease and flexibility in choosing a program that fits their college and career plans.
- The method of evaluating partner training will vary between colleges, industries, and training design. It is suggested that the institution take the time to engage faculty and staff in the creation of local evaluation standards and practices that are equitable for all participants.

Best practices for developing and maintaining partnerships:

The following are suggestions for developing these standards and practices to ensure a strong partnership with the employer while maintaining the academic integrity of your programs:

- Before you decide to conduct a full evaluation, take steps to make sure the training is of a caliber that will meet your college-level curriculum requirements and standards. Appropriate curricular documentation (e.g., training plan, syllabus) is required to confirm this standard fulfillment.
- Use the following checklist to make your determination:
 - Does the training subject align with an academic offering? How long has the partner been offering the training?
 - Is the training accredited/credentialed? This is not a requirement but beneficial information.
 - Does the partner have a training department or liaison? As best practices, the training should be reviewed on a regular basis and the employer should be providing the institution with updates if and when the training is substantially revised.
 - Did the partner create the materials for the training or were they purchased from a vendor? Be aware that partner-specific material may be synthesized into content originating from a vendor. In such a case, consider whether an evaluation of the original content is practical and/or efficient.
 - Who teaches/trains the employees and what are their credentials? How are training records maintained?
 - How does the partner assess the training? Is there a pre- and post-test? Does the employee have to “pass” the training as opposed to just attending it? Are there grades?
 - How long is the training program (contact hours, days, weeks, months)?
 - Are there hands-on demonstrations or simulations? Are these assessed? How?
- Once it has been determined that there is comparability between the training and an academic course or competencies, then it may be a good idea, but by no means required, to conduct a site visit.
- If faculty determine that the partner’s training program is established and ready for an evaluation, then the various documents from the checklist above can be collected and reviewed. The overarching objective is to see if there is comparability between the training and an academic offering.
- Faculty will look for alignment with competencies and/or outcomes for a course or courses. The extent to which there is alignment will determine if credit can be

awarded. Documentation should be reviewed by the faculty department and or director/dean before approving credit for the training.

- In instances where partial credit for a course is considered, colleges should be prepared to offer students an academic plan that allows the credit to be used or expanded to full course credit through supplemental coursework or modular/competency based learning.
- An agreement/memorandum of understanding/contract should be drafted for both the college and the partner. It should cover the following:
 - Duration of the agreement.
 - The training documentation required by employees that will be recognized by the institution for credit.
 - Any exceptions to credit recognition.
 - The offices or titles of the persons that should be notified in writing should the agreement need to be terminated or revised.
 - The institution should have a designated office where the agreement is kept (registrar's office) and where it will be maintained.

Glossary of Terms

AACRAO: American Association of Collegiate Registrars and Admissions Officers

ACE: American Council on Education- an organization that supports academic institutions in awarding college credit to military-connected and post-traditional learners based on military training and occupations, workplace learning, certifications, apprenticeships, and online coursework evaluated by faculty and published in the ACE National Guide.

Challenge Exams: CPL assessment that involves discipline faculty administering locally developed exams to determine whether a student can illustrate the learning outcomes of that class, often referred to by different terms, such as institutional exams, credit by exam, departmental exams, or proficiency exams. This assessment process provides academic departments the flexibility to tailor exams to fit specific course curricula, give program faculty confidence that the exams reflect an appropriate level of academic rigor, and provides faculty direct control of the assessment process

Clearinghouse: a central repository for all institutional policies and practices.

Credit for prior learning (CPL): Credit awarded for the demonstration of validated college-level skills and knowledge gained outside of a college classroom and is a potential tool for current and prospective students, especially returning students with non-traditional backgrounds. Also known as Prior Learning Assessment (PLA), Recognition of Prior Learning (RPL), as well as more informal terms such as lifelong learning credit or experiential learning. CPL assessments can include examinations, crosswalks, military recommendations, and portfolio assessments, among others.

Crosswalks: Direct evaluation of registered apprenticeship programs, industry-recognized credentials and assessments, and non-military training. This CPL assessment process involves subject matter experts examining the training directly (often in advance for commonly used training and credentials) and determining whether the outcomes of the training itself match the outcomes of a course (creating a “crosswalk” or “mapping”). Students who submit the proper documentation for the recognized training do not need to complete additional assessments in order to receive credit, otherwise, if insufficient documentation is provided, students may be recommended to complete other forms of CPL assessment.

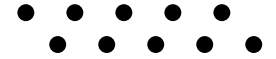
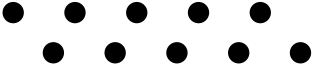
Equivalency: When 70% of course learning outcomes match between CPL source and college-level course.

HLC: Higher Learning Commission

Portfolio Assessment: Typically a written narrative that allows the student to demonstrate their proficiency in the challenged subject's learning outcomes and should be supported by collected evidence (certificates of training, work samples, awards, job descriptions, resumes, or other forms of applicable documentation). The assessment process should include opportunities for feedback from the assessor to the student and should document the achievement of commonly recognized student learning outcomes for that course(s).

Third-Party Assessment: Those created, administered, and maintained by third-party entities beyond the institution (e.g. College Board, AP, IB, JST/ACE, ACE National Guide, Cambridge, NCCRS, DSST), also referred to as externally conducted assessments. Institutions still need to evaluate these assessments or credit recommendations for applicability to their specific program offerings (e.g., ACE, CAEL).

Transparent: Documentation that is clearly articulated, consistent, and accessible.



**Appendix G: Draft Indiana
Model Credit for Prior Learning
Policy Guidance**



Indiana Model Credit for Prior Learning Policy Guidance (DRAFT)

October 2023



Recognizing that adult learners are the backbone of the U.S. economy, CAEL helps forge a clear, viable connection between education and career success, providing solutions that promote sustainable and equitable economic growth. CAEL opens doors to opportunity in collaboration with workforce and economic developers, postsecondary educators, and employers, industry groups, foundations, and other mission-aligned organizations. By engaging with these stakeholders, we foster a culture of innovative, lifelong learning that helps individuals and their communities thrive. Established in 1974, CAEL is a national nonprofit membership organization and is a part of Strada Collaborative. Learn more at cael.org and stradacollaborative.org.

© 2023 The Council for Adult and Experiential Learning (CAEL). All rights reserved.

Table of Contents

CPL Value Statement	3
Program and Service Design	4
Awarding Credit	4
Research and Goal Setting	4
Tuition & Fee Structure	5
Program Design	5
Student Support Services	6
Awareness & Transparency	6
Transcription, Transferability, and Data	8
Data Collection and Reporting	8
Transcription	8
Transferability	9
Standards for Assessing CPL and Quality Assurance (Curriculum)	10
Overall Policy Language	10
Policy Review.....	10
Elements of Institutional Policies.....	10
Community, Workforce, and Employer Partnerships	12
Example elements of partnership policies.....	12
Best practices for developing and maintaining partnerships	13
Glossary of Terms	15

CPL Value Statement

We, the colleges, universities, and postsecondary career-preparation institutions of Indiana, and the Indiana Commission for Higher Education (ICHE) value the diversity of our students, their identities, their backgrounds, and their learning experiences. We are committed to helping them succeed and recognize that their success supports our educational attainment goals and the economic and workforce goals of Indiana.

Credit for prior learning (CPL) is awarded for college-level learning gained through knowledge, skills, and competencies obtained outside formal classroom environments. We affirm the value of these learning experiences, which are often applied, practical, and workforce-relevant, and equivalent to the learning outcomes provided directly in our institutions. Using rigorous assessment methods, we support the use of CPL in support of our diverse institutional missions, to accelerate credential completion for students, and to signal to students that they belong in college. Research indicates that CPL “boosted completion rates for adult students of color, low-income adult students, and adult students across the academic performance spectrum. Credit through certain methods [of CPL] may help close equity gaps, provided that access to these methods is also equitable.”

Our institutions commit to recognizing and awarding CPL in accordance with this framework and through a consistent, equitable, and standardized process to serve credential completion and the public good, with documented variances based on mission, specialized program accreditation, licensure, or degree requirements.

Program and Service Design

Awarding Credit

- The ICHE adopts the Higher Learning Commission’s (HLC) Policies relating to the establishment of college and university policies regarding the award of credits for prior learning¹.
 - “The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of credit for prior learning, or relies on the evaluation of responsible third parties.”
- Each institution shall adopt a clear policy statement regarding the maximum number of credits that will be awarded for CPL.
 - Transfer and CPL credit cannot exceed 75% of an individual’s degree completion.²
 - CPL must be documented, evaluated, and appropriate for the level of degree awarded.³
- CPL may be awarded by an institution at any time after matriculation to that institution, but estimates may be provided prior to matriculation. The Indiana CPL program is available for all students at any time during their academic journey after matriculation.

Research and Goal Setting

- Each institution shall set goals for increasing the number of certifications and other non-collegiate credentials which may be automatically applied for credit through pre-evaluated crosswalks.
- The intent of ICHE is for all academic programs to include CPL opportunities. For those institutions that do not offer CPL for every academic field, they need to begin the process of evaluating how they will recognize CPL within all of their fields of study. Each campus may prioritize degree programs that would be most likely to attract students with college-level prior learning.
- Each campus shall develop a plan to increase its CPL offerings as appropriate in the above noted, prioritized high CPL usage programs.

¹ Higher Learning Commission. 2023. “Section 1: Criteria and Requirements: Chapter B: Criteria for Accreditation, Criterion 4. Teaching and Learning: Evaluation and Improvement, Core Component 4.A.” In *Policy Book*, June 2023, 14–15. https://download.hlcommission.org/policy/HLCPolicyBook_POL.pdf.

² Higher Learning Commission. (n.d.). Assumed practices (crrt.c.10.010, B(b)): Policies. <https://www.hlcommission.org/Policies/assumed-practices.html>

³ Higher Learning Commission. (n.d.). Assumed practices (crrt.c.10.010, B(g)): Policies. <https://www.hlcommission.org/Policies/assumed-practices.html>

Tuition & Fee Structure

- Each institution shall develop and consistently apply a fee structure for CPL that is transparent and accessible to all students, faculty, staff, and stakeholders.
 - The fee structure shall be posted online to ensure transparency for students.
- The student cannot be charged more than once for CPL credit awarded or accepted in transfer within Indiana.
- Institutions shall endeavor to charge fees for CPL assessments that are based on the services performed in the process rather than the credit awarded if charged at all.⁴ Regardless, CPL fees cannot be greater than 25% of in-state tuition costs for the course. Institutions may want to consider having differing fees depending on the amount of labor involved with each assessment method.
- The school must offer guidance on costs to the student for CPL versus the cost if the student took the matching course.
- No student shall be denied access to CPL because of the student's or family's inability to pay. To avoid creating a disadvantage for students who may not use federal financial aid or other resources to cover assessment fees, institutions shall consider developing fee waivers (e.g., based on Pell-eligibility status) for CPL. Institutions should be aware of the state-based financial policy supporting CPL as an avenue to cover assessment fees.⁵

Program Design

- CPL shall be treated in the same manner of its application and use, including satisfying prerequisite requirements, as their course equivalencies do at that institution. Institutions shall make an effort on behalf of faculty and staff to determine how credit will apply to a given academic program.
- For any assessment method offered, the institution shall provide students with a reasonable explanation about why prior learning is or is not comparable with curricula and standards to meet degree requirements.
- Institutions shall strive to provide adequate and appropriate allocation of resources, including proper training and continuing professional development for the functions they perform.⁶

⁴ Council for Adult and Experiential Learning (CAEL). Standard 8. "Ten Standards for Assessing Learning." 2017. Accessed September 22, 2023. <https://www.cael.org/ten-standards-for-assessing-learning>.

⁵ Indiana Commission on Higher Education. "State Financial Aid for Prior Learning Assessments." November 29, 2017. https://www.in.gov/che/files/PLA_FinAid_Guidance_2017.pdf

⁶ CAEL. Standard 9.

Indiana Model Credit for Prior Learning Policy Guidance (DRAFT Oct 2023)

- ICHE and institutions shall work together to develop roles and responsibilities for ongoing quality program administration and consistent professional development at the institutions.

Student Support Services

- Appropriate academic advising shall be provided by well-informed faculty and academic advisors, as outlined below. Academic advisors shall proactively and directly share CPL information with students.
- As part of the advisement process, institutions shall commit to providing and connecting students with holistic support services as appropriate to ensure CPL candidates can be successful. This shall include referrals to those who can counsel on any impacts on financial aid eligibility.
- Academic advisors or relevant institutional faculty and staff shall ensure that students have realistic expectations about the process and the necessary skills to successfully complete the process, including establishing reasonable expectations and limitations of CPL.
- Institutions shall consider having a CPL coordinator on each campus or for each district. All counselors and advisors (e.g., veterans resource center, career center, adult re-entry center, student orientation, etc.) need to be versed in CPL policies and practices.
- Institutions shall provide necessary training and static resources to faculty and staff to ensure they are sufficiently informed to advise students as noted above.

Awareness & Transparency

- Indiana's CPL Clearinghouse serves as a central repository for all institutional policies and practices. The Clearinghouse also serves as a resource and outreach of program tools to aid stakeholders and potential and current students in their academic endeavors.
- Institutional CPL policies, expectations, and related materials shall be clearly published and communicated to current and prospective students, faculty, staff, and industry and community stakeholders in a variety of places, such as the course catalog and the institution's website, and this information must be regularly evaluated for accuracy. The following information shall be included:
 - Institutional CPL contacts
 - Available CPL opportunities and preparation requirements
 - Fee structure(s) and information about financial aid, including fee waivers
 - Risks to students and the financial consequences of assessment where credit may not be awarded

Indiana Model Credit for Prior Learning Policy Guidance (DRAFT Oct 2023)

- Information regarding the applicability of CPL towards certificate or degree programs including the number of CPL that can be used for a certificate or degree and the number of required residency credits
- Passing scores
- Transparency of how award or denial for CPL decisions are made
- An appeal process

DRAFT

Transcription, Transferability, and Data

Data Collection and Reporting

- ICHE shall require institutions to submit data as part of the institution's CPL operations on a regular basis. Institutions shall collect and report data in CHEDSS on the types of CPL awarded based on data points collaboratively developed, defined and agreed upon by the state and the institutions, to be detailed in a separate data collection policy.
- Additionally, institutions should internally monitor their own data for quality assurance purposes.

Transcription

- Transcription shall be informed by AACRAO-recognized best practices.⁷
- CPL shall be awarded for a specific course, building upon existing state frameworks and practices for promoting transfer credit where available. Credit awarded shall not be limited to these existing frameworks.
- Optimally, the type of CPL awarded should be indicated as well as the number of units (credit awarded).
- Institutions may or may not assign letter grades for CPL; however, if no grade is assigned beyond a pass or equivalent, the institution shall endeavor through published policies or on the transcript to indicate the minimum grade equivalent for a pass, and when receiving a transcript shall endeavor to verify whether the transmitting institution's policy for pass/fail meets its requirements. The institution shall maintain all documentation used as a basis for CPL awarded consistent with institutional policies on record retention.
- Institutions shall provide clearly articulated, consistent, and transparent statements to students about their transfer policies for CPL, including how CPL will be recorded on transcripts.
- The Indiana e-Transcript Program working group should reach consensus on how the Indiana College e-Transcript XML Schema should be modified to

⁷ American Association of Collegiate Registrars and Admissions Officers (AACRAO). 2017. "A Guide to Best Practices: Awarding Transfer and Prior Learning Credit." 2017. Accessed September 22, 2023. https://www.aacrao.org/docs/default-source/signature-initiative-docs/trending-topic-docs/transfer/guide-to-best-practices.pdf?sfvrsn=4820bb55_6.

American Association of Collegiate Registrars and Admissions Officers (AACRAO), American Council on Education (ACE), and Council for Higher Education Accreditation (CHEA). (2021, December 15). Joint statement on the transfer and award of Credit. <https://www.acenet.edu/Documents/2021-Joint-Statement-Award-of-Credit.pdf>

transcript CPL, consistent with AACRAO transcript standards, PESCS College e-Transcript XML Standards, and how CPL data are collected in CHEDSS.

Transferability

- CPL accepted by one institution, including credit for industry and professional certifications, shall where possible be recognized by other Indiana institutions, at least for elective credit, and may be recognized by other Indiana institutions for courses that are part of Indiana’s transfer initiatives, including the Core Transfer Library, Indiana College Core and Transfer Single Articulation Pathways.
- If the CPL is validated by a third party (e.g., College Board, International Baccalaureate (IB), Joint Services Transcript (JST), etc.) recognized by the receiving institution, where possible those credits shall transfer without the need to reevaluate those credits by the receiving institution. Institutions shall endeavor to minimize additional resubmission of scores and transcripts for students when equivalencies are aligned. Institutions may also determine if resubmission is needed for professional certifications and trainings as well as test scores.
- The following third-party assessments shall be included in initial efforts to reduce the resubmission of scores and transcripts: College Board, IB, JST, ACE National Guide, Cambridge, National College Recommendation Service (NCCRS), and DSST. A CPL working group may consider annually other assessment organizations that are brought forward in the future.

DRAFT

DRAFT

Standards for Assessing CPL and Quality Assurance (Curriculum)

Overall Policy Language

- Institutional policy language shall remain flexible and provide expectations for evaluations (e.g., a review timeline, stated goals, scores, fees, student qualifications, and factors to be assessed).
- “The institution makes no promises to prospective students regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until the institution has conducted an evaluation of such students’ credits in accordance with its transfer policies.”⁸ However, as noted above, this does not prohibit estimates from being given.
- CPL decisions are student-centered, striving for appropriate balance among fairness, consistency, flexibility, good educational practice, and academic program integrity. They address the needs of a student who has changed institutions or objectives or has learned in non-traditional formats.

Policy Review

- An institution’s periodic review of its CPL policies shall
 - include qualitative data from students and content experts.
 - be reviewed periodically as part of locally established review cycles (e.g., program reviews).
 - be inclusive of review of administrative processes and fee levels to ensure they are effective and fair.
 - engage faculty and key stakeholders (e.g., Academic Senate, the Associated Student Governments).
 - allow for local flexibility.
 - be reviewed frequently to adapt to changes in local contexts (e.g., local employer training programs) and innovation in higher education credentialing (e.g., digital badging, competency-based transcripts, new assessment types, etc.).
 - allow compliance with state-level requirements as defined in Indiana law.⁹

⁸ Higher Learning Commission. (n.d.). Assumed practices (crrt.c.10.010, A, 5(d)): Policies. <https://www.hlcommission.org/Policies/assumed-practices.html>

⁹ Title 21. Higher Education. Indiana Code. (2021, June 8). <https://codes.findlaw.com/in/title-21-higher-education/>

Elements of Institutional Policies

- All CPL assessments shall be evaluated
 - by faculty serving as content or subject matter experts in their chosen field.
 - by faculty who have taught at least one course in the discipline area and are current in their field. However, a CPL review team or non-expert assessors can still evaluate specific parts of a CPL submission, such as composition or technical requirements.
 - based on transparent standards and criteria for the level of acceptable learning. The institution shall consult its appropriate stakeholders in determining such standards and criteria.
 - as needed through agreed upon external entities to judge learning outcomes and validity of evaluation measures. Such entities may include third-party review by appropriately qualified reviewers and organizations such as ACE, CAEL, NCCRS.
 - to determined level of “Equivalency”/”level of acceptable learning” which is defined as 70% of course learning outcomes match between CPL source and college-level course or its equivalent.
- Credit is not awarded for experience, but rather for college-level learning.¹⁰ This may entail knowledge, skills, and competencies that students have obtained because of their prior learning. CPL is rooted in the notion that legitimate, college-level learning can be achieved outside the traditional classroom setting, such that the learning is equivalent to college-level courses.
- Institutions shall make clear what degree requirements may be awarded through CPL. Clarity may be around possibilities of earning credit for specific general education or core course requirements, under HLC guidelines.
- Opportunities shall be given to students to have their extra-collegiate learning continually evaluated or reevaluated.
- No limitations for CPL shall be placed on student eligibility, including age, work experience, or discrimination based on race, religion, gender, disability, marital status, or sexual orientation.
- Equivalency decisions may be recorded for automatic use by credentialing experts.
- All CPL must be based on sufficient evidence provided compiled or gathered by the student, the institution, and/or sanctioned institutional outside assessors such as College Board, ACE, etc. Evidence required by the institution shall be based on academically sound CPL assessment methods and relevant disciplinary knowledge, including, but not limited to, institutionally developed tests, final

¹⁰ CAEL. Standard 1.

examinations, performance-based assessments, demonstrations, presentations, portfolios, or industry certifications.

DRAFT

Community, Workforce, and Employer Partnerships

- Institutions may evaluate non-collegiate training programs that result in industry certifications, military recognition, professional licensure, apprenticeship completion, and other workplace skills development.
- ICHE would be an ideal partner to provide support in coordinating these connections with the business community, the workforce system, establishing a clearinghouse of CPL partnerships, etc.
- Optimally, institutions should develop a partnership policy to connect their CPL programs with community, workforce, and employer partners.
- This institutional policy should include a clear statement advocating the value such partnerships provide to the institutions, the external partners, and the students. This statement should be written with the expectation that it will be shared with external partners.
- The policy should also include guidance to internal stakeholders for how to develop and maintain such partnerships.

Example elements of partnership policies:

- Benefits of Partnerships: The partner (business, military, regional intermediaries focused on talent, etc.), employee (servicemember, etc), and institutions all benefit from this kind of evaluation.
- Partners can use CPL crosswalk opportunities to leverage limited education funds. They may also be able to use this crosswalk as a way to attract those looking for support in furthering their education.
- Employees benefit in realizing that their work and training in the “real world” is actually worth college credit which could induce more people to return to school than might have otherwise.
- The institution could gain increased enrollments and contract support for specialized training.
 - An additional benefit to institutions is gap analysis; they are able to observe outcome applications in the “real world” and update or create curriculum in response.
- The inclusion of these evaluations will then allow employees to have more ease and flexibility in choosing a program that fits their college and career plans.
- The method of evaluating partner training will vary between colleges, industries, and training design. It is suggested that the institution take the time to engage

faculty and staff in the creation of local evaluation standards and practices that are equitable for all participants.

Best practices for developing and maintaining partnerships:

The following are suggestions for developing these standards and practices to ensure a strong partnership with the employer, community, or workforce partner while maintaining the academic integrity of your programs:

- Before you decide to conduct a full evaluation, take steps to make sure the training is of a caliber that will meet your college-level curriculum requirements and standards. Appropriate curricular documentation (e.g., training plan, syllabus) is required to confirm this standard fulfillment.
- Use the following checklist to make your determination:
 - Does the training subject align with an academic offering? How long has the partner been offering the training?
 - Is the training accredited/credentialed? This is not a requirement but beneficial information.
 - Does the partner have a training department or liaison? As best practices, the training should be reviewed on a regular basis and the employer should be providing the institution with updates if and when the training is substantially revised.
 - Did the partner create the materials for the training or were they purchased from a vendor? Be aware that partner-specific material may be synthesized into content originating from a vendor. In such a case, consider whether an evaluation of the original content is practical and/or efficient.
 - Who teaches/trains the employees and what are their credentials? How are training records maintained?
 - How does the partner assess the training? Is there a pre- and post-test? Does the employee have to “pass” the training as opposed to just attending it? Are there grades?
 - How long is the training program (contact hours, days, weeks, months)?
 - Are there hands-on demonstrations or simulations? Are these assessed? How?
- Once it has been determined that there is comparability between the training and an academic course or competencies, then it may be a good idea, but by no means required, to conduct a site visit.
- If faculty determine that the partner’s training program is established and ready for an evaluation, then the various documents from the checklist above can be collected and reviewed. The overarching objective is to see if there is comparability between the training and an academic offering.

Indiana Model Credit for Prior Learning Policy Guidance (DRAFT Oct 2023)

- Faculty will look for alignment with competencies and/or outcomes for a course or courses. The extent to which there is alignment will determine if credit can be awarded. Documentation should be reviewed by the faculty department and or director/dean before approving credit for the training.
- In instances where partial credit for a course is considered, colleges should be prepared to offer students an academic plan that allows the credit to be used or expanded to full course credit through supplemental coursework or modular/competency-based learning.
- An agreement/memorandum of understanding/contract should be drafted for both the college and the partner. It should cover the following:
 - Duration of the agreement.
 - The training documentation required by employees that will be recognized by the institution for credit.
 - Any exceptions to credit recognition.
 - The offices or titles of the persons that should be notified in writing should the agreement need to be terminated or revised.
 - The institution should have a designated office where the agreement is kept (registrar's office) and where it will be maintained.

Glossary of Terms

AACRAO: American Association of Collegiate Registrars and Admissions Officers

ACE: American Council on Education- an organization that supports academic institutions in awarding college credit to military-connected and post-traditional learners based on military training and occupations, workplace learning, certifications, apprenticeships, and online coursework evaluated by faculty and published in the ACE National Guide.

