



**Appendix D: 2021 Policy  
Recommendations Report**



Indiana Commission for  
Higher Education

POLICY  
RECOMMENDATIONS  
REPORT

Prior Learning Assessment  
(PLA) Restart Statewide  
Assistance

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DECEMBER 2021

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# 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.<sup>1</sup>

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.<sup>2</sup> 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.

<sup>1</sup> 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.

<sup>2</sup> 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."<sup>3</sup>

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."<sup>4</sup>

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

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

<sup>5</sup> Ibid., 1.

<sup>6</sup> 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.<sup>5</sup>

### 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."<sup>6</sup>
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.”<sup>7</sup>

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.”<sup>8</sup>

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.

<sup>7</sup> Ibid., 1.

<sup>8</sup> 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.<sup>9</sup> 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.<sup>10</sup> 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.<sup>11</sup> 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.<sup>12</sup> 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.

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

<sup>10</sup> 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).

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

<sup>12</sup> 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.<sup>13</sup>

## 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.<sup>14</sup> 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.<sup>15</sup> 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.<sup>16</sup> 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.”<sup>17</sup>

## 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.

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

<sup>14</sup> Ibid., 1.

<sup>15</sup> 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/>

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

<sup>17</sup> 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.<sup>18</sup> 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.<sup>19</sup>
- 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.<sup>20</sup>
- 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.<sup>21</sup>

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

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

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

<sup>21</sup> 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.<sup>22</sup>
- 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”.<sup>23</sup>
- 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.<sup>24</sup>
- 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.<sup>25</sup>
- 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.<sup>26</sup>

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

<sup>23</sup> 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](https://www.kansasregents.org/resources/PDF/Academic_Affairs/May_2019_Kansas_Credit_for_Prior_Learning_Guidelines.pdf).

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

<sup>25</sup> 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](https://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf).

<sup>26</sup> 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.<sup>27</sup> 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.

<sup>27</sup> 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

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# 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](http://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
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- College Level Exam Program (CLEP tests—subject and general)
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- 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](http://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.

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

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).
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- 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

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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

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## Procedures

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### **I. Evaluation of Credit for Basic Training**

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## 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

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### Transfer Credit Related to Military Service

#### Policy Statement

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### Reason for Policy

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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

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### **K. Evaluation of Credit for Basic Training**

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### **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)).
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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
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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.

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## 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](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
<b>Arts and Letters</b>			
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.
<b>Business</b>			
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.
<b>Natural Sciences</b>			
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.
*** <i>The pre-calculus test includes a calculator. Examinees should practice using it before the test. The practice calculator can be found at <a href="#">Graphing Calculator Trial Edition</a></i>			
<b>Social Sciences</b>			
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):**

<b>DSST TEST NUMBER</b>	<b>TITLE OF DSST EXAM</b>	<b>REQUIRED SCORE</b>	<b>COURSE EQUIVALENT</b>
<b>Mathematics</b>			
424	Fundamentals of College Algebra	400	No Credit Awarded
450	Principles of Statistics	400	MATH-K 300
<b>Arts and Sciences</b>			
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
<b>Business</b>			
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.)
<b>Physical Science</b>			
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
<b>Applied Technology</b>			
820	Technical Writing	46	ENG-W 234
<b>Humanities</b>			
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

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- <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](https://admissions.iupui.edu/apply/transfer_old/transfer-credit.html)

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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>).
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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
<a href="#"><u>Credit for Advanced Placement Examinations (AP)</u></a>	Fee paid to Educational Testing Service	Verified Competency	Score of 3 or higher
<a href="#"><u>Credit for International Baccalaureate Examinations (IB)</u></a>	Fee paid to IB Testing Service	Verified Competency	Score of 5 or higher
<a href="#"><u>Training and Certification Crosswalk</u></a>	No fee	Verified Competency	Proof of certification completion
<a href="#"><u>Credit for College Level Examinations Program (CLEP)</u></a>	\$107.00	Verified Competency	Score of 50% or higher on each exam
<a href="#"><u>Credit for DANTES Subject Standardized Test (DSST)</u></a>	\$100.00