Challenge Exams: CPL assessment that involves discipline faculty administering locally developed exams to determine whether a student can illustrate the learning outcomes of that class, often referred to by different terms, such as institutional exams, credit by exam, departmental exams, or proficiency exams. This assessment process provides academic departments the flexibility to tailor exams to fit specific course curricula, give program faculty confidence that the exams reflect an appropriate level of academic rigor, and provides faculty direct control of the assessment process

Clearinghouse: a central repository for all institutional policies and practices.

Credit for prior learning (CPL): Credit awarded for the demonstration of validated college-level skills and knowledge gained outside of a college classroom and is a potential tool for current and prospective students, especially returning students with non-traditional backgrounds. Also known as Prior Learning Assessment (PLA), Recognition of Prior Learning (RPL), as well as more informal terms such as lifelong learning credit or experiential learning. CPL assessments can include examinations, crosswalks, military recommendations, and portfolio assessments, among others.

Crosswalks: Direct evaluation of registered apprenticeship programs, industry-recognized credentials and assessments, and non-military training. This CPL assessment process involves subject matter experts examining the training directly (often in advance for commonly used training and credentials) and determining whether the outcomes of the training itself match the outcomes of a course (creating a “crosswalk” or “mapping”). Students who submit the proper documentation for the recognized training do not need to complete additional assessments in order to receive credit, otherwise, if insufficient documentation is provided, students may be recommended to complete other forms of CPL assessment.

Equivalency: When 70% of course learning outcomes match between CPL source and college-level course.

HLC: Higher Learning Commission

Portfolio Assessment: Typically a written narrative that allows the student to demonstrate their proficiency in the challenged subject's learning outcomes and should be supported by collected evidence (certificates of training, work samples, awards, job descriptions, resumes, or other forms of applicable documentation). The assessment process should include opportunities for feedback from the assessor to the student and should document the achievement of commonly recognized student learning outcomes for that course(s).

Third-Party Assessment: Those created, administered, and maintained by third-party entities beyond the institution (e.g. College Board, AP, IB, JST/ACE, ACE National Guide, Cambridge, NCCRS, DSST), also referred to as externally conducted assessments. Institutions still need to evaluate these assessments or credit recommendations for applicability to their specific program offerings (e.g., ACE, CAEL).

Transparent: Documentation that is clearly articulated, consistent, and accessible.

Appendix H: Credit for Prior Learning Definitions

The following list of categories, methods, and definitions has been prepared by the CPL Data Collection Task Force. This list aims to offer a uniform reference for all of Indiana’s Higher Education Institutions when reporting CPL data. While the list is comprehensive, it may not cover every possible scenario. Institutions are encouraged to utilize these standard definitions for their communications, policies, and internal procedures, ensuring uniformity when reporting data to the ICHE.

Category	CPL Method	Definition
Standardized Exams: assessment test that evaluates a student’s mastery of college-level material in a specific subject.	AP (Advanced Placement Program)	This method allows students to earn college credit based on their performance in Advanced Placement (AP) exams. High school students who excel in these rigorous courses and exams can earn credit for college-level coursework, potentially reducing the number of classes they need to take in college.
	CLEP College Level Exam Program)	CLEP exam is a standardized test administered by the College Board in the United States. CLEP exams are designed to assess a student’s knowledge and understanding of various college-level subjects.
	DSST Examination Program/DANTES Examination Program	DSST (formerly known as DANTES Subject Standardized Tests) is a credit-by-examination program. DSST exams are designed to evaluate a student’s knowledge and expertise in specific college-level subjects. These exams allow students to earn college credit for prior learning or self-study, often based on their knowledge acquired through work experience, independent study, or military service.
	UExcel is a credit-by-exam (CBE) program* Program Ended 2022	UExcel is a credit-by-exam (CBE) program offered through an alliance between Pearson, an education company, and Excelsior College. UExcel offers 8 exams in a variety of subjects. Students who pass UExcel exams earn college credit on an official transcript from Excelsior College. UExcel exams are also eligible for ACE CREDIT.

Category	CPL Method	Definition
Standardized Exams Cont'd	International Baccalaureate Exam (IB)	The International Baccalaureate (IB) exams are a series of standardized assessments offered by the International Baccalaureate Organization, a global educational foundation. These exams are typically taken by high school students enrolled in the IB Diploma Program, which is an internationally recognized pre-university educational program.
	Thomas Edison Credit by Examination Program (TECEP)	TECEP exams allow students to earn college credit by passing examinations offered by Thomas Edison State University.
	Additional Exams Consulted:	<p>University of Cambridge International Exam: Recognized globally, these exams enable students to earn college credit.</p> <p>ACTFL Oral Proficiency Interview: An assessment of language proficiency that may lead to college credit.</p> <p>NYU Foreign Language Proficiency Exam: A similar assessment of language proficiency.</p> <p>Caribbean Advanced Proficiency Examination Program: Offering college credit opportunities to Caribbean students.</p> <p>Cambridge Advanced International Certificate of Education (AICE): Includes British AS-Level and A-Level exams, allowing students to earn credit for advanced coursework.</p> <p>SAT/ACT: Some institutions employ high scores on these exams to award college credit or to determine course placement or prerequisites.</p>

Category

CPL Method

Challenge Exams:

designed with faculty, assess learning outcomes related to specific courses.

Challenge Exams

Definition

Challenge exams, also known as departmental exams, provide a means for students to earn college credit or advanced placement in specific courses. These exams are developed with faculty who teach the respective courses and are designed to assess learning outcomes related to those courses comprehensively.

Students who successfully complete challenge exams may receive a grade of Cr (credit), Pass/Fail, and can be granted advanced placement credit. Students are not exempt from meeting University/College Core Curriculum requirements based on national standardized achievement test scores (such as SAT or ACT) or placement exam scores (example: CPT, COMPASS, or ASSET). Challenge exams offer an alternative pathway to earn credit and advance academically in specific courses, distinct from standardized test scores and core curriculum requirements.

Individual Assessments:

diverse individual assessments methodologies leading to college credit.

Portfolio Assessment

Portfolio Assessment is a method that recognizes students' prior learning experiences and knowledge when they may not be evaluated through conventional coursework or standardized tests. Students compile a collection of evidence, encompassing essays, projects, work samples, and other materials, accompanied by written reflections that align with the specific course objectives. Faculty or trained assessors review the portfolio, applying established criteria to gauge its quality, relevance, and awarding credit.

Skill Simulation or Demonstration

Skill Simulation or Demonstration is a targeted assessment method that evaluates an individual's ability to perform specific, practical skills or tasks aligned with the learning objectives of a particular course or competency. Through hands-on demonstrations, projects, or simulations, individuals can display their expertise and, upon successful assessment, earn college credit for their practical knowledge and skills.

Category	CPL Method	Definition
Individual Assessments Cont'd	Interview-Based Assessment	Interview-Based Assessment is a targeted evaluation method that relies on structured interviews to gauge an individual's knowledge, skills, and competencies in alignment with specific course objectives or competencies. In an Interview-Based Assessment, individuals engage in conversations with assessors or faculty members who use carefully designed questions to explore the depth and breadth of the individual's knowledge in the relevant area.
Evaluation of Workforce Education and Training: This section scrutinizes the various approaches employed for recognizing non-college education and training for college credit:	NCCRS Workplace and Volunteer Training	Credit can be granted based on recommendations from the National College Credit Recommendation Service (NCCRS) for workplace and volunteer training.
	NCCRS-Other Assessed Credit	NCCRS-Other Assessed Credit refers to college credit that is awarded based on recommendations from the National College Credit Recommendation Service (NCCRS) for educational or training programs that do not fall into the specific categories covered by NCCRS, such as workplace and volunteer training. It encompasses any credits evaluated by NCCRS that do not fit within the predefined NCCRS categories but have been deemed worthy of college credit equivalency. These credits are typically assessed and recommended by NCCRS after a thorough evaluation of the program's content, structure, and alignment with college-level learning outcomes.

Category	CPL Method	Definition
Evaluation of Workforce Education and Training Cont'd	ACE Military-Training	College credit recommendations provided by the American Council on Education (ACE) for military training and educational experiences gained in the Armed Forces. When service members undergo various forms of training during their military careers, ACE assesses the content and rigor of these training programs to determine whether they are equivalent to college-level learning. If ACE determines that certain military training is equivalent to college courses, they make credit recommendations based on the ACE Guide to the Evaluation of Educational Experiences in the Armed Forces.
	ACE Military- Occupations	College credit recommendations provided by the American Council on Education (ACE) for specific military job roles, duties, on-the-job training, and occupational specialties within the Armed Forces. ACE assesses the content and educational value of these military occupations to determine whether they are equivalent to college-level learning.
	ACE - Education, Workplace and Training	ACE evaluates the content and rigor of non-military workplace educational and training programs to determine whether they align with college-level learning outcomes and make credit recommendations based on the ACE National Guide to College Credit for Workforce Training.
	Other Credit for Locally Assessed Training (Internally Assessed, Not by External Party): locally assessed training programs, including those from businesses, nonprofits, volunteer organizations, and government entities.	Recognition and evaluation of learning experiences and competencies gained through training programs, workshops, or educational activities that have been internally assessed and verified by the organizing entity itself, rather than by an external accrediting body. In combination with another method, this type of credit validates the knowledge, skills, and competencies acquired by individuals through participation in training initiatives, allowing them to receive academic credit based on their demonstrated learning achievements.

Category	CPL Method	Definition
Evaluation of Workforce Education and Training Cont'd	Other Military Credit	The recognition and evaluation of learning experiences and competencies acquired through military service, training, and related experiences that do not fall under the category of formal academic courses or standardized assessments. This type of credit acknowledges the expertise gained during military service, which may include technical training, leadership development, specialized skills, and real-world experiences that have been recorded on a military record.
	Technical or Professional Certification	Formal recognition or credential awarded to individuals who have demonstrated their proficiency, competence, and expertise in a specific technical field or professional domain. These certifications are typically granted by recognized certification bodies, industry associations, or institutions after an individual successfully completes a prescribed course of study, training program, or examination that assesses their knowledge and skills in a particular area.
	Professional Apprenticeship	Formalized training program that blends practical work experience with classroom learning to prepare individuals for careers in specialized professions or industries. It involves mentorship, structured curriculum, and often leads to certification or licensure, enhancing employability within the chosen profession.
	Technical or Professional Licensure	Official licensure granted by a regulatory authority or licensing body to individuals who have met specific educational, experiential, and competency requirements in a particular technical or professional field. This licensure is typically required to legally practice, provide services, or hold a specific job within certain regulated industries or professions.
	Badges	Digital or physical symbols, icons, or markers awarded to individuals as recognition of their achievements, skills, competencies, or accomplishments in various domains. These badges serve as visual representations of specific accomplishments, often earned through educational programs, training courses, professional development, or participation in specific activities.

Appendix I: Credit for Prior Learning Data Collection Survey Appendix

Participating Institutions:

- Ball State University
- Indiana State University
- Indiana University East
- Ivy Tech Community College
- Purdue University & Purdue University West Lafayette
- Purdue University Northwest
- Purdue Global
- University of Southern Indiana
- Vincennes University

Survey Questions:

1. Name
2. Title
3. Email
4. Role
5. Are you currently using a data/software tool to collect CPL data?
6. Which software application are you using to collect CPL data?
7. Is your data collection tool working well for your institution?
8. Would you be willing to demonstrate the tool for the rest of the Task Force?
9. What new/additional data resources does your institution need to fully track data on CPL? (e.g. full-time employees, data collection tools, defined data fields, etc.)
10. Does your institution currently have a handbook or “dictionary” of data terminology used to define the data you report?
11. Does your institution currently have a handbook that provides guidance on how data on CPL is to be transcribed?
12. Please indicate whether the following data fields are required, optional, not collected, or desired to be collected (fields marked with * are required by HB1549):
 - a. Type or Method of CPL Credit Offered (For example: Standardized Exams, Challenge Exams, Military Training, Portfolio Assessment, Credentials, Licenses, & Certifications, etc.)
 - b. Type or Method of CPL Credit Awarded (For example: Standardized Exams, Challenge Exams, Military Training, Portfolio Assessment, Credentials, Licenses, & Certifications, etc.)
 - c. CPL Assessment Name* (For example: CLEP, ACE Credit, Portfolio Assessment, etc.)
 - d. CPL Assessment Provider* (College Board, Prometric, ACE, etc.)
 - e. CPL Assessment Cost*
 - f. Number of CPL Credits Attempted
 - g. Number of CPL Credits Earned
 - h. CPL Program Participant Demographics (For example gender, age, race/ethnicity, income, etc.)
 - i. State Financial Aid Applied
 - j. Other Types of Financial Aid Applied

13. What other types of data related to CPL are being tracked at your institution? (Fields marked with * are required by HB1549).
- n. Whether CPL Assessments are aligned with state education institution programs*
 - o. Whether CPL Assessments are aligned with secondary career pathways, programs of study, CTE Courses, or Gen Ed Courses*
 - p. Completion and Outcome Rates (e.g. credentials/degrees awarded to CPL earners, time to degree/credential, etc.)
14. Which of the following methods or types of CPL are being tracked? (Check all that apply):
15. Who are the target populations for CPL at your institution?
16. Based on your experience, how could the process of tracking/reporting on CPL data be improved?
17. Please share anything else you'd like to add.

Survey Results:

1. Name
2. Title
3. Email

4. Role

CPL Leadership/Administration	1
Other Leadership	1
Faculty	0
Registrar	5
Student Services	0
Advisor	0
Other	2

5. Are you currently using a data/software tool to collect CPL data?

Yes	8
No	1

6. Which software application are you using to collect CPL data?

Jenzabar	0
Banner	5
PeopleSoft	1
Workday	0
Oracle	0
Other	2

7. Is your data collection tool working well for your institution?

Yes	5
Unsure	1
No	2

8. Would you be willing to demonstrate the tool for the rest of the Task force?

Yes	2
No	3

9. What new/additional data resources does your institution need to fully track data on CPL? (e.g. full-time employees, data collection tools, defined data fields, etc.)

- a. Data collection tool (forward-facing tool) to track inquiry, and request for credit, through final posting and is able to identify cost associated with each type. Understanding which data fields are important to track so that the determined fields are identified and maintained.
- b. We need clear definitions of data fields for consistent reporting purposes. Additionally, depending upon what additional data would be collected, we would need an actual data collection tool in addition to Banner which we really use for storing of the data currently.
- c. I think we do a good job collecting data right now. We have a homegrown degree plan management tool that gives us reasonable control and oversight.
- d. A full-time employee would be nice. Since switching to our new coding system to delineate CPL, the average number of credit hours awarded per year has increased from 1,131 to 1,850. Since the awarding of credit is a manual process in Banner, it has required more staff time to input.
- e. None identified
- f. Clear guidelines from all levels of involvement (i.e. institutionally, state, etc.); develop additional institutional coding

g. Full-time employees, more granularity in the data that we collect, centralized processing to stream process.

h. Consistent practices across all academic units.

i. Centralized data tool

10. Does your institution currently have a handbook or “dictionary” of data terminology used to define the data you report?

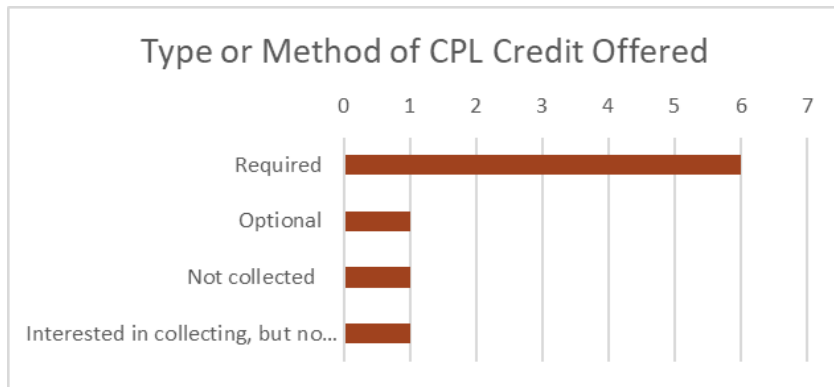
Yes, we have a data dictionary/handbook.	6
No, we do not have a data dictionary/handbook.	3

11. Does your institution currently have a handbook that provides guidance on how data on CPL is to be transcribed?

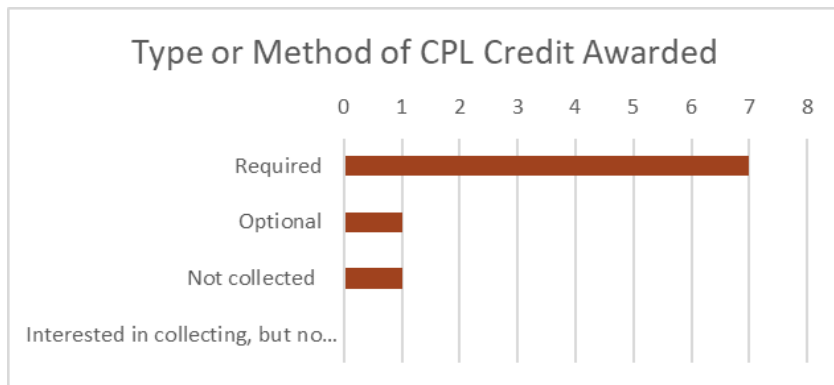
Yes, we have a handbook that guides us on how we transcribe CPL credit.	7
No, we do not have a handbook that guides us on how we transcribe CPL credit.	2

12. Please indicate whether the following data fields are required, optional, not collected, or desired to be collected (fields marked with * are required by HB1549):

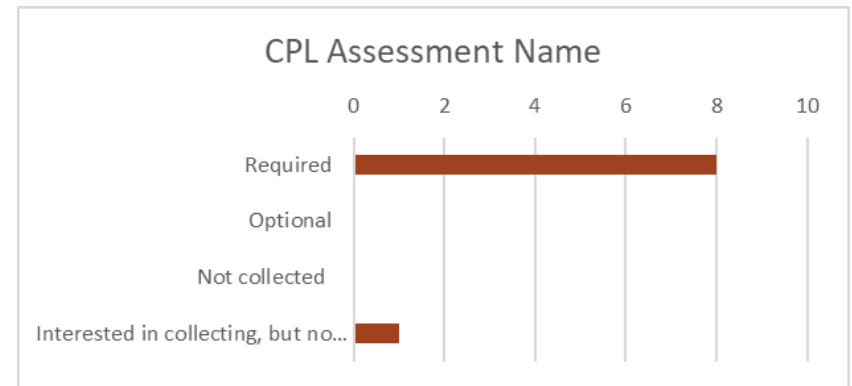
a. Type or Method of CPL Credit Offered (For example: Standardized Exams, Challenge Exams, Military Training, Portfolio Assessment, Credentials, Licenses, & Certifications, etc.)



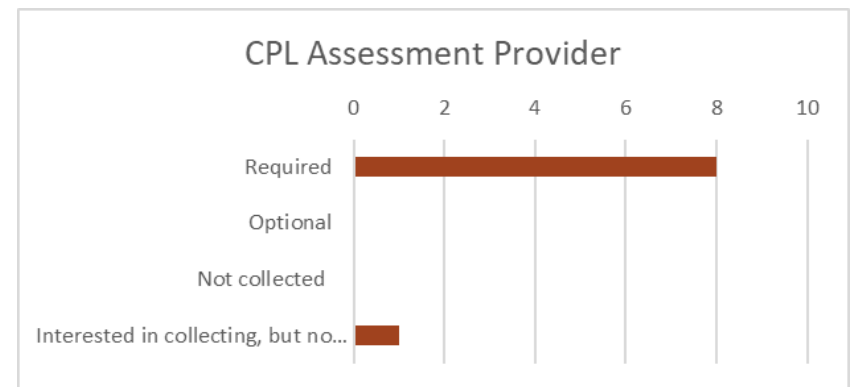
b. Type or Method of CPL Credit Awarded (For example: Standardized Exams, Challenge Exams, Military Training, Portfolio Assessment, Credentials, Licenses, & Certifications, etc.)



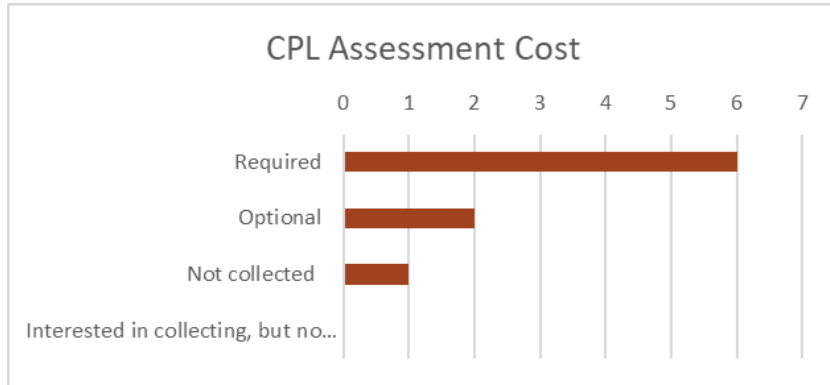
c. CPL Assessment Name* (For example: CLEP, ACE Credit, Portfolio Assessment, etc.)



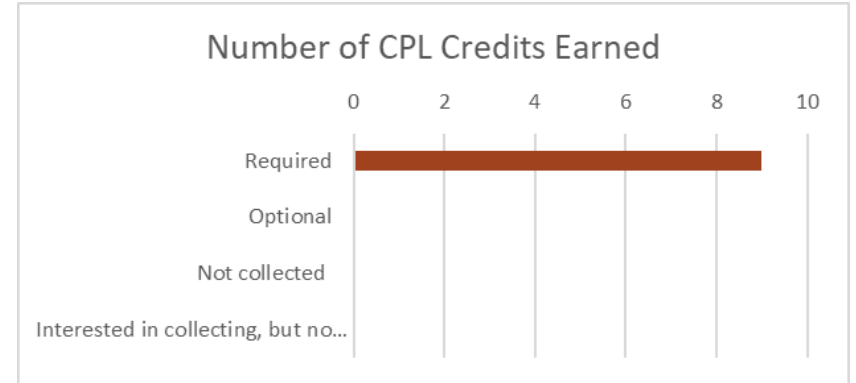
d. CPL Assessment Provider* (College Board, Prometric, ACE, etc.)



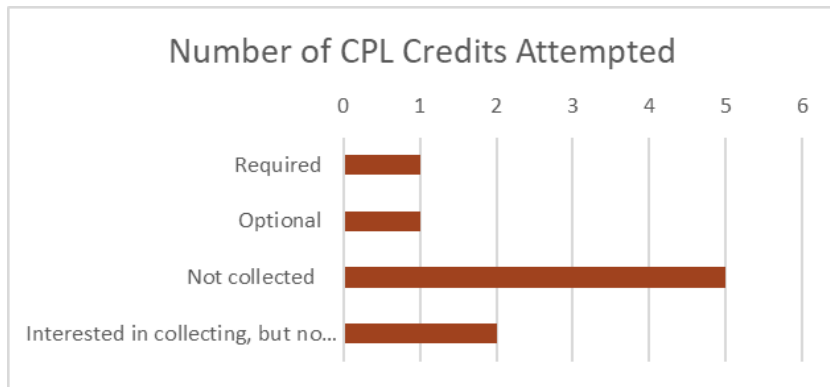
e. CPL Assessment Cost*



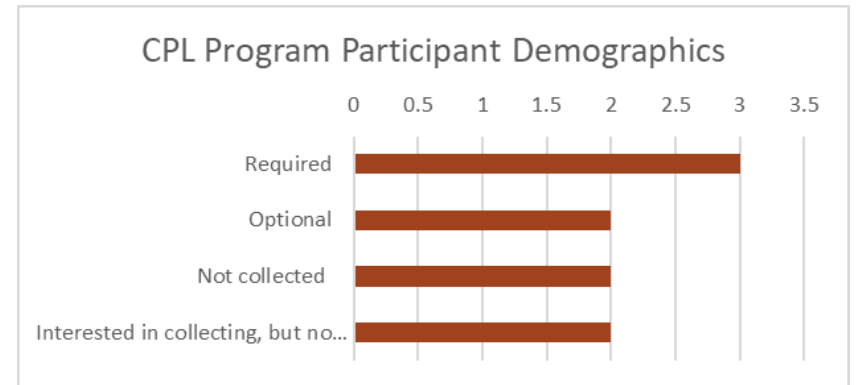
g. Number of CPL Credits Earned



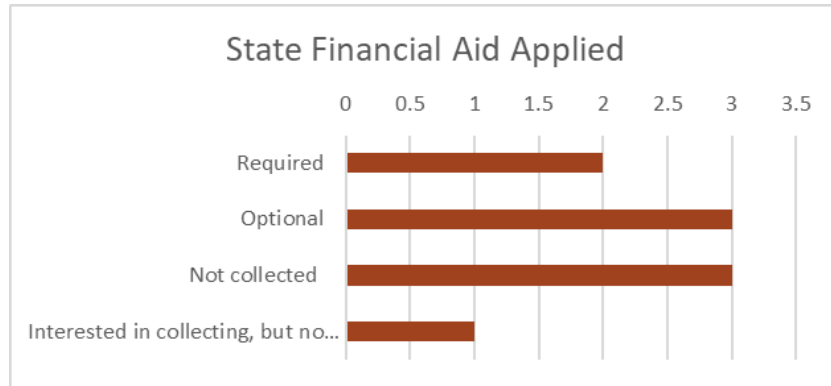
f. Number of CPL Credits Attempted



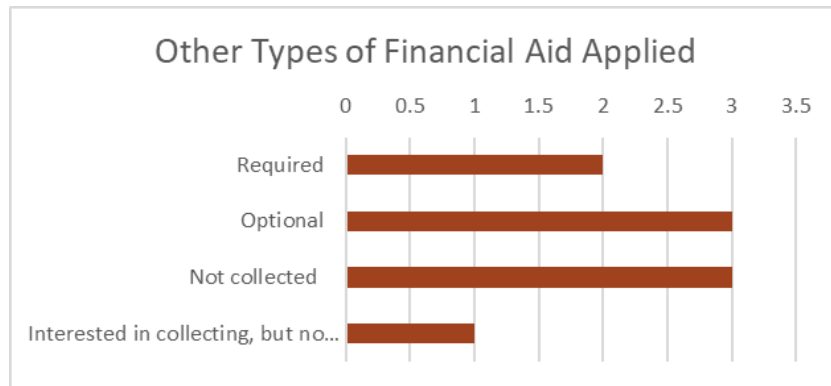
h. CPL Program Participant Demographics (For example gender, age, race/ethnicity, income, etc.)



i. State Financial Aid Applied

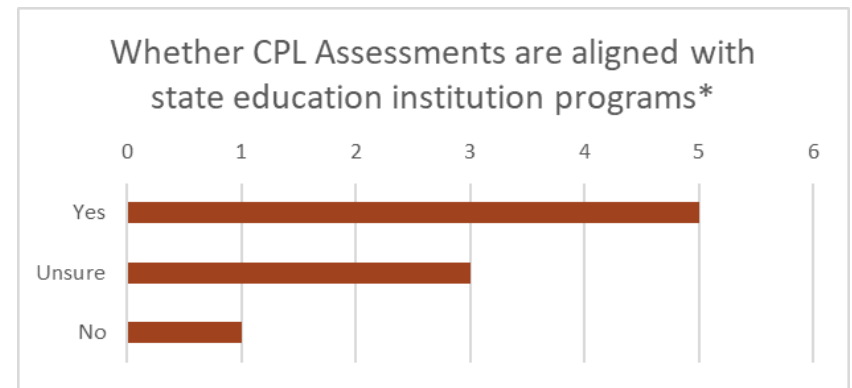


j. Other Types of Financial Aid Applied

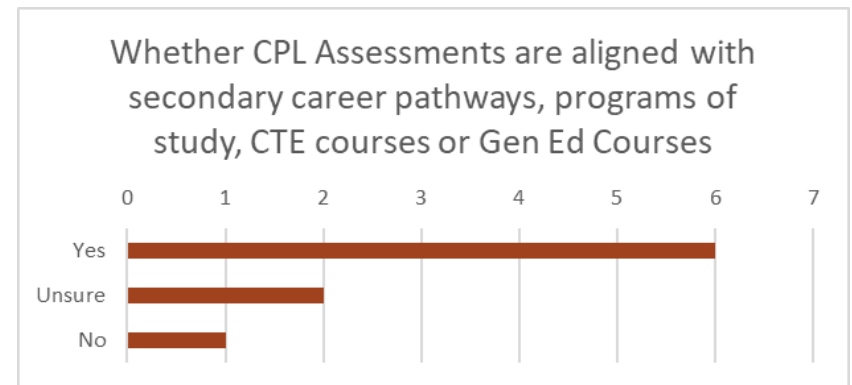


13. What other types of data related to CPL are being tracked at your institution? (Fields marked with * are required by HB1549).

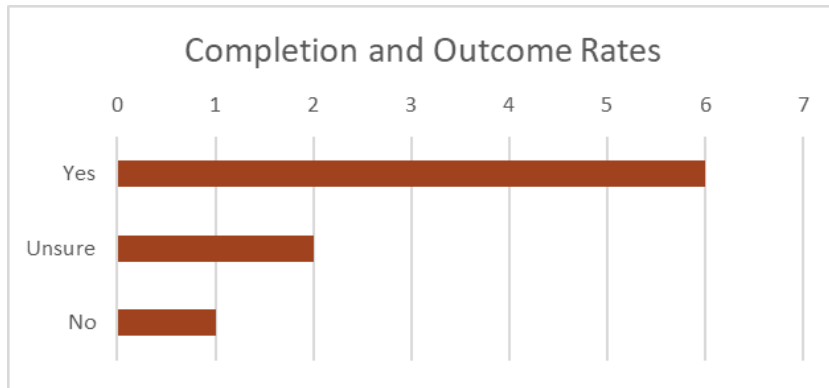
a. Whether CPL Assessments are aligned with state education institution programs*



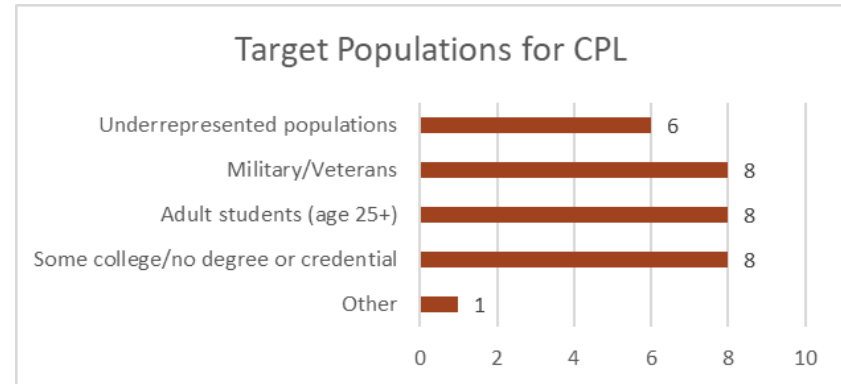
b. Whether CPL Assessments are aligned with secondary career pathways, programs of study, CTE Courses, or Gen Ed Courses*



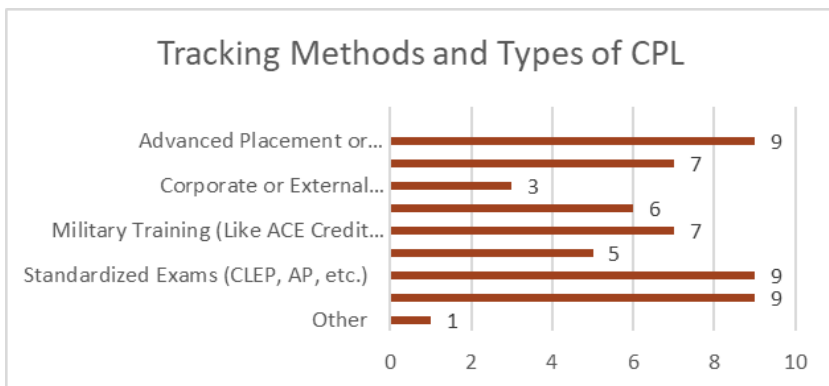
c. Completion and Outcome Rates (e.g. credentials/degrees awarded to CPL earners, time to degree/credential, etc.)



15. Who are the target populations for CPL at your institution?



14. Which of the following methods or types of CPL are being tracked? (Check all that apply):



16. Based on your experience, how could the process of tracking/reporting on CPL data be improved?

- a. Identification of data needs with a formal definition of the data; ability to capture information from inquiry to completion; integration into SIS or tool that requires data not identified in SIS but ability to queries to merge needed data to get an overall view
- b. Having standard definitions between all universities would be beneficial in reporting data consistently. Having information related to how the data reported is being used would be helpful in determining how best to collect data and if additional university resources would be needed.
- c. Common definitions and groupings in order to enable better interchange.
- d. Less manual processing
- e. More standardization at the state level, with an easily accessible database.
- f. Clearly defined expectations; better structure for the different types of CPL
- g. We need a more centralized process and a system to better system to track and award credit from portfolio evolutions.
- h. (My institution) has processes in place to evaluate, transcript, and evaluate CPL.
- i. Centralized data tracking at university, widespread knowledge of CPL processes throughout university

17. Please share anything else you'd like to add.

- a. We are currently limited in our CPL offerings. Building upon our offerings will require the support of our academic areas.
- b. Some of the wording in the questions is restrictive and difficult to answer. For example, it is asked if we have a handbook for providing guidance on transcribing CPL. While we do not specifically have a handbook for definitions and guidance on transcribing, we do have policies along with an equivalency table for the tests as well as academic regulations on posting credit. Additionally, there are a few questions related to tracking of information vs reporting. We have the ability to track additional information because CPL is tied directly to student records, however, that does not mean that we are actively tracking the information so some of our answers are set at "no".
- c. Here is a link to our CPL (aka PLA) page (www.usi.edu/registrar/transfer-credit/prior-learning-assessment) that may help to further answer survey questions.
- d. This survey was complete using the information from a number of staff at Purdue.

Appendix J: Credit for Prior Learning Common Categories, Methods, and Definitions

Developed by the CPL Data Collection Task Force the following list of common categories, methods and definitions is provided for reference across all institutions and is meant to provide consistency across all of Indiana’s Higher Education Institutions as they report CPL data. It is not intended to be exhaustive. However, institutions must adopt the same common definitions for their own communications, policies, and internal purpose, as well as consistency in reporting data to the ICHE.

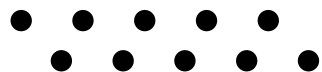
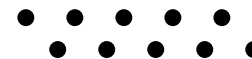
Category	CPL Method	Definition
Standardized Exams: assessment test that evaluates a student’s mastery of college-level material in a specific subject.	AP (Advanced Placement Program)	This method allows students to earn college credit based on their performance in Advanced Placement (AP) exams. High school students who excel in these rigorous courses and exams can earn credit for college-level coursework, potentially reducing the number of classes they need to take in college.
	CLEP College Level Exam Program)	CLEP exam is a standardized test administered by the College Board in the United States. CLEP exams are designed to assess a student’s knowledge and understanding of various college-level subjects.
	DSST Examination Program/DANTES Examination Program	DSST (formerly known as DANTES Subject Standardized Tests) is a credit-by-examination program. DSST exams are designed to evaluate a student’s knowledge and expertise in specific college-level subjects. These exams allow students to earn college credit for prior learning or self-study, often based on their knowledge acquired through work experience, independent study, or military service.
	UExcel is a credit-by-exam (CBE) program* Program Ended 2022	UExcel is a credit-by-exam (CBE) program offered through an alliance between Pearson, an education company, and Excelsior College. UExcel offers 8 exams in a variety of subjects. Students who pass UExcel exams earn college credit on an official transcript from Excelsior College. UExcel exams are also eligible for ACE CREDIT.
	International Baccalaureate Exam (IB)	The International Baccalaureate (IB) exams are a series of standardized assessments offered by the International Baccalaureate Organization, a global educational foundation. These exams are typically taken by high school students enrolled in the IB Diploma Program, which is an internationally recognized pre-university educational program.
	Thomas Edison Credit by Examination Program (TECEP)	TECEP exams allow students to earn college credit by passing examinations offered by Thomas Edison State University.

Category	CPL Method	Definition
Standardized Exams Cont'd	Additional Exams Consulted:	<ul style="list-style-type: none"> • University of Cambridge International Exam: Recognized globally, these exams enable students to earn college credit. • ACTFL Oral Proficiency Interview: An assessment of language proficiency that may lead to college credit. • NYU Foreign Language Proficiency Exam: A similar assessment of language proficiency. • Caribbean Advanced Proficiency Examination Program: Offering college credit opportunities to Caribbean students. • Cambridge Advanced International Certificate of Education (AICE): Includes British AS-Level and A-Level exams, allowing students to earn credit for advanced coursework. • SAT/ACT: Some institutions employ high scores on these exams to award college credit or to determine course placement or prerequisites.
Challenge Exams: designed with faculty, assess learning outcomes related to specific courses.	Challenge Exams	<p>Challenge exams, also known as departmental exams, provide a means for students to earn college credit or advanced placement in specific courses. These exams are developed with faculty who teach the respective courses and are designed to assess learning outcomes related to those courses comprehensively.</p> <p>Students who successfully complete challenge exams may receive a grade of Cr (credit), Pass/Fail and can be granted advanced placement credit. Students are not exempt from meeting University/College Core Curriculum requirements based on national standardized achievement test scores (such as SAT or ACT) or placement exam scores (example: CPT, COMPASS, or ASSET). Challenge exams offer an alternative pathway to earn credit and advance academically in specific courses, distinct from standardized test scores and core curriculum requirements.</p>

Category	CPL Method	Definition
Individual Assessments: diverse individual assessments methodologies leading to college credit.	Portfolio Assessment	Portfolio Assessment is a method that recognizes students' prior learning experiences and knowledge when they may not be evaluated through conventional coursework or standardized tests. Students compile a collection of evidence, encompassing essays, projects, work samples, and other materials, accompanied by written reflections that align with the specific course objectives. Faculty or trained assessors review the portfolio, applying established criteria to gauge its quality, relevance, and awarding credit.
	Skill Simulation or Demonstration	Skill Simulation or Demonstration is a targeted assessment method that evaluates an individual's ability to perform specific, practical skills or tasks aligned with the learning objectives of a particular course or competency. Through hands-on demonstrations, projects, or simulations, individuals can display their expertise and, upon successful assessment, earn college credit for their practical knowledge and skills.
	Interview-Based Assessment	Interview-Based Assessment is a targeted evaluation method that relies on structured interviews to gauge an individual's knowledge, skills, and competencies in alignment with specific course objectives or competencies. In an Interview-Based Assessment, individuals engage in conversations with assessors or faculty members who use carefully designed questions to explore the depth and breadth of the individual's knowledge in the relevant area.
Evaluation of Workforce Education and Training: This section scrutinizes the various approaches employed for recognizing non-college education and training for college credit:	NCCRS Workplace and Volunteer Training	Credit can be granted based on recommendations from the National College Credit Recommendation Service (NCCRS) for workplace and volunteer training

Category	CPL Method	Definition
Evaluation of Workforce Education and Training cont.d	NCCRS-Other Assessed Credit	NCCRS-Other Assessed Credit refers to college credit that is awarded based on recommendations from the National College Credit Recommendation Service (NCCRS) for educational or training programs that do not fall into the specific categories covered by NCCRS, such as workplace and volunteer training. Essentially, it encompasses any credits evaluated by NCCRS that do not fit within the predefined NCCRS categories but have been deemed worthy of college credit equivalency. These credits are typically assessed and recommended by NCCRS after a thorough evaluation of the program’s content, structure, and alignment with college-level learning outcomes.
	ACE Military-Training	American Council on Education (ACE) for military training and educational experiences gained in the Armed Forces. When service members undergo various forms of training during their military careers, ACE assesses the content and rigor of these training programs to determine whether they are equivalent to college-level learning. If ACE determines that certain military training is equivalent to college courses, they make credit recommendations based on the ACE Guide to the Evaluation of Educational Experiences in the Armed Forces.
	ACE Military- Occupations	College credit recommendations provided by the American Council on Education (ACE) for specific military job roles, duties, and occupational specialties within the Armed Forces. ACE assesses the content and educational value of these military occupations to determine whether they are equivalent to college-level learning.
	ACE - Education, Workplace and Training	ACE evaluates the content and rigor of these educational and training programs to determine whether they align with college-level learning outcomes and make credit recommendations based on the ACE National Guide to College Credit for Workforce Training.
	Other Credit for Locally Assessed Training (Internally Assessed, Not by External Party): locally assessed training programs, including those from businesses, nonprofits, volunteer organizations, and government entities.	Recognition and evaluation of learning experiences and competencies gained through training programs, workshops, or educational activities that have been internally assessed and verified by the organizing entity itself, rather than by an external accrediting body. In combination with another method, this type of credit validates the knowledge, skills, and competencies acquired by individuals through participation in training initiatives, allowing them to receive academic credit based on their demonstrated learning achievements.

Category	CPL Method	Definition
Evaluation of Workforce Education and Training cont.d	Other Military Credit	<p>The recognition and evaluation of learning experiences and competencies acquired through military service, training, and related experiences that do not fall under the category of formal academic courses or standardized assessments. This type of credit acknowledges the expertise gained during military service, which may include technical training, leadership development, specialized skills, and real-world experiences that have been recorded on a military record.</p>
	Technical or Professional Certification	<p>Formal recognition or credential awarded to individuals who have demonstrated their proficiency, competence, and expertise in a specific technical field or professional domain. These certifications are typically granted by recognized certification bodies, industry associations, or institutions after an individual successfully completes a prescribed course of study, training program, or examination that assesses their knowledge and skills in a particular area.</p>
	Professional Apprenticeship	<p>Formalized training program that blends practical work experience with classroom learning to prepare individuals for careers in specialized professions or industries. It involves mentorship, structured curriculum, and often leads to certification or licensure, enhancing employability within the chosen profession.</p>
	Technical or Professional Licensure	<p>Official licensure granted by a regulatory authority or licensing body to individuals who have met specific educational, experiential, and competency requirements in a particular technical or professional field. This licensure is typically required to legally practice, provide services, or hold a specific job within certain regulated industries or professions.</p>
	Badges	<p>Digital or physical symbols, icons, or markers awarded to individuals as recognition of their achievements, skills, competencies, or accomplishments in various domains. These badges serve as visual representations of specific accomplishments, often earned through educational programs, training courses, professional development, or participation in specific activities.</p>
Other	Additional methods added as needed	
	Industry Recognized Certifications	



Appendix K: PLA Data Tracking





CAEL

PLA DATA TRACKING

Proposing a Model for Institutional Tracking and Reporting of Credit Earned through Prior Learning Assessment

By Rebecca Klein-Collins





PLA DATA TRACKING

Proposing a Model for Institutional Tracking and Reporting of Credit

OVERVIEW

Prior Learning Assessment (PLA) is the evaluation and assessment of learning gained outside a traditional academic environment for college credit, certification, or advanced standing toward further education or training. The term PLA encompasses a wide spectrum of assessment methods, including, but not limited to, credit by examination, challenge exams, portfolio assessment and evaluation of non-college education and training. As PLA is now more widely accepted, the need to accurately track its use and evaluate its effect on student outcomes is vital. Institutions need guidance about what to track and how, as well as how the institution can benefit from tracking and analyzing PLA data.

The Council for Adult and Experiential Learning (CAEL) consulted several postsecondary institutions with long histories in PLA, state systems engaged with advancing PLA, the American Association of College Registrars and Admissions Officers (AACRAO), and the Association for Institutional Research (AIR) to examine various approaches to tracking PLA-related data. This brief presents a proposed approach to PLA data tracking based on these initial conversations. CAEL's goals in developing this brief are to 1) provide guidance to institutions wanting to measure and understand the value of their PLA programs to students, and 2) lay the groundwork for what could become standard data collection/tracking practices for PLA credit with the larger higher education community. These recommendations align closely with data tracking needs for other assessment-driven programs like competency-based education (CBE) programs and so could be integrated with related efforts to redesign information systems.

Following some background information on PLA, this brief provides recommendations for specific PLA-related variables that postsecondary institutions should track in their student information systems (SIS), as well as suggestions for internal reports on PLA.

BACKGROUND

As the proportion of adults seeking a higher education degree continues to increase, many institutions are establishing or expanding PLA offerings as one tool to accelerate and increase degree completion. In addition, several states and state systems have launched initiatives to promote PLA offerings and usage.

What is PLA? And Why Is It Important?

Prior learning is a term educators use to describe learning that a person acquires outside a traditional academic environment. This learning may have been acquired through work experience, employer training programs, military training or experience, independent study, non-credit courses, volunteer or community service, travel, or non-college courses or seminars, many of which are offered online. Some of this learning is equivalent to college-level learning. Prior learning assessment (PLA) is the process by which an individual's experiential and other extra-institutional learning is assessed and evaluated for the purpose of granting college credit, certification, or advanced standing toward further education or training.

PLA methods have been used in U.S. colleges and universities for more than forty years. So while PLA itself is not a *new* innovation, it is a tool that is growing in importance as other innovations in higher education have emerged.

PLA is not "giving away credit" based on a cursory examination of a student's resume. PLA involves evaluation of the learning that a student has and determining the equivalence of that learning to learning outcomes in college coursework. The amount of credit (or other recognition) students can earn for their prior learning can be determined through several different types of assessments. There are four generally accepted approaches to PLA:

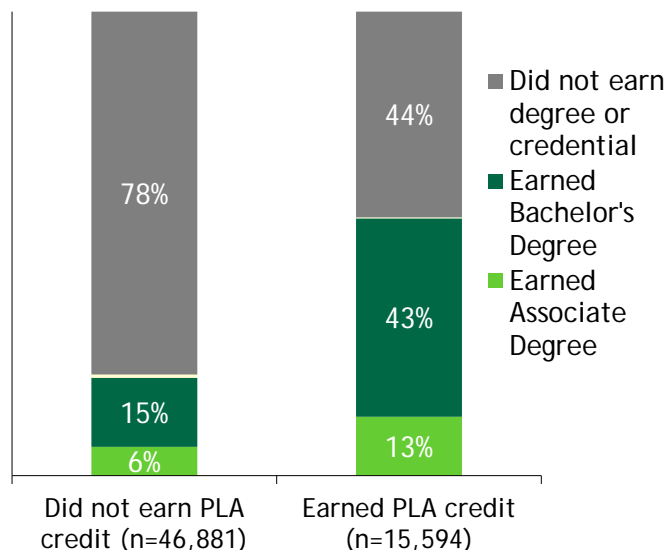
1. **Standardized exams** such as:
 - Advanced Placement Examination Program (AP exams)
 - College Level Examination Program Exams (CLEP exams)
 - Excelsior College Exams (UExcel)
 - The DANTES Subject Standardized Tests, or DSST Exams
2. **Individualized assessments.** In this method, students prepare a portfolio of their learning from a variety of experiences and non-credit learning such as online courses. Then, faculty with appropriate subject matter expertise evaluate the student's portfolio to determine a credit award.
3. **College faculty-developed exams**, also called institutional or departmental or "challenge exams," allow students to earn credit by taking final examinations faculty create for courses offered at a given institution.
4. **Evaluated non-college programs.** The National College Credit Recommendation Service (NCCRS) and the American Council on Education (ACE) conduct evaluations, for a fee, of training that is offered by employers or other non-accredited providers. Many employers also work directly with their local postsecondary institutions to evaluate their companies' training. The result of these evaluations is credit recommendations for anyone successfully completing that training. This category also includes ACE credit recommendations for military training and occupations as part of a contract with the U.S. Department of Defense.

In addition to the above methods, institutions may also offer credit based on performance assessments or a formal review of apprenticeship training, certifications, or licenses.



Studies have found that students who earn PLA credit have higher graduation rates than their peers who do not earn PLA credit. A 2010 Council for Adult and Experiential Learning (CAEL) study of more than 60,000 students at 48 institutions found that more than half (56%) of students with PLA credit earned a postsecondary degree within seven years, while only 21% of non-PLA students did so - at the associate degree level, PLA students completed degrees at twice the rate of students with no PLA credit (Klein-Collins, 2010) (Figure 3).

Figure 3. Degree earning for PLA and non-PLA students




This trend held true across institutional size, level, and control, and regardless of student demographic characteristics, GPA, or socio-economic status. The same study found that even among students that did not earn a degree during the seven-year period, students with PLA credit were faring better than those without. Over half of non-graduating PLA students had 80% or more of the credits needed to graduate, while only 22% of non-PLA students had made similar progress.

Other studies have had similar findings. In one study, researchers analyzed data from four community colleges and found that the degree completion rate for students with PLA was more than twice that of students with no PLA credit: 28% compared to 12% (Hayward & Williams, 2015). Also, a study of undergraduates by the Tennessee Board of Regents and the Tennessee Higher Education Commission found that students with any PLA credits had significantly higher retention, GPAs and credit accumulation (Schutz & Gibson, 2012).

Growing Need for PLA Data

As more institutions make the connection between PLA and academic outcomes, and as more institutions start to expand their PLA offerings in response, they are also very interested in understanding student use of PLA, as well as the relationship between PLA credit-earning and educational outcomes at their own institutions. At the same time, a number of states are moving toward performance-based funding, which would require that institutions demonstrate the value of PLA through its relationship to student persistence, degree completion, and time to degree.



However, there is currently no established protocol within higher education to categorize and track PLA data. Without such a standard, institutions and systems are spending time and resources to determine their own methods for tracking data, if they track it at all.


For example, in CAEL's experience conducting research on PLA with more than 50 postsecondary institutions, researchers learned that PLA data is sometimes housed outside of the main student information system, in a separate spreadsheet or in hard files; many institutions have no system in place that allows them to regularly examine how their students are using PLA. Further, CAEL researchers found that when institutions have a system in place, there is considerable institutional variation in how PLA is defined.

There is further evidence of the lack of attention to PLA data in institutional data systems: In a fall 2013 survey of its members, the Association for Institutional Research (AIR) determined that only 11 percent of respondents reported regularly tracking PLA credit, and 85 percent said that they were either uninformed about PLA or were unsure as to how PLA could be incorporated into student data (AIR, 2013) [Note, the survey also received a lower than typical response rate, which could support a conclusion that PLA was not well understood or recognized by institutional researchers.] In 2015, an AACRAO survey of college registrars found wide variations in PLA policies - such as whether PLA credit is counted in a student's GPA or can be counted as residential credit - which have an impact on an institution's data tracking processes (AACRAO, 2015).

Tracking a similar set of variables would help institutions to speak in the same language about PLA. It would make standard reporting on PLA possible, and allow for cross-institutional comparisons and research, whether at the system, state, or national level.

Tracking PLA data is also important to fully capture a student's academic record on the student transcript. Credit earned through PLA is part of that academic record. While some institutions treat all PLA credit the same on the transcript and give it special designation as "assessed credit" or "experiential credit," other institutions treat credits earned through certain PLA methods the same as native or residential credit. Tracking PLA credits more explicitly by method gives these institutions flexibility, which can greatly benefit the student, particularly in accrediting regions where or states with limits on the number of "experiential credit" that can count towards a degree. So, for example, if credit from challenge exams can count as residential credit, a student has an opportunity to earn and apply more credits from standardized exams or portfolio.

To move towards a more standardized approach to institutional tracking of PLA data, CAEL initiated conversations with some of the country's leading PLA institutions that have established robust systems to track PLA credits: Excelsior College, Thomas Edison State University, Charter Oak State College, Miami Dade College, and University of Maryland University College. While these institutions are not representative of all postsecondary institutions — they have missions to serve non-traditional students, particularly adults — many of them have long track records with PLA and have probably done the most thinking about how to track and report PLA data. Also



consulted were representatives from state systems working on PLA data tracking: Tennessee, Washington State, and Oregon.

We discussed the following issues with these expert practitioners:

- Definitions of the PLA methods to be tracked
- Specific PLA-related variables to track
- Regular internal reporting on PLA credit-earning
- Using existing student information systems (SIS) to track PLA-related data

Definitions of Individual PLA Methods and Larger Categories

Perhaps the greatest need for standardization in the tracking of PLA data is in the defining of the individual PLA methods that are tracked. The critical unit of measure is the *method* of PLA, which we define here as the specific assessment tool to be used. There are many different methods of PLA. Examples of specific methods include CLEP exams, ACE-recommended credit for military training, locally-evaluated training, UExcel exams, AP exams, portfolio assessment, etc. Individual *methods* of PLA can then be grouped into larger *categories* of PLA to simplify data analysis. For example, the PLA methods of CLEP and UExcel can be seen as part of the larger category of standardized exams.

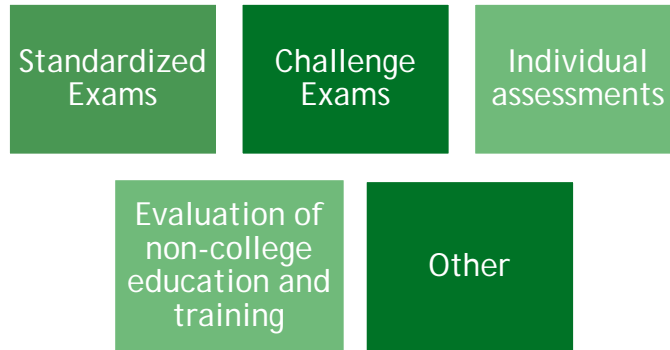
The Tennessee Higher Education Commission (THEC), in its work to advance PLA throughout all public postsecondary institutions in the state, identified and defined 22 individual methods of PLA for its institutions to track. Oregon and Washington State are both proposing tracking fewer than 10 PLA fields (some fields are individual PLA methods, while others are larger categories). Meanwhile, some individual institutions have developed their own tracking systems based on the methods they offer to students. For example, Empire State College tracks 14 methods, Thomas Edison State College tracks 17, Charter Oak State College tracks 12, Miami Dade tracks 14, and UMUC tracks 18.

A standard system for tracking PLA would track credit-earning by each individual method of PLA, with each individual method of PLA clearly defined. These can then be grouped into larger PLA categories to simplify reporting within and across institutions.

A standard approach to tracking PLA methods might, therefore, be a list of PLA methods for which credit-earning is tracked within the student information system. These individual methods could be grouped into categories for the purpose of reporting and other analysis. The PLA categories would be: standardized exams, challenge exams, individual assessment (e.g., portfolio assessment), challenge exams, evaluated non-college education and training, and other (Figure 1).



Figure 1. Larger PLA Categories



The methods an institution would track would be drawn from a standard list of individual PLA methods as defined below (Table 1). Institutions may vary in terms of the number of methods tracked, based on the specific PLA methods offered (or accepted in transfer) at that institution. However, all institutions would adhere to the same list of defined methods to ensure consistency. For some reporting and analysis needs, the individual methods could be grouped into the above categories as shown in Figure 1. Institutions offering PLA methods not listed in the standard table could add them under the appropriate category, or in the “Other” category.

Table 1. Individual PLA Methods, Defined and Grouped by Category

Larger Category	PLA Method or Tool	Method definition
Standardized Exams	AP	College credit awarded based on scores earned on the Advanced Placement Program.
	CLEP	College credit awarded based on scores earned on the College Level Exam Program (CLEP).
	DSST	College credit awarded based on scores earned on the DSST Examination Program or its predecessor, the DANTES Examination Program.
	UExcel	College credit awarded based on scores earned on Excelsior College Examination or UExcel exams, and their predecessors, the Regents College Examination and the ACT Proficiency Exam Program.
	International Baccalaureate Exam (IB)	College credit obtained under International Baccalaureate Credit.
	Thomas Edison State College Examination Program (TECEP)	College credit awarded based on scores earned on the Thomas Edison State College Examination Program (TECEP).

continued on next page



Standardized Exams (cont.)	<i>Additional methods added as needed</i>	<p>Colleges consulted for this report tracked credit awarded for several other exams, such as:</p> <ul style="list-style-type: none"> • University of Cambridge International Exam • ACTFL Oral Proficiency Interview • NYU Foreign Language Proficiency Exam • Caribbean Advanced Proficiency Examination Program • Cambridge Advanced International Certificate of Education (AICE) (British AS-Level and A-Level) • SAT/ACT* <p><i>*Some institutions have policies for awarding college credit for high scores on the SAT and ACT college readiness exams. Other institutions use the scores for placement or waiving course prerequisites.</i></p>
Challenge Exams	Challenge Exams	<p>College credit awarded based on challenge exam (or departmental exam), defined as an institutional exam designed to assess learning outcomes related to a specific course and which is developed by faculty who teach the course. (Existing final exams or comprehensive exams may provide the basis for developing a challenge exam but are not appropriate for use as challenge exams without evaluation and revision to ensure that they accurately and fairly assess all course learning outcomes.)</p>
Individual Assessments	Portfolio Assessment	<p>College credit awarded based on a student portfolio (based on an interview, a performance assessment, a product assessment and/or a written narrative, along with related documentation) which has been evaluated by the institution or an external portfolio evaluation service for college level credit.</p>
	Skill Simulation or Demonstration	<p>College credit awarded based on a student's performance or demonstration of a specific skill or competency.</p>
	Interview-based Assessment	<p>College credit awarded based upon evaluation of responses given during a structured interview on the subject matter.</p>



Evaluation of Non-College Education and Training

NCCRS Workplace and Volunteer Training	College credit awarded based on recommendations by the National College Credit Recommendation Service-Workplace and Volunteer Training.
NCCRS-Other Assessed Credit	College credit awarded based on recommendations by the National College Credit Recommendation Service- Other Assessed Credit. Include all other credits that do not fall into the above NCCRS Training category or any of the others with in the PLA definitions, but have been evaluated by NCCRS for credit.
ACE Military-Training	College credit awarded based on recommendations by the American Council on Education-Military Credit. Include all military training evaluated by ACE for college credit utilizing the ACE Guide to the Evaluation of Educational Experiences in the Armed Forces .
ACE Military-Occupations	College credit awarded based on recommendations by the American Council on Education-Military Credit. Include all military occupations and experiences evaluated by ACE for college credit utilizing the ACE Guide to the Evaluation of Educational Experiences in the Armed Forces .
ACE CREDIT- Education, Workplace and Training	College credit awarded based on recommendations by the American Council on Education-Education, Workplace and Training. Include non-accredited general education, corporate, workplace and (non-military) training evaluated by ACE for college credit. The resource for these credit recommendations is the ACE National Guide to College Credit for Workforce Training .
Other Credit for Locally Assessed Training (Internally Assessed, Not by External Party)	College credit awarded based on local evaluations of training programs. Include credit for local business, nonprofit, volunteer, government, or other such training that has been evaluated by institutional faculty for college level credit but which is not as comprehensive as an apprenticeship, certification, or licensure program.

continued on next page



Evaluation of Non-College Education and Training (cont.)	Other Military Credit	College credit awarded based on local evaluation of military training or experience. Include any credit that is awarded based on the local institution's evaluation of the Joint Services Transcript. This should not include any military credit evaluated by ACE.
	Technical or Professional Certification	College credit awarded based on review of technical or professional certification.
	Technical or Professional Apprenticeship	College credit awarded based on review of apprenticeship programs. Include credit for combination of comprehensive on-the-job training and related instruction of theoretical and practical aspects for highly skilled occupations.
	Technical or Professional Licensure	College credit awarded based on review of technical or professional licensure programs.
	Badges	College credit awarded based on the evaluation of individually-earned badges.
Other	<i>Additional methods added as needed</i>	Other nontraditional course credit for the assessment of prior learning awarded that does not fit within the other categories.

Specific PLA-related Variables to Track

Determining which methods to track is the first step in developing a system for tracking PLA data. It is also important to know the areas of study for which students are earning PLA credits, the equivalent course for which a student is earning the credit, when the credit was earned, and how the credit applies to the degree. Some of the data would be ideal to have available for the purposes of student advising or for including on the student transcript, while other data may be valuable for internal research and analysis.

The consulted practitioners considered the value and use of a range of variables related to PLA credit-earning. Table 2 shows their recommendations for what variables are needed for transcription and research purposes. Some variables are designated as "required" for a well-functioning data system, while others are categorized as optional or "nice to have."



Table 2. PLA Tracking for Academic Records, Transcripts, and Research

	Data for transcription		Data for internal (or external) research and analysis	
	Required	Optional	Required	Optional
PLA method and category		◆	◆	
Area of study (e.g. CIP code)		◆	◆	
Course number of equivalent course for which student received PLA credit	◆		◆	
Course level of equivalent course for which student received PLA credit	◆		◆	
Number of PLA credits attempted	◆		◆	
Number of PLA credits earned	◆		◆	
Number of PLA credits counting toward degree or credential	◆		◆	
Number of PLA credits not counting toward degree or credential	◆		◆	
How applied to degree* (e.g., electives, general education, major requirements)		◆	◆	
Grade or outcome	◆		◆	
Source of learning (e.g. employer, military, institution)	◆			◆
PLA credit counting as residential or transfer credit	◆		◆	
Link to student demographic data** (e.g., gender, age, race/ethnicity, income)	◆		◆	
Learning outcomes or equivalent competencies demonstrated through PLA***		◆		◆
Date earned	◆		◆	
Date posted to transcript	◆		◆	
Assessor identification				◆
Explanatory notes				◆

* Institutions may have customized, automated degree audit systems that follow a set of rules for determining how credits earned are ultimately applied in the student's degree plan. An ideal data system would have the ability to capture how PLA credits were applied to a degree (e.g., electives, general education, or major requirements).

** This should not require additional tracking if PLA data is tied to the individual students and is stored in same student information system as all other student records

*** Some institutions are developing dual transcripts where the traditional course/credit information is on the main page, with learning outcomes or competencies listed on a second page or a second document.

PLA Reporting

Tracking PLA data can provide insights on program usage and students outcomes that can be useful for both promoting and improving PLA. Reports can shed light on how many students use PLA, which students use PLA, which methods are used more than others, which areas of study are commonly assessed for prior learning credit, and what trends emerge over time. This information can help institutions improve program design or target outreach to specific student populations. Data can also help institutions understand which student groups are being underserved by PLA and may require a different kind of outreach.

Institutions may want to report on retention and graduation rates for students who earn PLA credits. This data can help administrators understand the value of the program to improving student success and institutional effectiveness.

Examples of regular reports (monthly, quarterly, or annually) could resemble those shown in Tables 3-5.

Table 3. Sample Table, General PLA Usage over Time

Year	Number of students earning PLA credit (or having PLA credits awarded or approved)	Average number of PLA credits earned by or awarded per student	Total number of PLA credits earned/ awarded
2011-2012			
2012-2013			
2013-2014			
2014-2015			



Table 4. Sample Table, PLA Usage by Demographics

Current Year	Number of students earning PLA credit (or having PLA credits awarded or approved)	Average number of PLA credits earned by or awarded to student	Total number of PLA credits earned/ awarded to student
Race/ethnicity African American Asian Caucasian etc.			
Gender Male Female			
Age range Under 25 25-34 35-44 etc.			

Table 5. Sample Table, PLA Usage by Category and Method

Current Year	Number of students earning PLA credit	Average number of PLA credits earned	Total number of PLA credits earned
Standardized Exams CLEP DSST UExcel			
Challenge Exams			
Individual Assessments Portfolio Assessment			
Evaluation of non-college training ACE military ACE corporate Internal evaluation of technical training			



Using Existing Systems for PLA Data Tracking

According to the expert practitioners, the commonly-used student information systems do not have data storage or reporting that is specific to PLA, and as a consequence, institutions must devise “workarounds” to capture PLA-related data in their systems. The following are three examples:

- With the Jenzabar SIS, Charter Oak State College records PLA as transfer credit. All transfer credits, including PLA credits, are assigned a code (FICE or OPEID) which indicates the source of credit; in the case of previous college learning, the source of credit is an institution, and in the case of PLA credit, the source can be place where the credit was earned (e.g. an employer). For each code, Charter Oak designates a “type.” With previous college learning, the “type” field indicates a two-year or four-year institution, while with PLA, the “type” code is used to indicate the specific method of PLA, like “ACE recommendation.”
- Tennessee uses Banner as its SIS, and it also uses transfer credit fields for its PLA work-around. The method of PLA is recorded as the source of credit (e.g. “transferred from CLEP”). The course subject and number both appear as an equivalency with a pass/fail grade. Portfolio credit can be treated as a course match, like the rest of PLA credit, or as a detailed block credit in a particular discipline.
- Miami Dade College uses PeopleSoft, which does have a system for tracking “testing credits,” but all testing /PLA credits must be linked to a particular course. The “section field” is then used to indicate the method of PLA through a coding system, with each code indicating a specific PLA method.
- The colleges and universities in Washington are on various student information systems. Several use PeopleSoft, but there are several campuses using Banner and homegrown systems. Most of the Community and Technical Colleges remain on a legacy system. Data extracts were written by each campus to match a common data collection form and this data is then transmitted to and collected by the Washington Student Achievement Council. This system works in the short-term. The 34 community and technical colleges are all moving to PeopleSoft and the system is implementing a coding system, with each code indicating a specific PLA method. Other campuses are using a similar method to begin coding PLA credits the same across various systems.

The workarounds with existing systems show that there are ways to track PLA credit with imperfect data systems. However, workarounds are no substitute for solutions that make tracking easier to institutionalize. Also, these particularly workarounds do not solve all problems related to tracking PLA. For example, some workarounds require that PLA credit be matched to an existing course offering. In some cases, institutions award credit for subjects that are not offered, and therefore, the creation of dummy courses may be required to make it work. For example, a student with CLEP credit in a foreign language that is not offered at an institution (e.g., Portuguese) may still be able to count that credit towards a degree at that institution. Similarly, PLA credit coded as block credit may create barriers to applying that credit appropriately to a student’s degree plan.



The need for these workarounds points to the fact that although so many institutions and systems are recognizing the need for and value of PLA as an important part of the adult student's overall degree plan, higher education business processes and systems still need to catch up. Higher education technology vendors need to develop SIS capabilities or add-ons to better store, manage, and report this data. These are challenges that are shared by other programs that support nontraditional methods of degree completion such as competency-based education (CBE), which require the tracking of assessment outcomes and student competencies. Solutions that address CBE program needs to track data outside of traditional courses and credits could easily be expanded to include or integrate data tracking needs for PLA.

NEXT STEPS

CAEL's goal in developing this brief is to lay the groundwork for sharing a proposal for a set of standard data collection/tracking practices for PLA credit with the larger higher education community. This draft document will be shared with a number of interested parties to obtain their feedback and suggestions, and, ultimately, their endorsement of a version of this proposal for wider adoption by postsecondary institutions. CAEL also hopes that leaders in the CBE community working to advance changes in student information systems will integrate PLA-related recommendations into a comprehensive set of changes to support nontraditional degree completion strategies and programs

REFERENCES

- American Association of Collegiate Registrars and Admissions Officers [AACRO]. (2015, January). *Credit for prior learning practices: Results of the AACRAO December 2014 60 Second survey*.
- AACRAO. (2011). *Academic record and transcript guide*.
- Association of Institutional Researchers [AIR]. (2013). Results of survey of AIR members on prior learning assessment. Unpublished.
- Council for Adult and Experiential Learning [CAEL]. (2014). *Holding tight or at arm's length: How higher education regional accrediting bodies address PLA*.
- Hayward, M. & Williams, M. (2015) Adult Learner Graduation Rates at Four U.S. Community Colleges by Prior Learning Assessment Status and Method. *Community College Journal of Research and Practice*, 39:1, 44-54, DOI: 10.1080/10668926.2013.789992
- Schutz, G. and Gibson, J. (2012, Fall). Promoting prior learning assessment policy: discovering evidences for state and institutional decisions. [Presentation.] Southern Association for Institutional Research Annual Conference.



EXPERTS AND PRACTITIONERS CONSULTED

Postsecondary Institution Representatives

- Charter Oak State College: Michael Broderick, Director of Institutional Effectiveness
- Empire State College: Nan Travers, Director of Collegewide Academic Review; Amanda Treadwell, Senior Academic Review Specialist
- Miami Dade College: Silvio Rodriguez, Director of Assessment, Evaluation and Testing; Tiffani Malvin, College-wide Director, Prior Learning Assessment
- Roane State Community College, Brenda Rector, Director of Admissions, Records, & Registration
- Thomas Edison State College: Marc Singer, Vice Provost, Center for the Assessment of Learning
- University of Maryland University College: Joellen Shendy, Associate Vice Provost & Registrar

System Representatives

- Tennessee Higher Education Commission: Wilson Finch, Assistant Director of Postsecondary Completion Initiatives; Maryann Rainey, Director of Postsecondary Completion Initiatives
- Oregon Higher Education Coordinating Commission: Donna Lewelling, Education Division Director, Office of Community Colleges and Workforce Development; and Laurie Roe, Interim Director, Office of Research and Data
- Washington Student Achievement Council: Jim West and Noreen Light, Associate Directors of Academic Affairs and Policy, who convene the Washington Prior Learning Assessment Workgroup

National Associations and Groups

- Association for Institutional Researchers (AIR): Amelia Parnell, Director of Research Initiatives (former)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO): Michael Reilly, Executive Director; and ACCRA members: Brad Myers, Registrar, The Ohio State University; Tina Faulkner, Director, Continuity and Compliance, University of Minnesota - Twin Cities
- American Council on Education: Mary Beth Lakin, Director, College and University Partnerships, Center for Education Attainment and Innovation



We advocate and innovate on behalf of adult learners to increase access to education and economic security. We provide adults with career guidance and help them earn college credit for what they already know. We equip colleges and universities to attract, retain, and graduate more adult students. We provide employers with smart strategies for employee development. We build workforce organizations' capacity to connect worker skills to employer demands.

©2016 CAEL
55 E Monroe
Suite 2710
Chicago, IL 60603
Ph: 312-499-2600
Fax: 312-499-2601
www.cael.org

Appendix L: Credit for Prior Learning Ambassador Brief

Indiana Credit for Prior Learning Program Ambassador Talking Points and Program Highlights

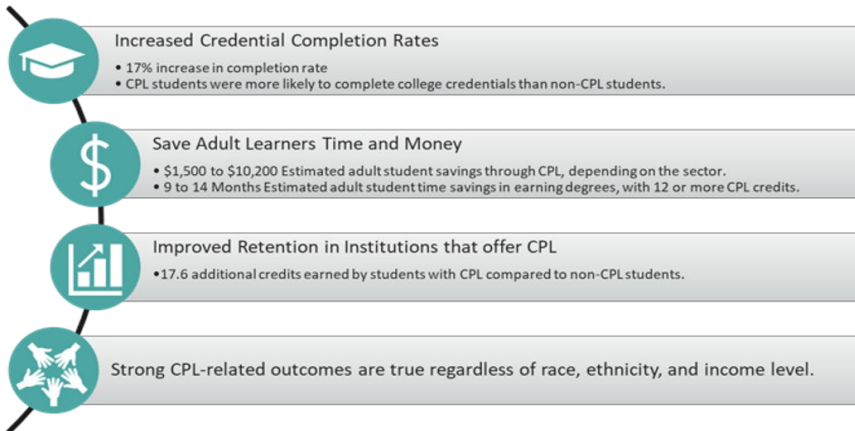
As an Indiana CPL Program Ambassador, you will be serving as your institution's subject matter expert on behalf of the Commission in growing CPL program initiatives and will aid in statewide program implementation.

Your role as a CPL Program Ambassador is essential in advocating the importance of a CPL program at your institution, and you will represent the program positively in supporting its growth and expansion. This CPL Ambassador strategy will aid the Commission in conveying the program purpose, values, and content to institutional administrators and faculty, aiding program implementation. In addition to raising awareness on campus, you may also provide feedback to the Commission, feedback that supports new program initiatives that may have been overlooked, or further program enhancements, modifications, and growth strategies for implementation.

Here are some key Indiana CPL Program highlights and talking points to aid you in this role.

1. Every public institution participated in the development of this statewide CPL program and model policy guidance.
2. All public institutions within Indiana will administer a Credit for Prior Learning Program.
3. Every student will have access to their respective institution's CPL program.
4. The CPL Model Policy Guidance provides for minimum program standards and supports consistency among the institutions.
5. Each institution will comply with these minimum program standards but also has the authority to exceed these minimum standards. It is not the intent of the Commission to override current institutions CPL policies and practices. The Commission does encourage institutions to keep the Commission informed of their policy modifications. The Commission is also available to assist institutions in policy development.
6. Each institution's CPL program and policies currently are available on CHE Clearinghouse website. This central repository serves to aid all learners in accessing CPL opportunities. The Clearinghouse repository site will continue to evolve as CPL program modifications, enhancements, new institutions coming on board (private), training videos for faculty, etc., are established. The Clearinghouse will serve as an important tool for promoting and expanding access to the many CPL opportunities across the state.
7. All institutions will be responsible for collecting program data for quality assurance purposes and may be requested to submit this data for state reporting purposes and enabling the Commission to stay abreast of the program implementation and progress.
8. Further guidance will be forthcoming from the Commission in supporting CPL program implementation, including CHEDSS data collection processes, Clearinghouse 2.0 needs, professional development in support of the CPL program.
9. Institutional CPL program implementation needs should be addressed with the Commission's Adult Strategy division by contacting: Dr. Stacy Townsley, stownsley@che.in.gov
10. Integrating CPL program, policies and practices is key to fostering access and equity in post-secondary attainment and achievement.

Indiana Credit for Prior Learning Program Ambassador Talking Points and Program Highlights Impact of CPL Programs: Better Student Outcomes



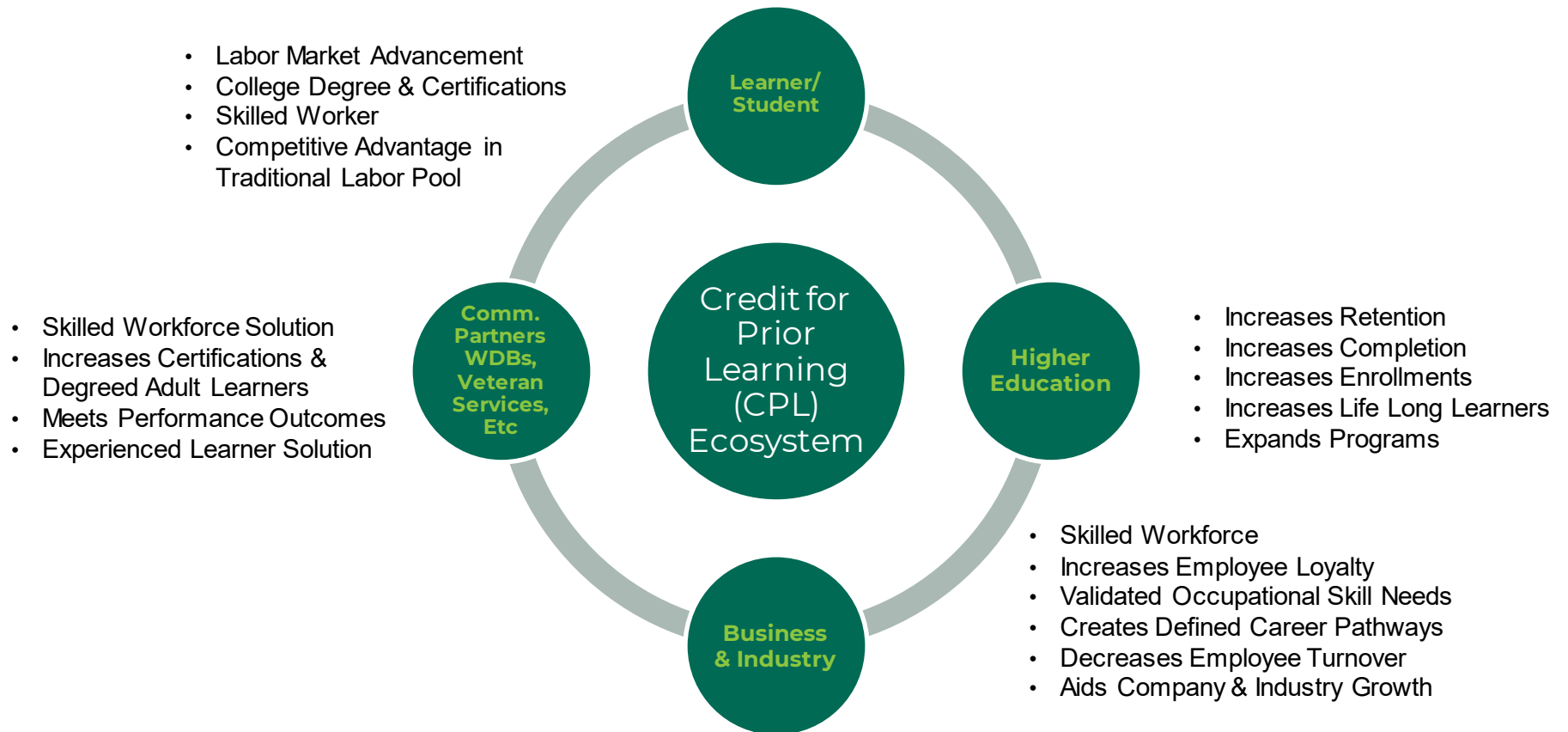
CPL Program Ecosystem and Benefits

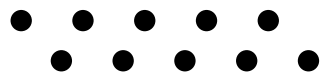
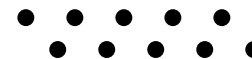
Credit for Prior Learning Ecosystem and Benefits



Appendix M: Credit for Prior Learning Ecosystem and Benefits

Credit for Prior Learning Ecosystem and Benefits





**Appendix N: Credit for
Prior Learning Program
Implementation Key
Considerations | Military
Learning Program Hub**



THANK YOU FOR ATTENDING

CREDIT FOR PRIOR LEARNING COLLABORATION MEETING OCTOBER 11, 2023

- ▶ Accessing Materials discussed can be accessed using the following methods:
- ▶ Scan the QR Code using a mobile device
- ▶ Visit: <http://bit.ly/CPLmaterials>



Credit for Prior Learning

Indiana Commission for Higher Education

Collaboration Meeting

Indiana Government Center South, First Floor, Conference Room B

October 11, 2023

CPL PHASE III – TASKFORCE

- ▶ Dr. Stacy Townsley, Dr. Ken Sauer, Allymyr Atrero, Dr. Dallas Kratzer, and Dawn Busick

Taskforce	TPMA	CHE	CAEL
Statewide Model Policy Taskforce	Dawn Busick (Lead)	Jessica Barrett Alex Parkison	Wilson Finch Allymyr Atrero Alicia Myrick
Clearinghouse 2.0	Nioka Clark (Lead) Kelsey Simpson (Support)	Jillian Scholten Jose Medina	Beth Doyle Becky Klein-Collins
Adult Learner Data Collection	Vicki Thompson (Lead) Brenda Vogley (Support)	Alex Parkison	Kristen Himmerick Becky Klein-Collins

- ▶ Approximately 75 participants from postsecondary, workforce, state agency partners

AGENDA

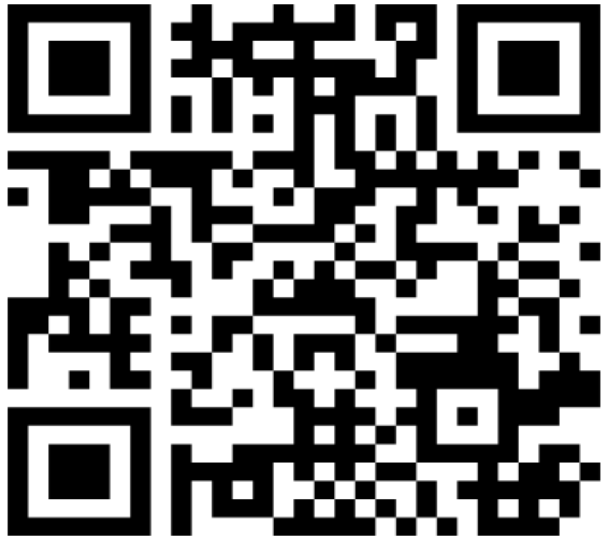
- ▶ Opening Remarks
- ▶ Draft State Model Policy Overview
- ▶ Intro. of the 3 Taskforce Workgroups, Assignments and Lunch Logistics
- ▶ Break for Working Lunch
- ▶ Three Taskforce Breakouts, Report Outs and Discussion/Consensus Building
- ▶ CHE Program Updates
- ▶ CPL Program Implementation & Expectations
- ▶ Program Next Steps and Closing

Accessing Today's Materials



<http://bit.ly/CPLmaterials>

Using Mentimeter



Go to: menti.com

Code: 2909 5463



Join at menti.com use code 2909 5463



What is your favorite thing about fall?
Voting in progress ...



Account



Content



Design



Settings



Help &
Feedback



INDIANA COMMISSION FOR
HIGHER EDUCATION

CREDIT FOR PRIOR LEARNING COLLABORATION

PROJECT OVERVIEW



INDIANA COMMISSION FOR
HIGHER EDUCATION

THE WHY

 **2 million**
Adults in Indiana without a credential

- ▶ Nearly 40% have some college, but no degree or credential
- ▶ How can we help Hoosier adults further their education or training?
- ▶ Aim to be a top-10 state in terms of:
 - **Postsecondary attainment** for veterans, individuals with disabilities, and the justice-involved
 - **Utilization of credit for prior learning** to honor the work, training, and education already achieved by adult learners

IMPACT OF CPL: BETTER STUDENT OUTCOMES

CPL compared to non-CPL students:

- ▶ **17%** increase in completion rates
- ▶ **17.6** additional credits earned
- ▶ Strong outcomes regardless of race, ethnicity, and income level

Sources: CAEL/WICHE, *The PLA Boost* (2020); CAEL/WICHE, *The Equity Paradox of the PLA* (2021)



CHE'S CPL EFFORTS

- ▶ Phase I: In partnership with CHE and Ivy Tech Community College in development first 10 declining occupational crosswalks were:
 - ▶ Mapped to accelerated paths of studies in demand/growing crosswalks, competency-based models
 - ▶ Professional development was offered to key faculty/staff in how to develop future occupational crosswalks
- ▶ Phase II: In partnership with CHE, the Governor's Workforce Council, all institutions, and CAEL in support of continuing the work from Phase I:
 - ▶ Statewide Taskforce and Issuance of Policy Report
 - ▶ Professional Development
 - ▶ Marketing Plan & Digital Toolkit
 - ▶ Employer Engagement

PHASE III OF CPL

- ▶ TPMA and CAEL will provide ongoing project management and technical assistance to CHE in supporting the organization's CPL Phase III efforts
- ▶ This includes but is not limited to the following activities:
 - ▶ Determine a statewide Data Collection Strategy to support adult learners
 - ▶ Accelerate the CPL Clearinghouse 2.0
 - ▶ Develop state and institutional CPL Model Policy Guidance
 - ▶ Administer technical assistance and professional development

CREDIT FOR PRIOR LEARNING COLLABORATION

DRAFT STATE MODEL POLICY OVERVIEW



INDIANA COMMISSION FOR
HIGHER EDUCATION

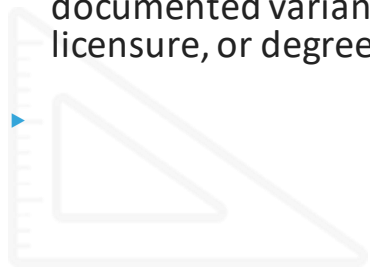
POLICY OVERVIEW

- ▶ Compiled by task force from other state policies
- ▶ Focus on areas of common agreement
- ▶ Much implementation left to institutions
- ▶ Divided into 5 sections



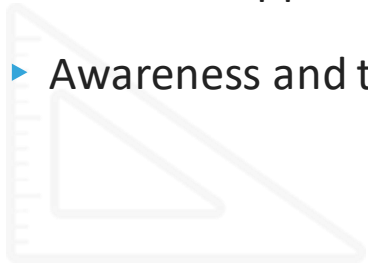
POLICY OVERVIEW – VALUE STATEMENT

- ▶ Recognizes that learning comes from diverse sources
- ▶ Commitment to nontraditional learners; value of CPL to them
- ▶ "This prior learning is equivalent to the learning outcomes provided in our classrooms, and this equivalency is validated by academically sound and rigorous prior learning assessment methods."
- ▶ CPL is consistent with our diverse institutional missions."
- ▶ "Institutions will strive to deliver CPL in accordance with this framework with a consistent, equitable, and standardized process and as a means to serve credential completion and the public good, with documented variances occurring based on an institution's mission, specialized program accreditation, licensure, or degree requirements."



POLICY OVERVIEW - PROGRAM AND SERVICE DESIGN

- ▶ Awarding credit
- ▶ Research and goal setting
- ▶ Tuition and fees
- ▶ Program design
- ▶ Student support services
- ▶ Awareness and transparency



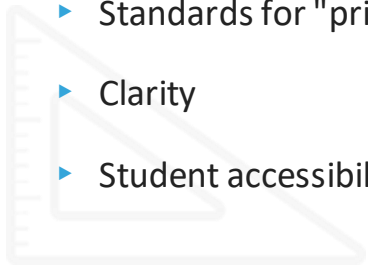
POLICY OVERVIEW – TRANSCRIPTION, TRANSFERABILITY, AND DATA

- ▶ Data collection and reporting
- ▶ Transcription
- ▶ Transfer
 - ▶ Between Indiana institutions
 - ▶ From third party evaluators



POLICY OVERVIEW – STANDARDS FOR ASSESSING CPL AND QUALITY ASSURANCE

- ▶ Overall Policy
- ▶ Policy Reviews
- ▶ Elements of Institutional Policies
 - ▶ How decisions are made and by whom
 - ▶ Standards for "prior learning" and "equivalent"
 - ▶ Clarity
 - ▶ Student accessibility



POLICY OVERVIEW – COMMUNITY, WORKFORCE, AND EMPLOYER PARTNERSHIPS

- ▶ Institutions asked to develop plans, processes, and external messaging
- ▶ Example partnership policies
- ▶ Best practices for developing partnerships



POLICY BREAKOUT INSTRUCTIONS

- ▶ Self-select into one of the 5 topic areas; you will have 30 minutes.
- ▶ **Question: What do you believe your institution needs to implement this policy?**
- ▶ Select someone to give a 3-5 minute report-out of the highlights from your discussion
- ▶ Breakout topics:
 - ▶ Value statement
 - ▶ Program and service design
 - ▶ Transcription, transfer, and data
 - ▶ Assessment standards and quality assurance
 - ▶ External partnerships

BE PREPARED TO SHARE OUT!

- ▶ Value Statement
- ▶ Standards for Assessing CPL for Quality Assurance
- ▶ Transcription, Transferability and Data Collection
- ▶ Program Service and Design
- ▶ Community, Workforce and Employer Partnerships

CREDIT FOR PRIOR LEARNING COLLABORATION

DRAFT MODEL POLICY FEEDBACK



INDIANA COMMISSION ON
HIGHER EDUCATION

Join at menti.com use code 2909 5463

 Mentimeter

After reviewing the Draft State Model Policy Guidance, what in your opinion do you feel is missing?

Waiting for responses ...



Join at menti.com use code 2909 5463

What CPL Program areas need further development for full implementation with the assistance from all the public institutions?

Waiting for responses ...



How will your campus/institution implement and sustain Program Awareness with students, administrative and faculty staff?



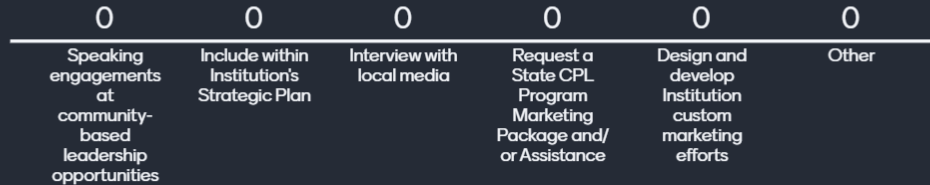
Join at menti.com use code 2909 5463

If you selected "OTHER ways to implement and sustain program awareness", please explain.

Waiting for responses ...



How will your campus engage community support?



Join at menti.com use code 2909 5463

If you selected "OTHER ways to engage community support", please explain.

Waiting for responses ...



CREDIT FOR PRIOR LEARNING COLLABORATION

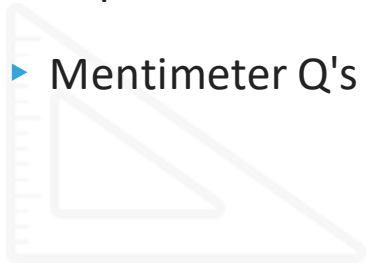
TASKFORCE WORKGROUPS



INDIANA COMMISSION FOR
HIGHER EDUCATION

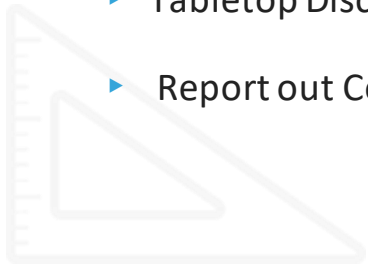
TASKFORCE PURPOSE TODAY

- ▶ Lunch (Time)
- ▶ Locate your Lunch Working Taskforce Table
- ▶ Be prepared to eat and bring your expertise and thought leadership to the discussion
- ▶ Questions for each Taskforce Table Facilitator; Scribe and Volunteer Report Out
- ▶ Report Out from each of the Three Taskforces and Open Discussion
- ▶ Mentimeter Q's



TASKFORCE WORKGROUP PURPOSE

- ▶ The Model Policy Guidance Taskforces will work alongside CHE, TPMA, CAEL, and Kratzer Consulting:
 - ▶ Feedback Loop on Menti-Meter: Policy & Recommendations
 - ▶ Tabletop Discussion: Go to Taskforce Assigned Table
 - ▶ Lead Activity: Identify Strengths, Weakness, Opportunities and Threats
 - ▶ Tabletop Discussion Other Taskforce Work Consensus and Connection
 - ▶ Report out Consensus



CREDIT FOR PRIOR LEARNING COLLABORATION

TASKFORCE FEEDBACK



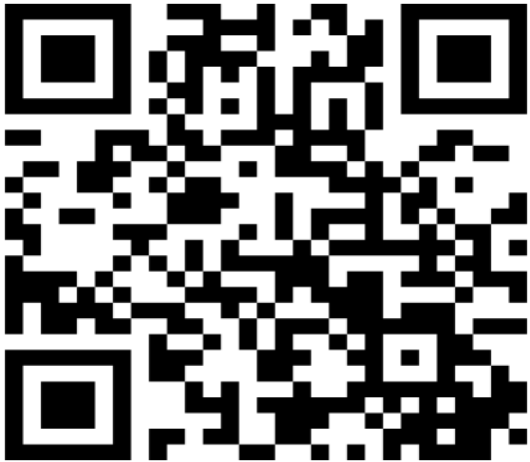
INDIANA COMMISSION FOR
HIGHER EDUCATION

MENTI

At Your Own
Pace

Go to: [menti.com](https://www.menti.com)

Code: 33 46 54 3



CREDIT FOR PRIOR LEARNING COLLABORATION

CHE UPDATES



INDIANA COMMISSION FOR
HIGHER EDUCATION

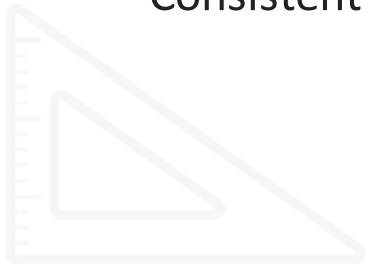
CPL PROGRAM ALIGNMENT TO OTHER CHE INITIATIVES

- ▶ Transfer/Transcript & CHEDDS & Learning and Employment Record Update
- ▶ Veteran Taskforce Initiative
- ▶ Introduction of new CHE Staff



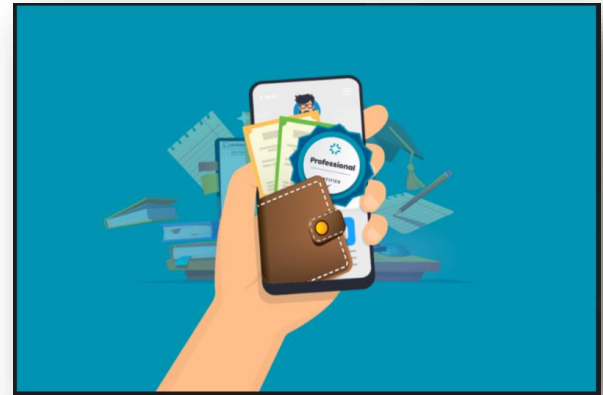
#1 - INDIANA e-TRANSCRIPT PROGRAM

- ▶ Progress Report at November CHE Meeting
- ▶ Moving to All HS and College Transcripts Sent as XML Data in Common Format
- ▶ Indiana XML Schema Needs To Be:
 - Modified for CPL
 - Consistent with CPL Data Collected in CHEDSS



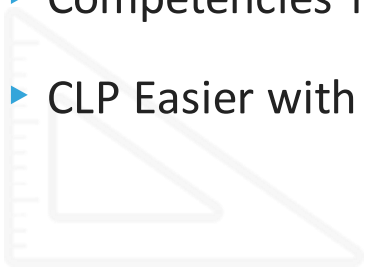
#3 – DIGITAL WALLETS AND COMPETENCIES

- ▶ Indiana Achievement Wallet (IAW) Becoming Available
- ▶ Digital Credentials in IAW Will Reveal Competencies
- ▶ Digital Credentials/Competencies Will Be Shareable, Searchable:
 - CHE Resolution in September
 - SkillsFWD Proposal To Be Submitted Nov. 8



#2 – COLLECTING COMPETENCIES IN CHEDSS

- ▶ CHEDSS Can Store Competencies for Programs:
 - 3,000 Certificate, Degree Programs in Public Sector
 - Competencies Collected: Ivy Tech, Purdue Global
 - Competencies To Be Collected: Other Public Institutions
- ▶ Competencies in CHEDSS Published to the Indiana Credential Registry
- ▶ CLP Easier with Transparency about Program Competencies



VETERAN'S EDUCATION PATHWAYS TASKFORCE

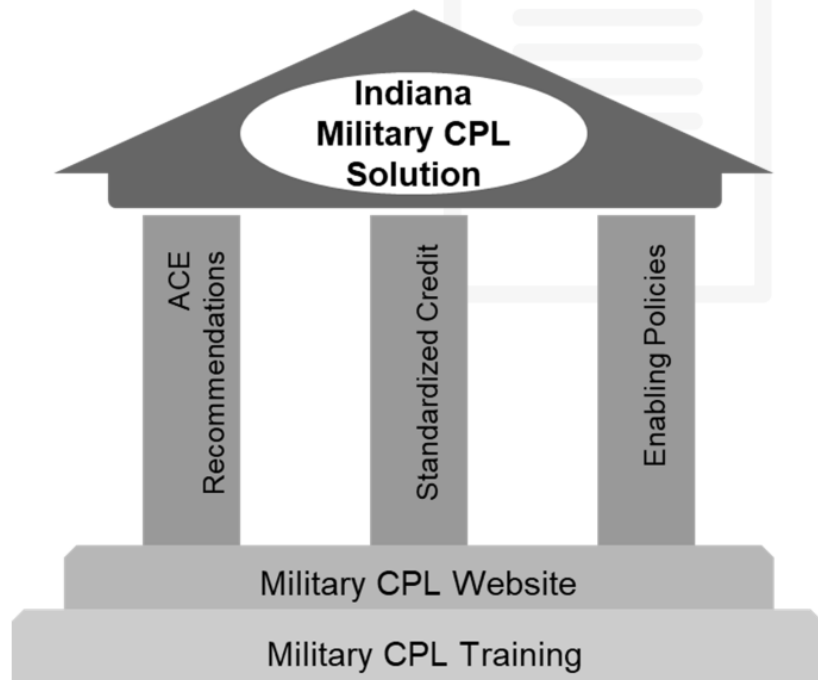
- ▶ **Targeted initiative for 2023**, taskforce met monthly February - July
- ▶ **Objective:** Increase by 5,000 the number of veterans and military-affiliated individuals pursuing an undergraduate credential at an Indiana postsecondary institution by 2025-2026 AY
- ▶ **Strategies:**
 1. Credit for Prior Learning (CPL): Increase utilization of academic CPL for military training
 2. Communication/Navigation: Improve communication and transition points among various stakeholders
 3. Student Supports: Enhance outreach, awareness, and supports (Purple Star Institution designation)

MILITARY CREDIT FOR PRIOR LEARNING (CPL)

Military CPL represents a significant **untapped opportunity for Indiana** veterans, employers, and institutions.

While other work groups are seeking improvements - for CPL we are seeking a new statewide system to support veterans in gaining college credit for what they have already learned.

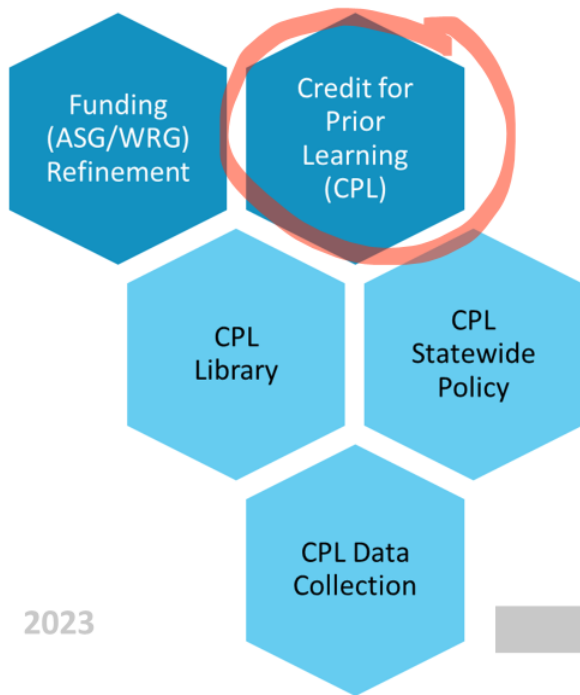
Giving veterans **credit for what they know** is critical to their success academically and professionally.



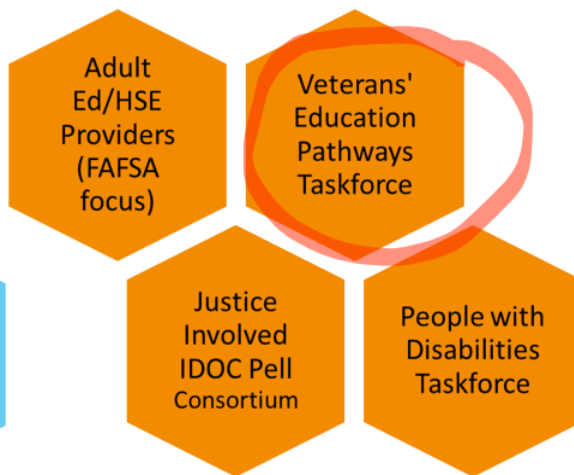
INITIAL ADULT STRATEGY (2023-2024)



Foundational Infrastructure



Special Population Focus



Larger-scale Outreach & Engagement



2023



2024



WELCOME NEW CHE ADULT STRATEGY TEAM MEMBER

- ▶ **Steve St. John**, Director of Adult Program Implementation (joined Sept 2023)
- ▶ Will be assisting with, and leading parts of, CPL initiative implementation



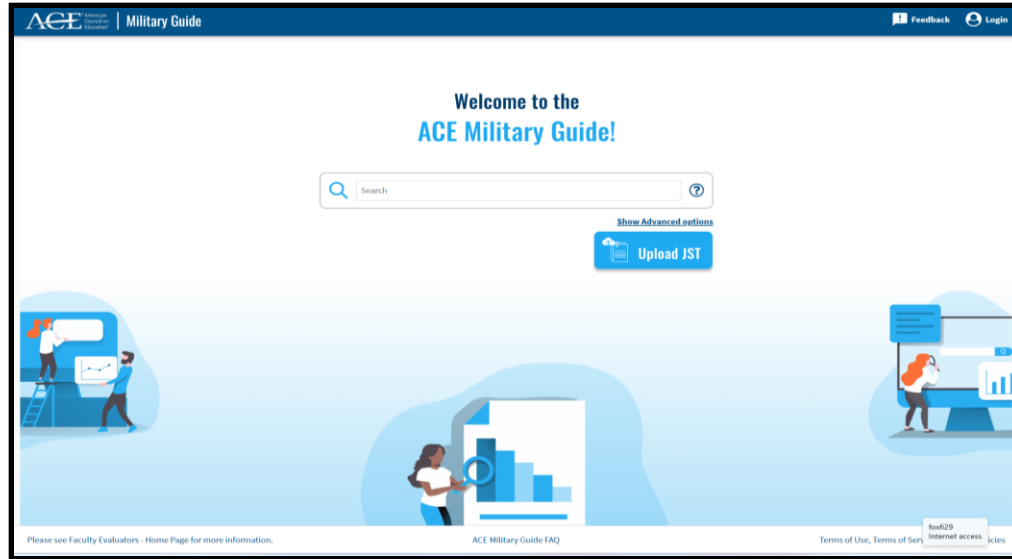
CREDIT FOR PRIOR LEARNING COLLABORATION

VETERAN MCPL INITIATIVE



INDIANA COMMISSION ON
HIGHER EDUCATION

ACE RECOMMENDATIONS STATE-WIDE DATA COLLECTION TOOL



www.acenet.edu/militaryguide





ACE RECOMMENDATIONS AS A LEVERAGING POINT

- ▶ Personnel system tracks
 - ▶ Joint Service Transcript (JST)
- ▶ Awarded on
 - ▶ Completion of training
 - ▶ Assignment to a position - MOS
- ▶ Divided into three parts
 - ▶ Military Courses
 - ▶ Military Experience
 - ▶ Other Learning Experiences
 - ▶ Note: There is a 4th category for CLEPS

SOLDIER, I AM Page 1 of 7

**JOINT SERVICES
TRANSCRIPT**

UNOFFICIAL

Name: SOLDIER, I AM Transcript Sent To:
SOLDIER, I AM

SSN: XXX-XX-XXXX

Rank: First Sergeant (E5)

Status: Active

Military Courses

Military Course ID	ACE Identifier Course Title Location-Description-Credit Area	Date Taken	ACE Credit Recommendation	Level
750-BT	AR-2201-0399 VY Basic Combat Training: Upon completion of the course, the recruit will be able to demonstrate general knowledge of military organizations and culture, mastery of individual and group combat skills including marksmanship and first aid, achievement of minimal physical conditioning standards, and application of basic safety and living skills in an outdoor environment.	23-SEP-1990		
	- First Aid		1 SH	L
	- Marksmanship		1 SH	L
	- Outdoor Skills Practicum		1 SH	L
	- Personal Physical Conditioning (1000)(1000)		1 SH	L
7-12-C20-4A	AR-1408-0200 VY1 Adjutant General Officer Basic Center for Information Dominance Fort Meade, MD Upon completion of the course, the student will be able to write memos, letters, and reports; supervise personnel	12-SEP-1993 to 16-DEC-1993		

EXAMPLES OF RECOMMENDATIONS & APPLICATIONS

- ▶ Signal Support Specialist: MOS 25U10
 - ▶ 15 hrs. in Networking
 - ▶ 3 hrs. in Net Security
 - ▶ Transferable Credit

COURSE EXHIBIT [Back to Results](#) [Print Page](#)

AR-0709-0065 v5

Title: HEALTH CARE SPECIALIST

Course Number: 300-68W10

Location: Medical Department Center and School, Fort Sam Houston, TX.

Length: 18 weeks (821 hours).

Exhibit Dates: 4/16–Present.

Overall Course Description: This course provides students with knowledge and skills to apply to various medical occupations within hospital, clinical and pre-hospital environments. Topics include fundamentals of nursing, triage, basic and advanced trauma, patient assessment, CPR, overviews of pediatrics, geriatrics and patients with special needs, respiratory and cardiac issues and primary care. Coursework includes medical terminology, anatomy and pathophysiology, medical legal concepts, ethics, pharmacology and system operation. Students develop verbal communications skills, and learn medical documentation and patient advocacy. This course also addresses methods of leadership and resource allocation. The emergency medical technician modules meet the 2010 National Emergency Medical Services (EMS) Education Standards for certification as a basic Emergency Medical Technician (EMT).

Instructional Strategies: Methods of instruction include case studies, classroom exercises, laboratory, learner presentations, lecture, and practical exercises.

Methods of Assessment: Methods of assessment include performance tests and rubrics.

Minimum Passing Score: 70%

Credit Recommendation: In the lower-division baccalaureate/associate degree category, 4 semester hours in foundations of emergency medical technician, 3 in medical emergencies, 2 in basic trauma for the EMT, 3 in EMT special populations, operations and basic skills preparation, 1 in CPR for the healthcare provider, 4 in advanced pre-hospital trauma, 4 in advanced EMS operations, and 4 in emergency preparedness. In the upper-division baccalaureate degree category, 7 semester hours in fundamentals of nursing (didactic and clinical) (5/17/5/17).

Learning Outcomes:

Foundations Of Emergency Medical Technician
The student will be able to utilize medical terminology; describe anatomy and pathophysiology; roles and responsibilities of the EMT; understand medical, legal and ethical issues related to EMT; utilize effective verbal communication; describe life span development; perform general pharmacology; perform primary and secondary patient assessment; recognize medical emergencies; and advocate to the well-being of the EMT.

Medical Emergencies
The student will be able to understand general pharmacology principles; maintain complicated airways.



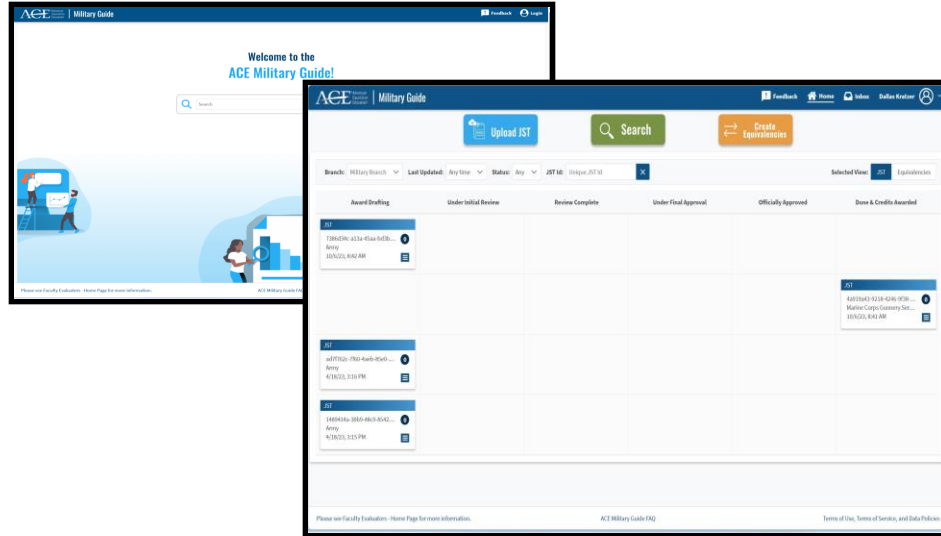
LEVERAGING M-CPL & ACE PROGRAM PILOT

- ▶ JST and O-Net
 - ▶ Linkage to civilian employment
 - ▶ Addresses skills in civilian language
 - ▶ Expands scope of employment opportunities



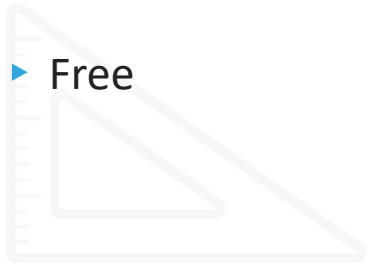
THE TOOL: INSTITUTIONS PAGE

- ▶ ACE Data Mgt Tool
- ▶ Sharing across institutions
- ▶ Import/Export Functions
- ▶ Immediate access



ADDITIONAL BENEFITS

- ▶ ACE Institutions Page is
- ▶ Active and available
- ▶ Based on your data and shareable
- ▶ Advances use of military credit recommendations
- ▶ Institutions manage access
- ▶ Free



Rate your institutions preparedness to support veterans with MCPL.

Strongly disagree

Overall, our institution is well-equipped to support veterans in their pursuit of MCPL.

Our staff receive regular training on how to assist veterans in obtaining MCPL

The MCPL process at our institution is streamlined and user-friendly for veterans.

We have sufficient resources, such as counselors and advisors, dedicated to assisting veterans with MCPL.

We regularly gather feedback from veterans and make improvements to our MCPL processes based on their needs.

Strongly agree



CREDIT FOR PRIOR LEARNING COLLABORATION

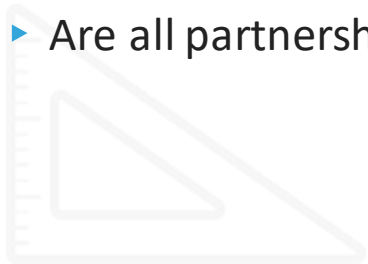
CPL ECOSYSTEM



INDIANA COMMISSION FOR
HIGHER EDUCATION

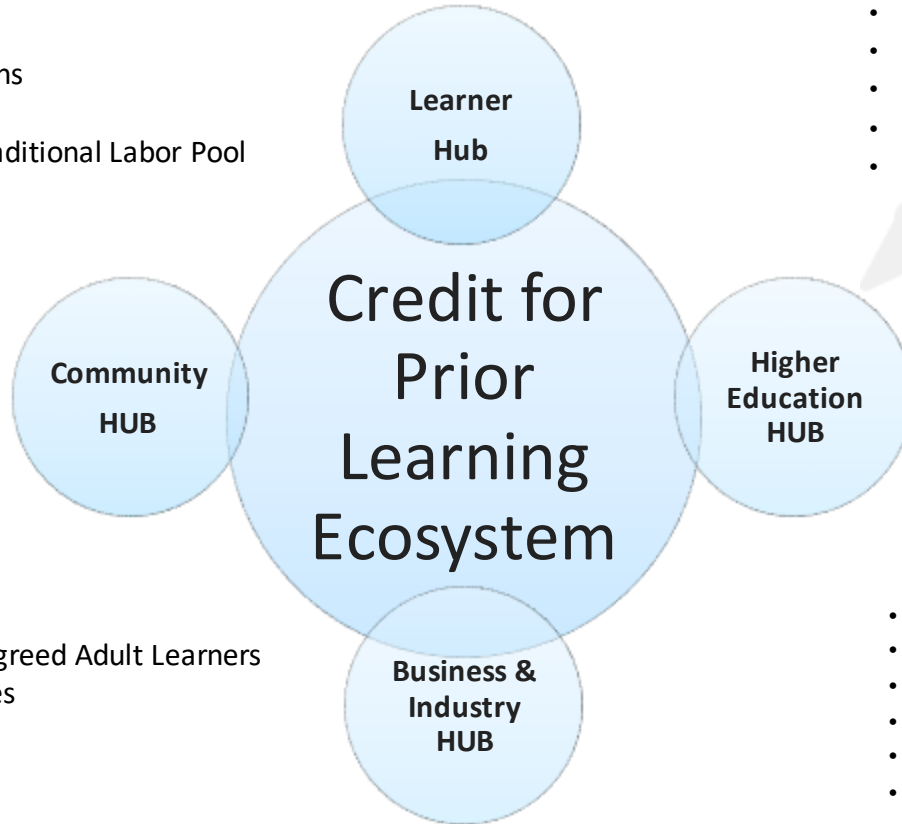
READY TO BEGIN?

- ▶ Start small with sample student target population pilot to test out the policy guidance and processes – Veteran Student Population will serve as the first pilot of CPL
- ▶ Initial Data Collection
- ▶ First Year Report out to Commission in CPL Program outcomes and future needs
- ▶ When will CPL Program be ready to expand to other student populations?
- ▶ Are all partnerships in place?



CREDIT FOR PRIOR LEARNING ECOSYSTEM AND BENEFITS

- Labor Market Advancement
- College Degree & Certifications
- Skilled Worker
- Competitive Advantage in Traditional Labor Pool

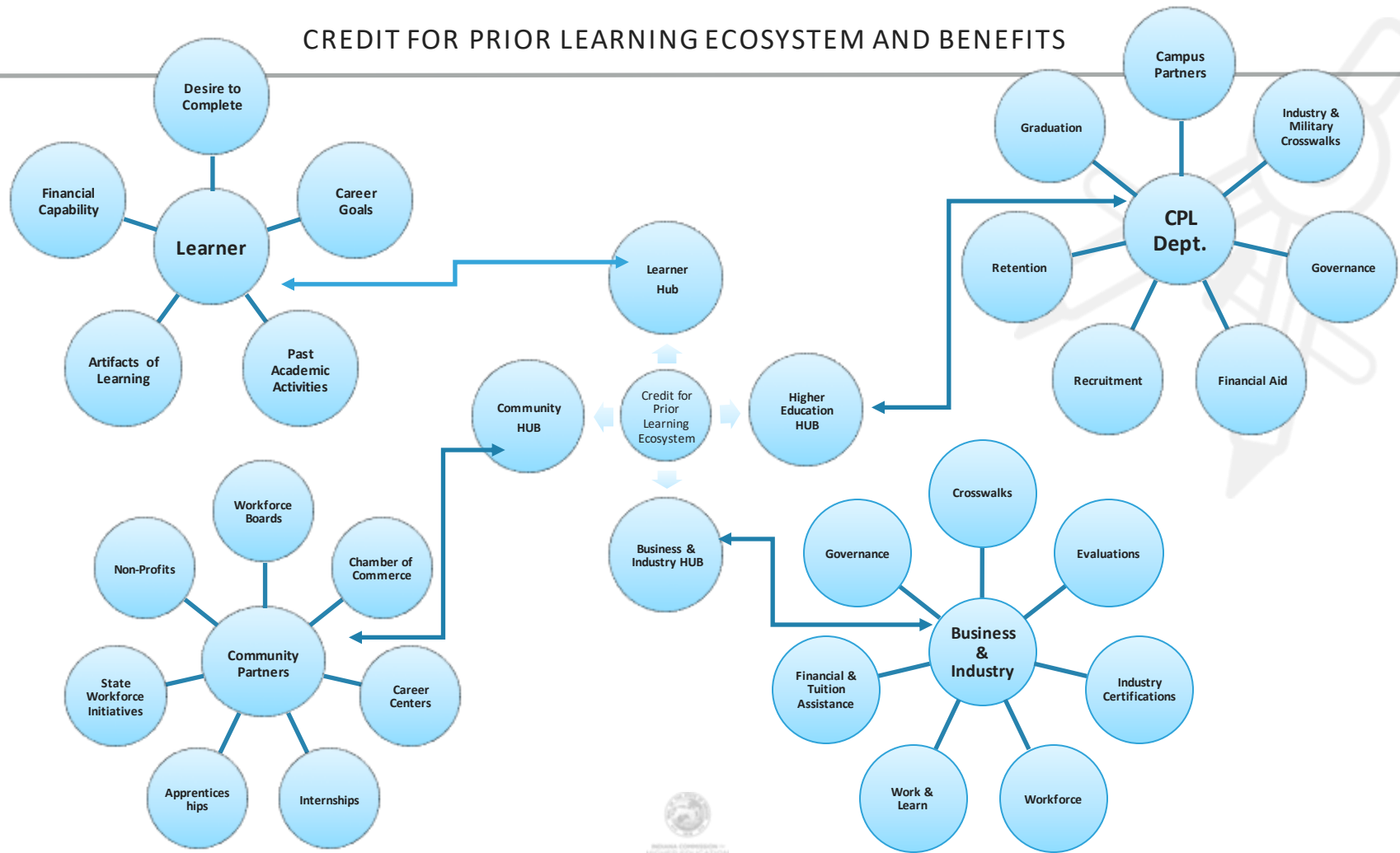


- Increases Retention
- Increases Completion
- Increases Enrollments
- Increases Lifelong Learners
- Expands Programs

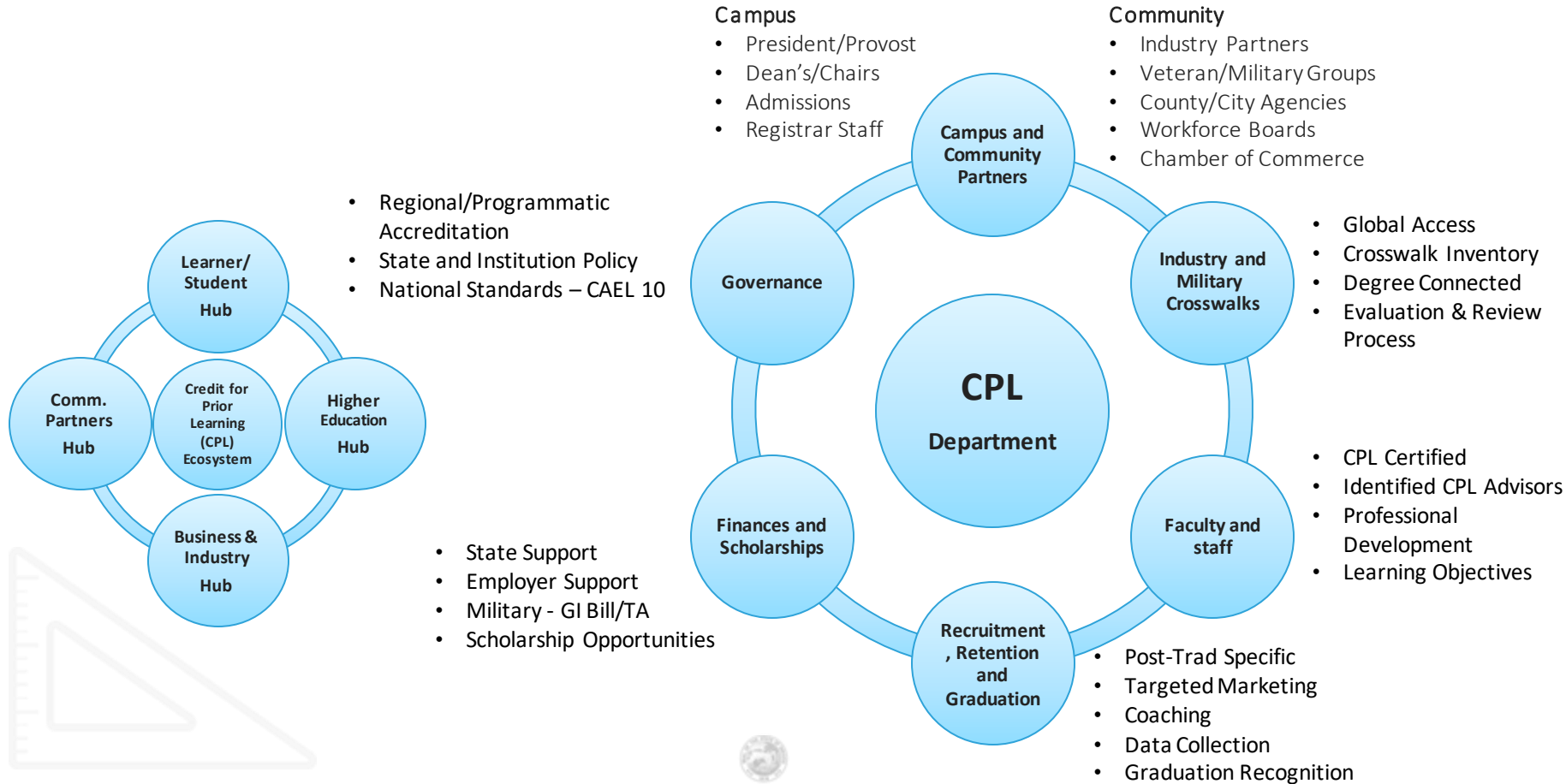
- Skilled Workforce Solution
- Increases Certifications & Degreed Adult Learners
- Meets Performance Outcomes
- Experienced Learner Solution

- Skilled Workforce
- Increases Employee Loyalty
- Validated Occupational Skill Needs
- Creates Defined Career Pathways
- Decreases Employee Turnover
- Aids Company & Industry Growth

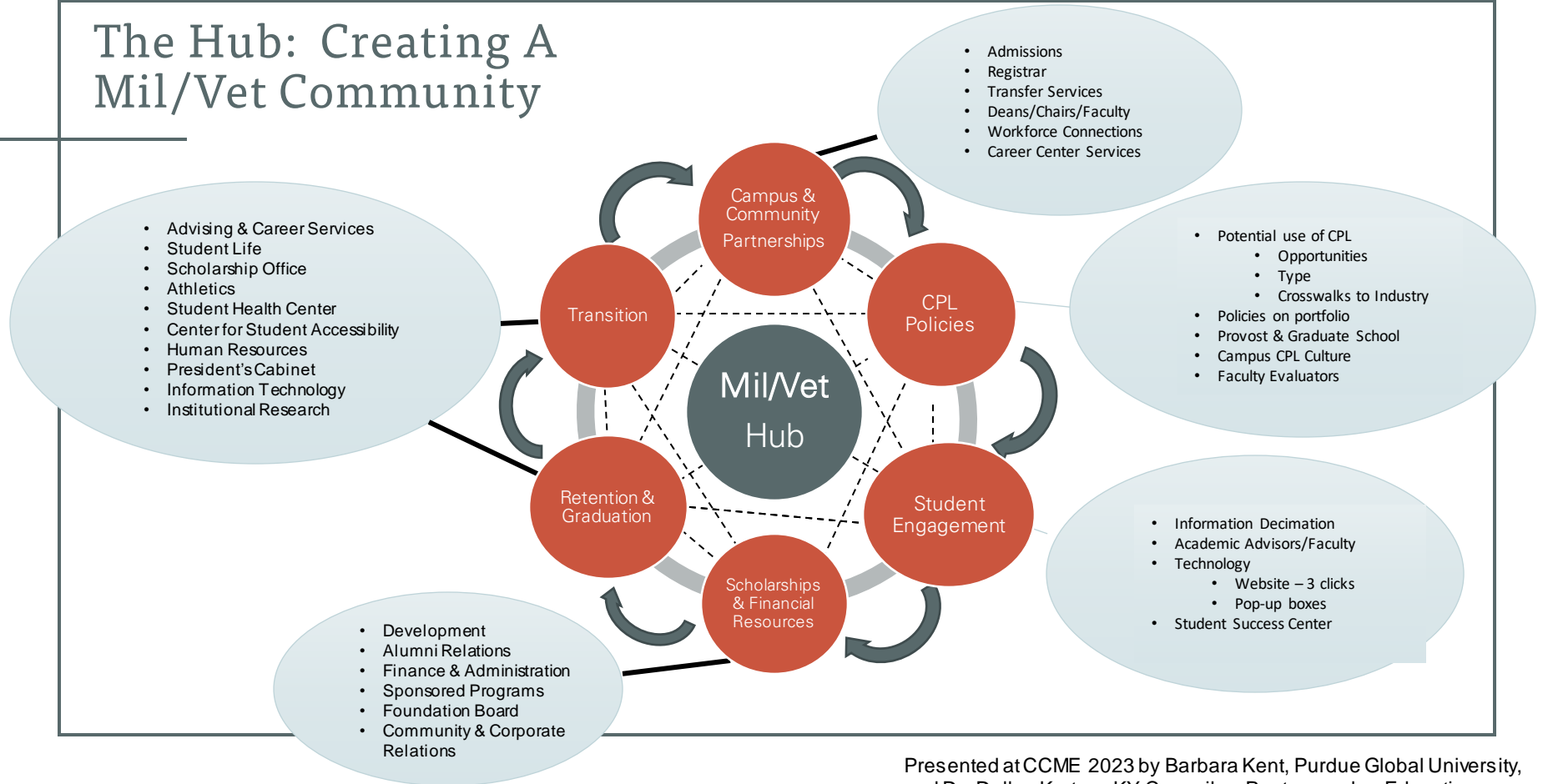
CREDIT FOR PRIOR LEARNING ECOSYSTEM AND BENEFITS



CREDIT FOR PRIOR LEARNING ECOSYSTEM WITH VETERANS HUB



The Hub: Creating A Mil/Vet Community



CREDIT FOR PRIOR LEARNING COLLABORATION

CPL PROGRAM IMPLEMENTATION & EXPECTATIONS



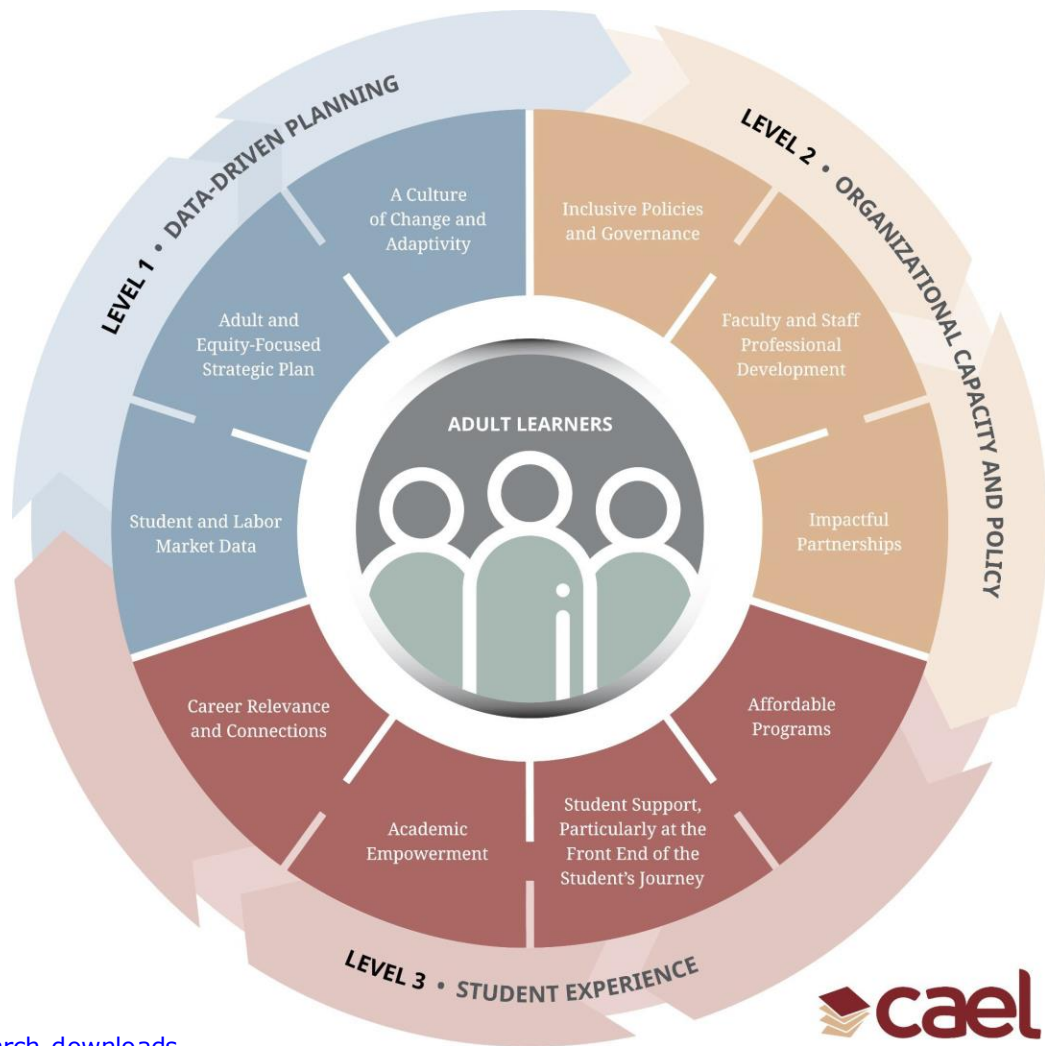
Gathering Evidence

- Study of never-enrolled adults
- Study of 10 high performing programs serving adult learners
- Interviews with current adult learners
- Review of existing research
- CAEL's own experience working with adult-centered institutions and programs

Critical Themes and Insights

- Affordability
- Career connections and relevance
- Academic empowerment
- Student support
- Diversity, equity, and inclusion
- From CAEL's experience with institutions:
 - Institutions want to do: programs and services
 - Institutions need to start with: data, process, and strategy

New Adult Learner Leaders for Institutional Effectiveness (ALLIES) Framework



cael.org

Download full report at
<https://www.cael.org/allies-framework-research-downloads>



An Organizational Move to a Future State

Current

Transition

Future

Ultimately requires individuals to move from their current to their future state

C	C	C	C	C
C	C	C	C	C
C	C	C	C	C
C	C	C	C	C
C	C	C	C	C

T		T	T	T
	T	T	T	T
T			T	T
T	T	T	T	T
T	T	T		T

F		F		
	F	F	F	
F			F	F
		F	F	
F		F		F

Why Is Change Management Important?

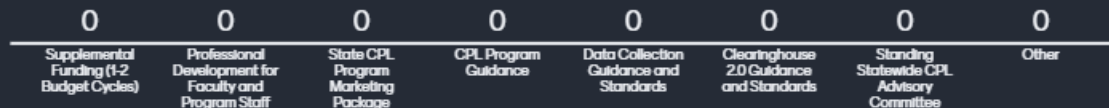
With Change Management



Without Change Management



What program specific supports will your institution need from the Commission? Select all that apply.



Join at menti.com use code 2909 5463

 Mentimeter

**If you selected "OTHER program specific needs",
please explain.**

Waiting for responses ...



CREDIT FOR PRIOR LEARNING COLLABORATION

PATH FORWARD



INDIANA COMMISSION FOR
HIGHER EDUCATION

NEXT STEPS

- ▶ CPL Program Ambassador Role
- ▶ CHE CPL Program Point of Contact
- ▶ October 24 and 26 - From The Ground Up CPL Professional Development
- ▶ November 9th Commission will take action on the Draft CPL Model Policy
- ▶ Institutions will begin to implement their CPL Program and Policies



CPL PROGRAM AMBASSADOR ROLE

- ▶ Every institution participated in the development of this statewide CPL program and model policy guidance.
- ▶ All public institutions within Indiana will administer a Credit for Prior Learning Program.
- ▶ Every student will have access to their respective institution's CPL program.
- ▶ The CPL Model Policy Guidance provides for minimum program standards and supports consistency among the institutions.



CPL PROGRAM AMBASSADOR ROLE

- ▶ Each institution will comply with these minimum program standards but also has the authority to exceed these minimum standards. It is not the intent of the Commission to override current institutions CPL policies and practices. The Commission does encourage institutions to keep the Commission informed of their policy modifications. The Commission is also available to assist institutions in policy development.
- ▶ Each institution's CPL program and policies currently are available on the CHE Clearinghouse website. This central repository serves to aid all learners in accessing CPL opportunities. The Clearinghouse repository site will continue to evolve as CPL program modifications, enhancements, new institutions coming on board (private), training videos for faculty, etc..

CPL PROGRAM AMBASSADOR ROLE

- ▶ All institutions will be responsible for collection program data for quality assurance purposes and may be requested to submit this data for state reporting purposes and allowing the Commission to stay abreast of the program implementation and progress.
- ▶ Further guidance will be forthcoming from the Commission in supporting CPL Program Implementation. Guidance that will support CHEDSS data collection processes, Clearinghouse 2.0 needs, professional development in support of the CPL program and more.



COMMUNICATION

- ▶ Institutional CPL Program implementation needs should be addressed with the Commission's Adult Strategy division by contacting: Dr. Stacy Townsley, stownsley@che.in.gov
- ▶ Integrating CPL Program, policies and practices is key to fostering access and equity in post-secondary attainment and achievement.



IMPACT OF CPL: BETTER STUDENT OUTCOMES



Increased Credential Completion Rates

- 17% increase in completion rate
- CPL students were more likely to complete college credentials than non-CPL students.



Save Adult Learners Time and Money

- \$1,500 to \$10,200 Estimated adult student savings through CPL, depending on the sector.
- 9 to 14 Months Estimated adult student time savings in earning degrees, with 12 or more CPL credits.



Improved Retention in Institutions that offer CPL

- 17.6 additional credits earned by students with CPL compared to non-CPL students.



Strong CPL-related outcomes are true regardless of race, ethnicity, and income level.

Please rate the following statement.

Strongly disagree

After serving on this project, I feel qualified to speak and support a CPL program at my institution.

Strongly agree



Join at menti.com use code 2909 5463

 Mentimeter

Please explain your ranking.

Waiting for responses ...

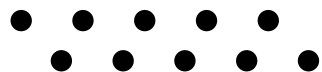
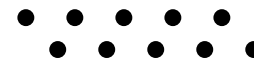


THANK YOU

**REACHING
HIGHER**
IN A STATE OF CHANGE



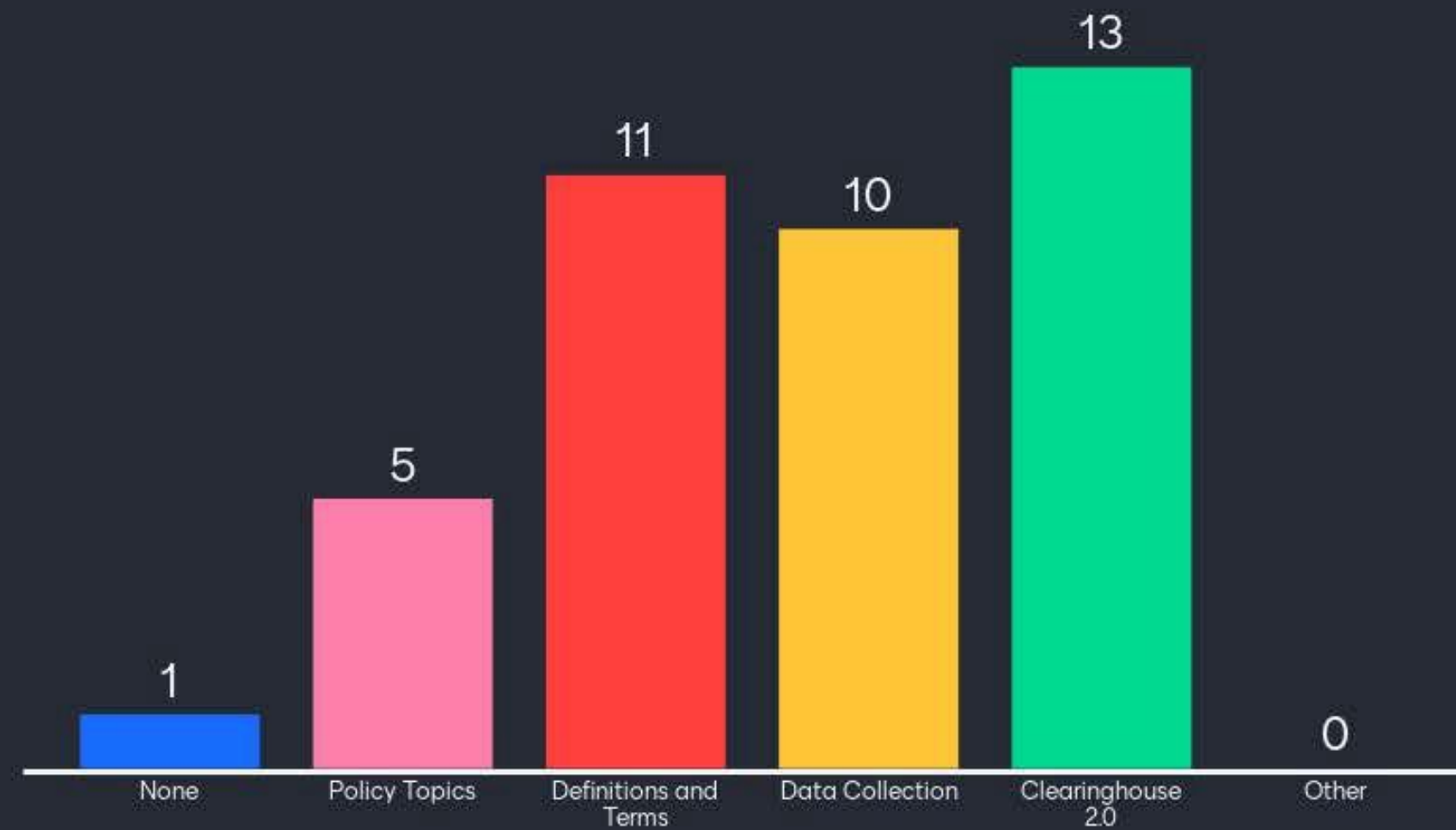
INDIANA COMMISSION FOR
HIGHER EDUCATION



Appendix: O: Mentimeter Results



After learning about the work done by the other Taskforces, which areas do you feel need more development?



What specifically do you think still needs to be developed regarding the CPL taskforce areas?

16 responses

Formulae for translating experience into credit.

Are we trying to solve for workforce job or career path or both?

We need a lot more inter institutional collaboration

The entire website for the clearinghouse 2.0. It also needs a new name. Everyone hears clearing house and thinks NSC

Data dictionary

Operationalize

Implementation

Reducing the number of vague language references. i.e. shall.

Consistency in practices and definitions for CPL and reporting requirements.

What specifically do you think still needs to be developed regarding the CPL taskforce areas?

16 responses

Services

What questions want to be asked of the data? Based on this, then determining how to operationalize data terms across institutions. Recognize data collection burden and reprioritizing asks if no funds.

Funding for various steps of the policy and clearinghouse development

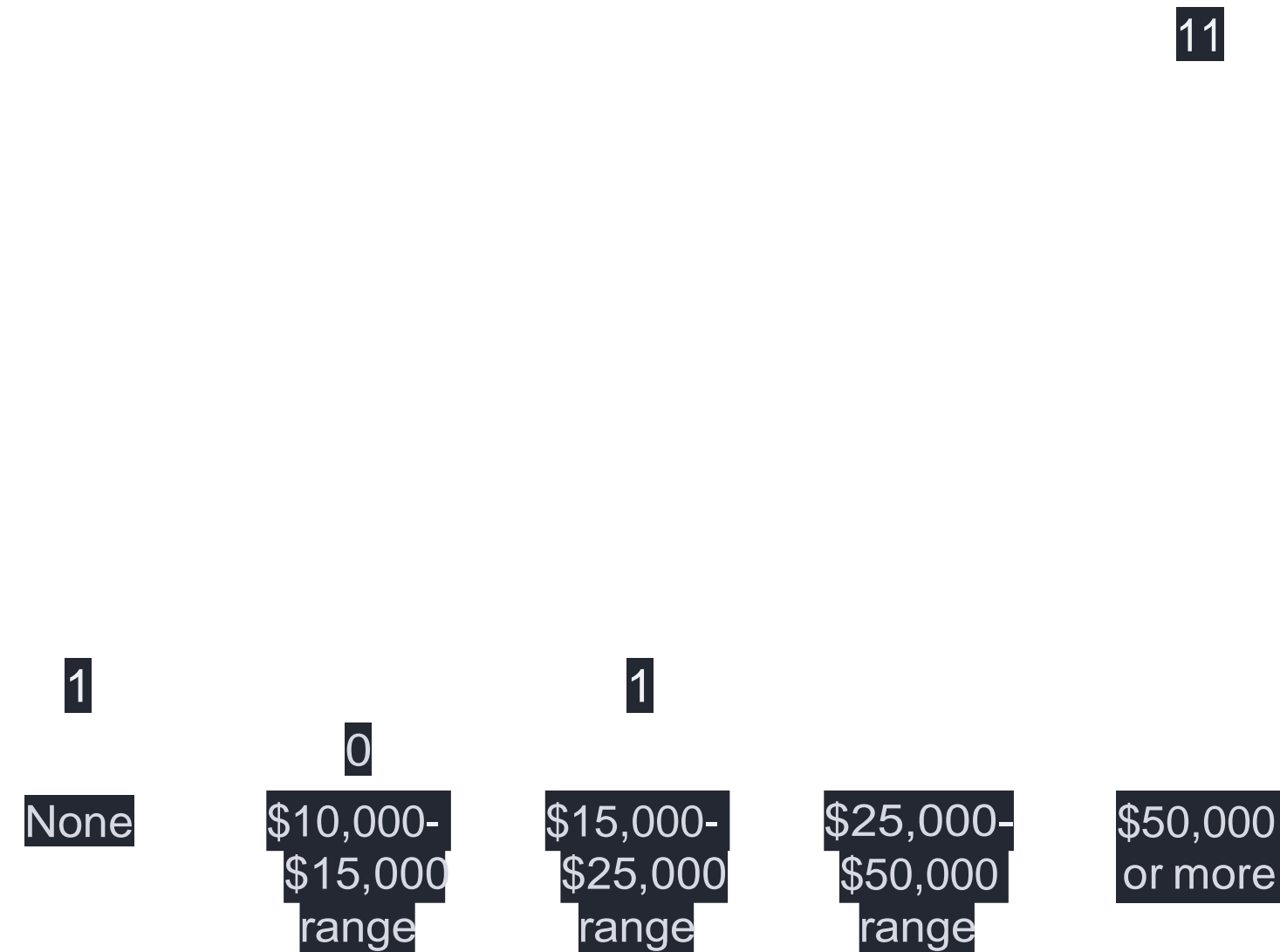
Funding for various steps of the policy and clearinghouse development

Connection and alignment between the task forces to ensure all are working in tandem

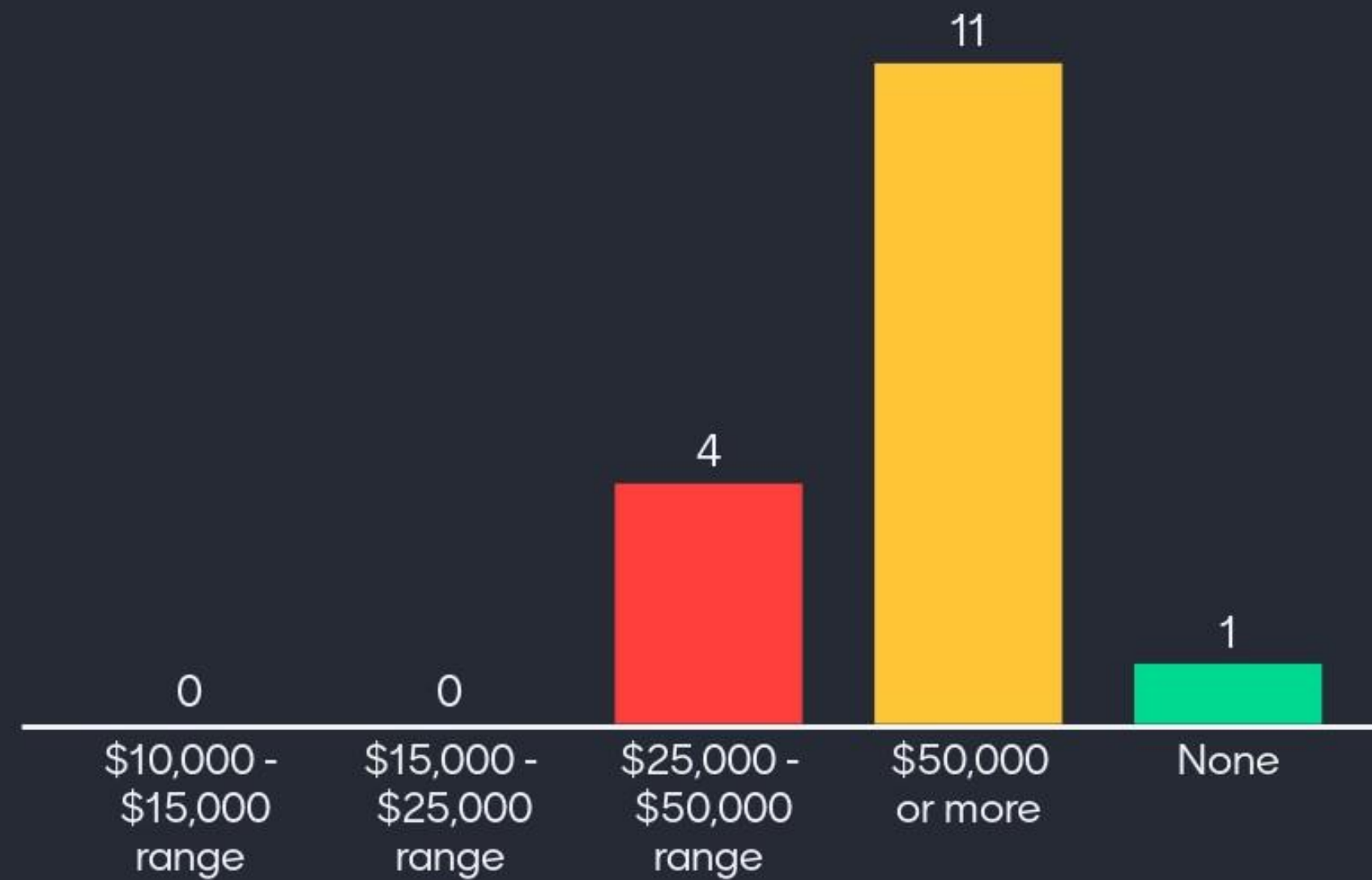
Research and data to help with faculty buy in

Transcription, Transferability and Data

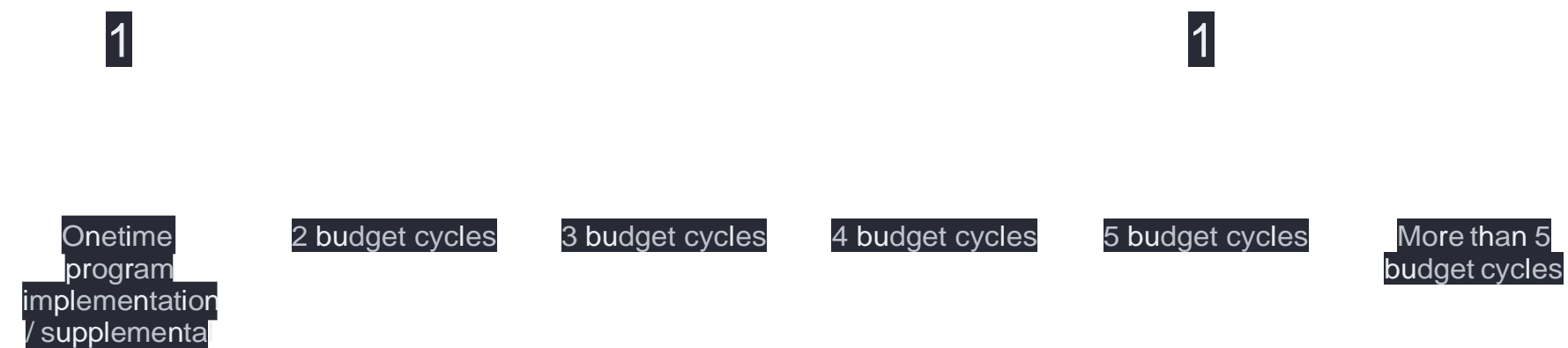
What type of one-year funding will your institution need to begin to implement a Credit for Prior Learning program?



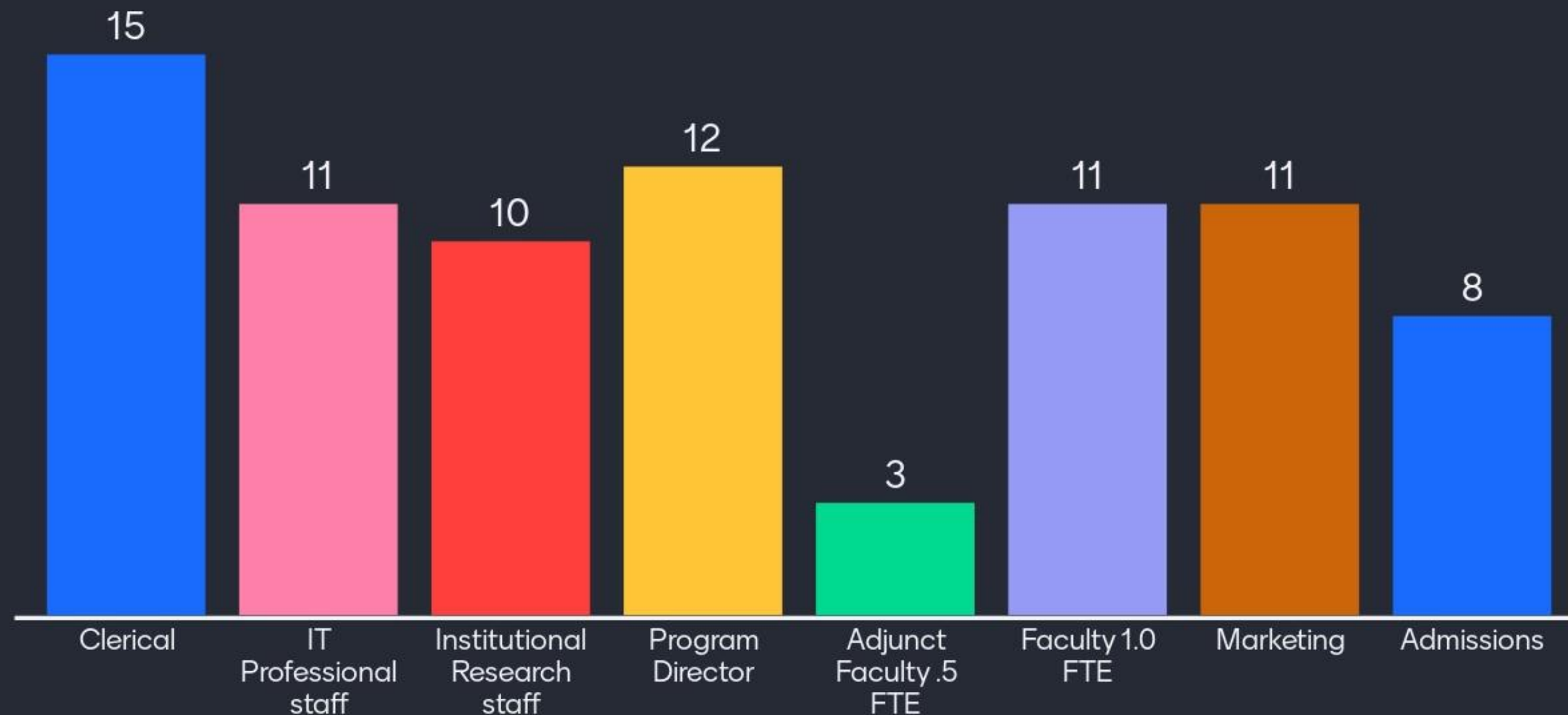
What type of two-year funding will your institution need to begin to implement a Credit for Prior Learning program?



How many budget cycles will it your institution need to sustain a CPL program?



What types of staffing resources will your institution need to implement CPL? Select all that apply.



What barriers do you expect to encounter at your institution that would prevent a fully implemented CPL Program?



If you selected "OTHER" as an expected barrier, please explain.

3 responses

Other institutions will need to buy in

Money/resources

Depending on some of the asks, may require wholly separate systems. Multiple units coordinating on updates across multiple platforms. Adding complexity to existing work and seeking new efficiencies.

1



3



Rate the following statement



Please explain your rating.

?responses

I think our leadership want to get there but there are no resources to dedicate to this.

The highest levels are interested in growing CPL for the benefit of our students

More work needs done

Faculty

We already have standardized CPL and campus perspective is this is sufficient. There is no interest in growth.

Support varies by college, school, and program.

We are always looking to refine and improve our CPI processes but it is currently existing with robust support from leadership and faculty.

After reviewing the Draft State Model Policy Guidance, what in your opinion do you feel is missing?

20 responses

Very boiler plate language

How we will fund thisStatewide messaging

State funding start-up support as was provided in some of the model state policies we reviewed. That start-up support would be crucial for implementing some of the ideal practices described.

Very clear language of what institutions are actually required to do in regards to transcription and what should transfer.

What it means about "data quality assurance" in the data collection part

"Must" versus "Shall" needs clarification.

Are the Independent colleges going to be included in this process?

Extremely broad. Maybe could use more action steps.

Best practices and model examples of implementation

After reviewing the Draft State Model Policy Guidance, what in your opinion do you feel is missing?

20 responses

Discussion on intermediary involvement with respect to institution and employer partnerships

Tie in to Indiana's broad workforce and educational attainment goals

Support to operate at scale (\$)

I believe the transfer of CPL language is vague and leads to local interpretation.

Need improvements on employer engagement planning and partnerships

Need improvements on employer engagement planning and partnerships

How does the student advocate for themselves in the process

It seems to have consistent naming conventions, the precursor would be data definitions that align; this would be especially important if transferability is to be part of the policy

Best practices for implementation actions, possibly from current IN campuses.

After reviewing the Draft State Model Policy Guidance, what in your opinion do you feel is missing?

20 responses

Include intermediary organizations as a partner

State funding to make these initiatives happen

5



15



What CPL Program areas need further development for full implementation with the assistance from all the public institutions?

15 responses

Clear transcription and transfer guidance

need agreed upon data definitions across institutions and CHE prior to determining reporting

Assessment consistency and transcription clarification

CPL Clearinghouse. data collection

Standards for assessing CPL and Quality Assurance

Community, Workforce, and Employer Partnerships

Community and external relationships

Establishing consistency for locally assessed CPL.

Data Collection, Standards for assessing CPL, marketing, professional development

What CPL Program areas need further development for full implementation with the assistance from all the public institutions?

15 responses

Transferability and transcription

Transcription and transferability

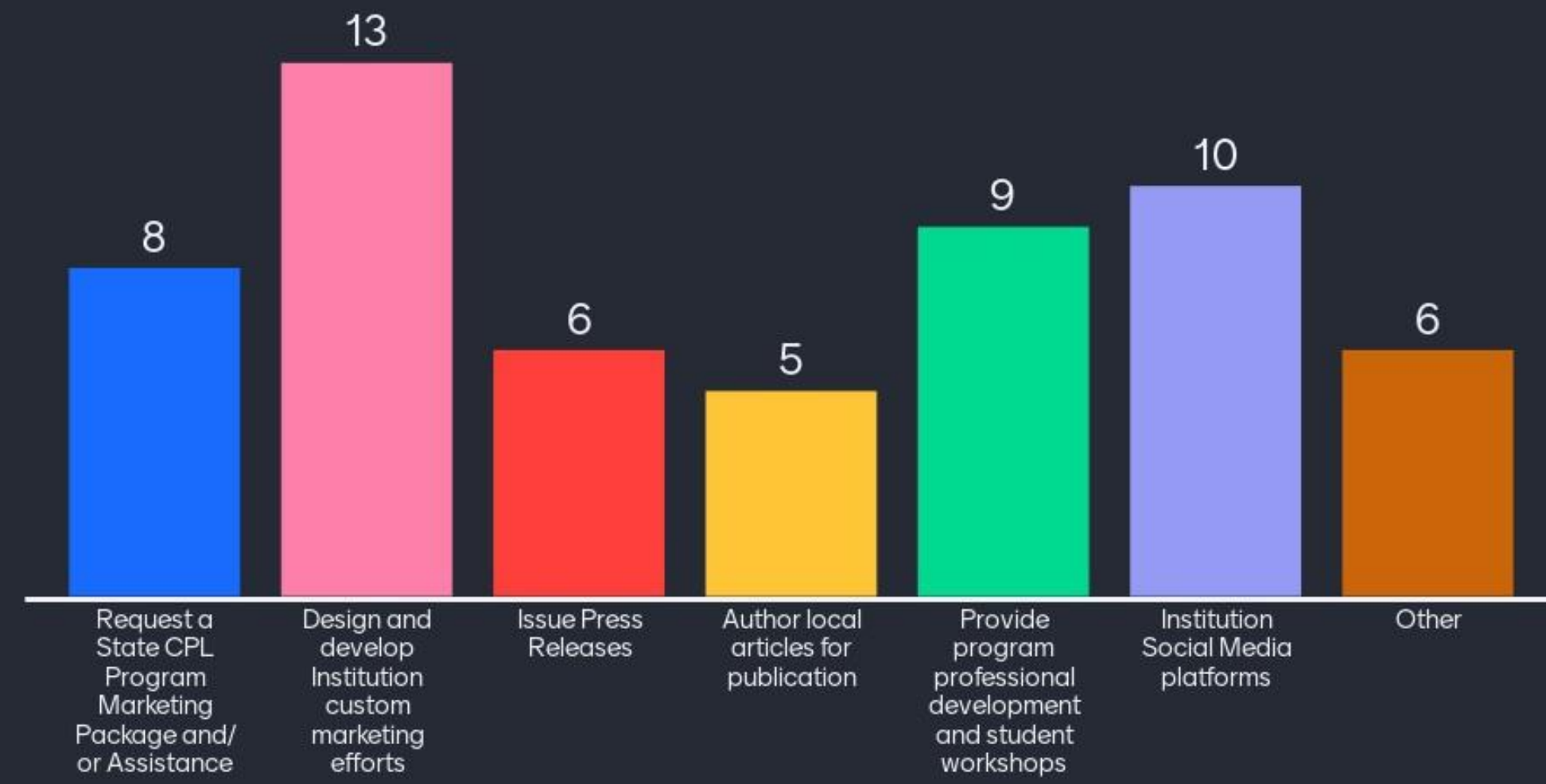
Transcription

Technology or financial support to scale this; there's is much work here for the institution

Connection of partners to program/service design

Transcript, this is the core piece of making this a scalable practice so that we don't disadvantage students after they earn one degree and want to further their education

How will your campus/institution implement and sustain Program Awareness with students, administrative and faculty staff?



If you selected "OTHER ways to implement and sustain program awareness", please explain.

11 responses

We all need professional development and funding to make this happen

Establish appropriate policies that are approved by the faculty.

State funding for CPL Coordinator at each institution

State funding is necessary to ensure sustainability of program outcomes

Push from CHE to continue to make it a priority

Employer awareness and cobuilding of talent

Training.

Staff training, tapping into central meetings with internal folks - trying to incorporate within existing structures to minimize burden and cost.

Training for faculty

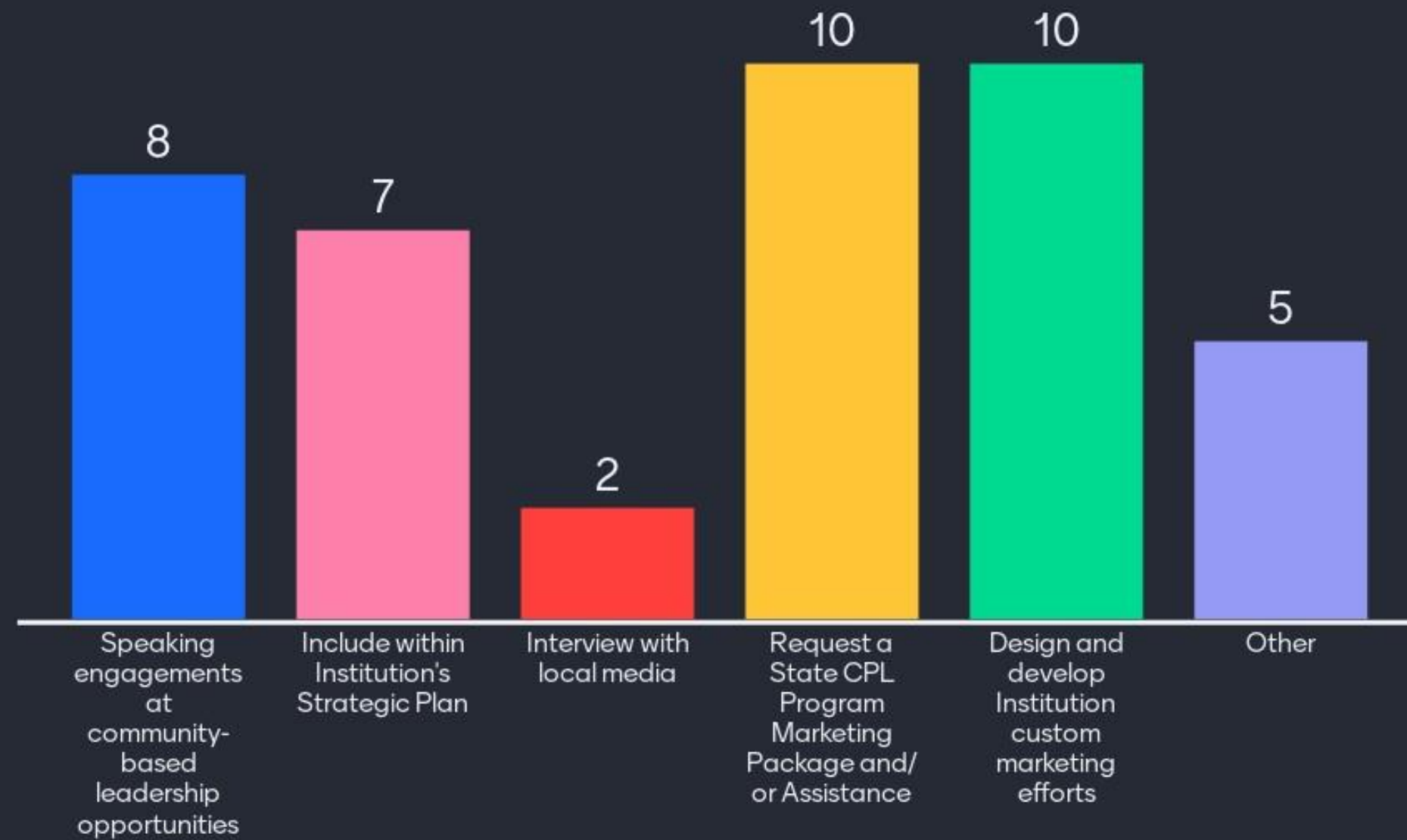
If you selected "OTHER" ways to implement and sustain program awareness", please explain.

11 responses

Engaging faculty in the CPL process to keep it top of mind

Engaging faculty in the CPL process to keep it top of mind

How will your campus engage community support?



If you selected "OTHER ways to engage community support", please explain.

5 responses

Funding for a cpl coordinator to reach out for partnerships

Work with our program-specific industry advisory boards

State funding for CPL External Coordinator for all institutions

Incorporate CPL into supports for employers adopting skills based hiring, onboarding, and development

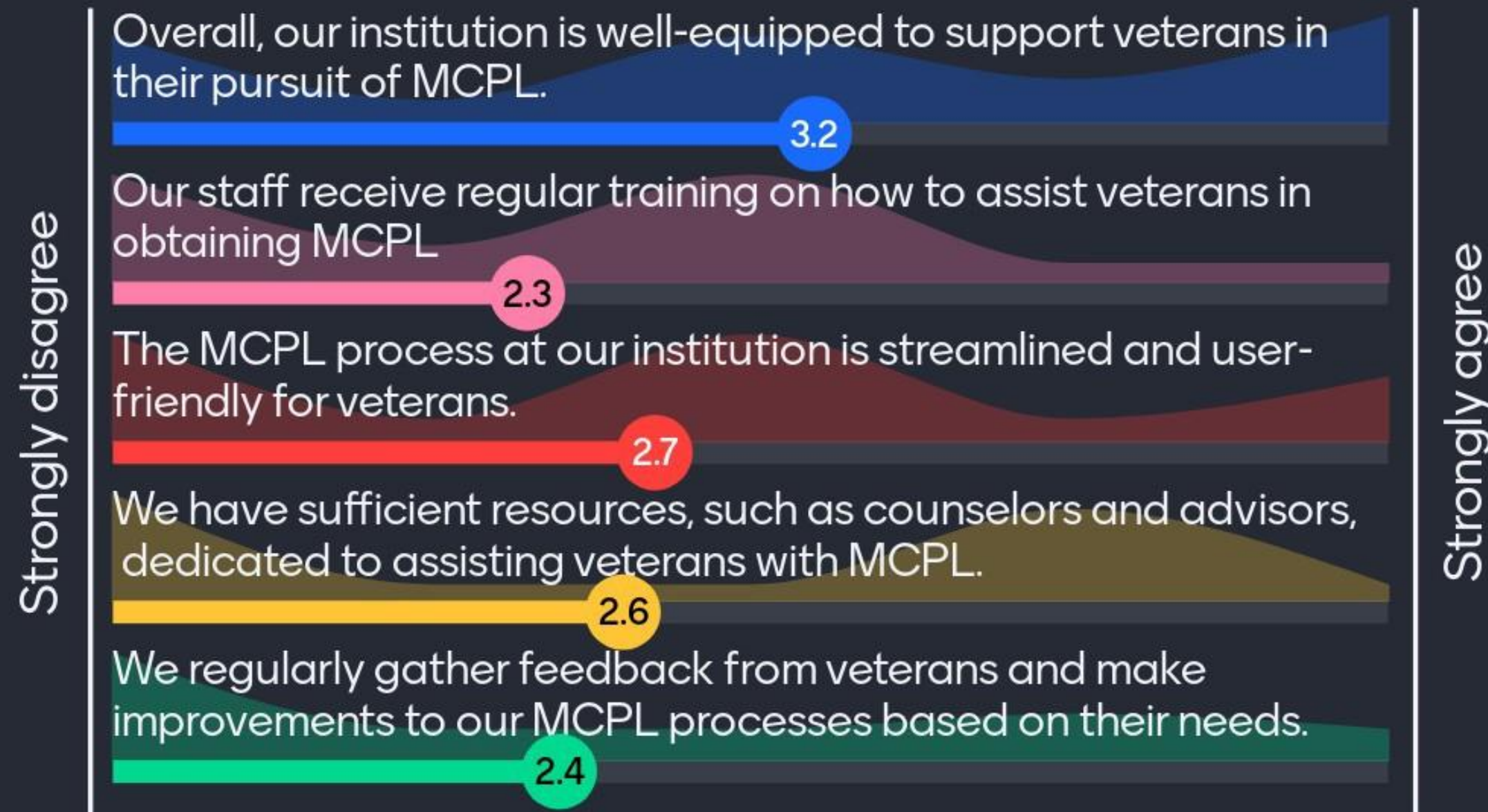
Opportunity to have agreed upon scores for CPL/credits to reduce barriers and confusion for individuals seeking CPL



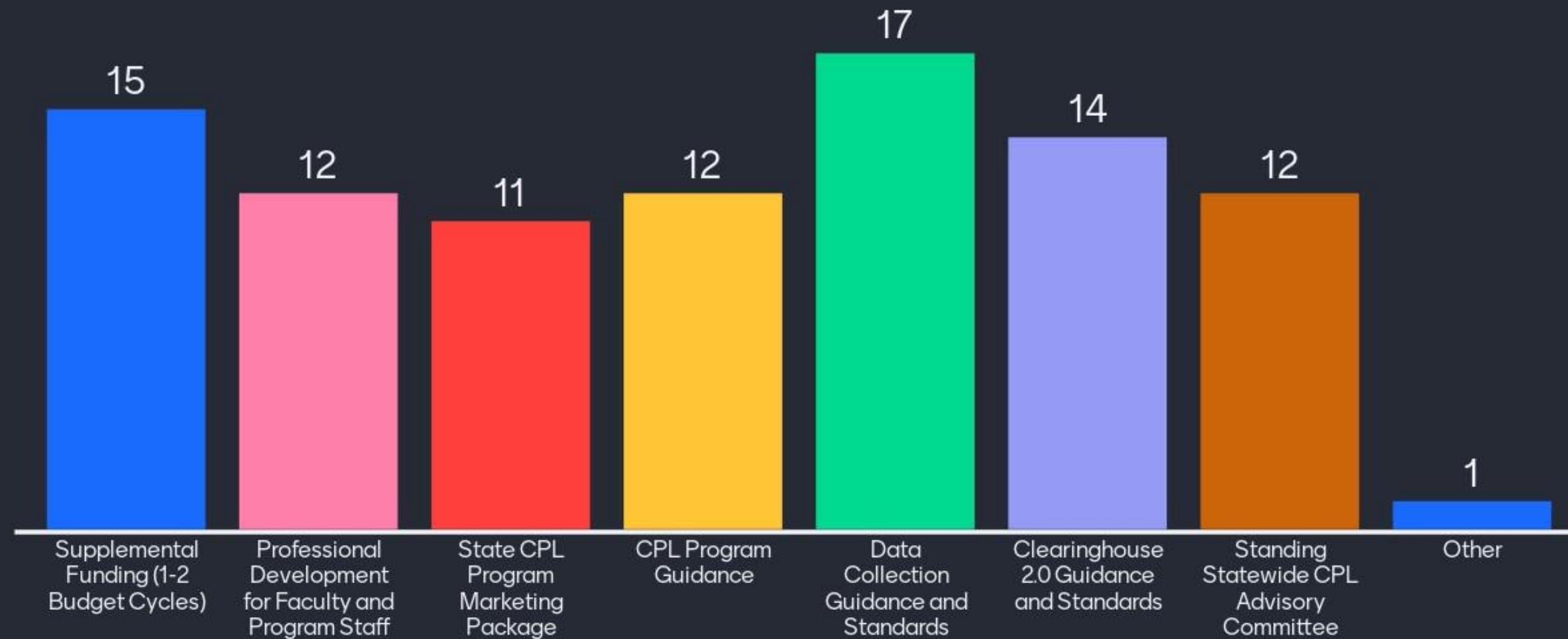
4



Rate your institutions preparedness to support veterans with MCPL.



What program specific supports will your institution need from the Commission? Select all that apply.



If you selected "OTHER program specific needs", please explain.

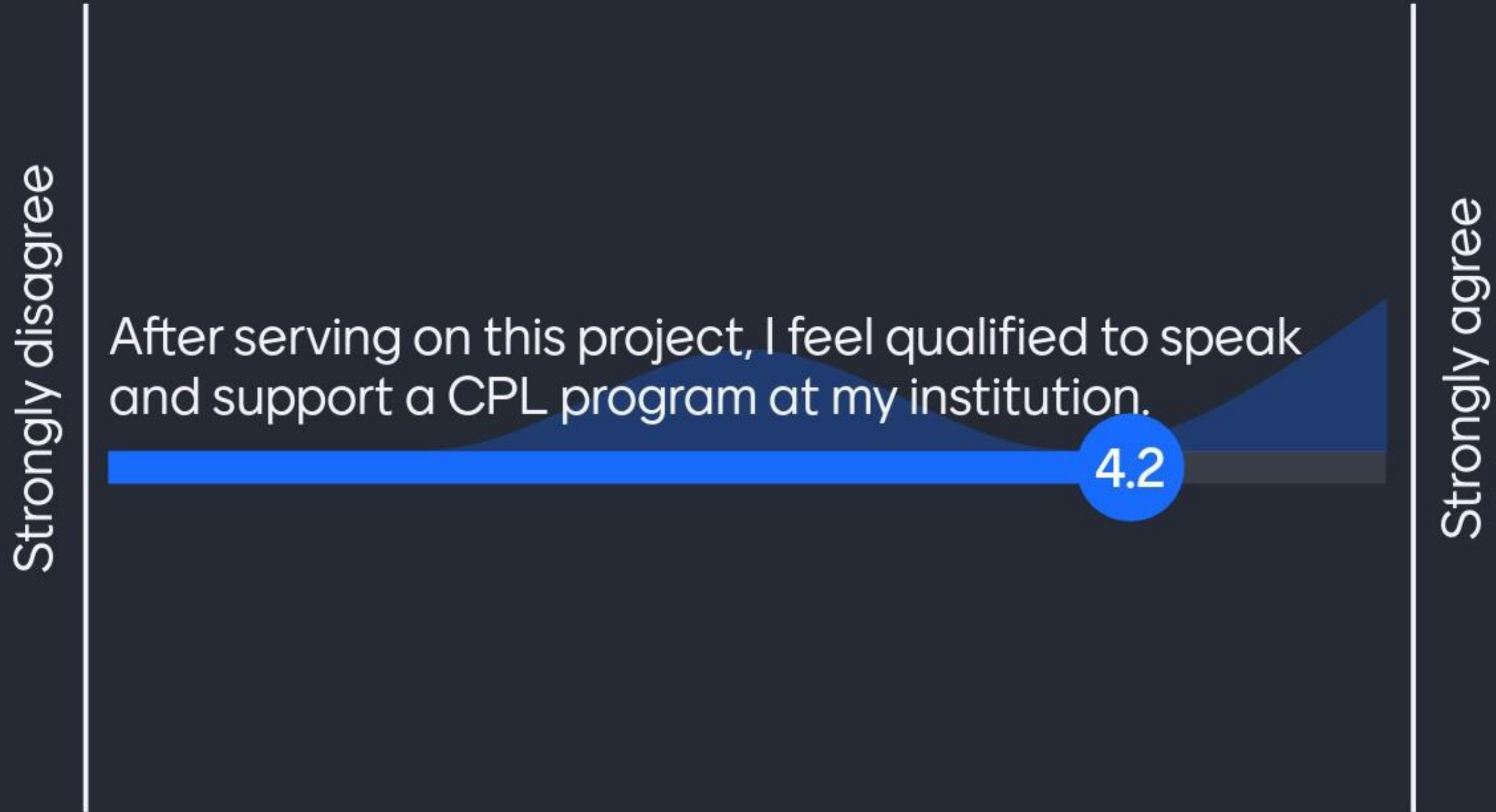
3 responses

Funding for the long term in order to start and keep all of this going

Reiterating infrastructure or financial supports. The burnout is real on our campus, and this is going to become part of someone's existing job rather than a new and dedicated position without support

Anything to improve efficiency and manageability so the effort is sustained, maintained, and improved continuously over time

Please rate the following statement.





INDIANA COMMISSION *for*
HIGHER EDUCATION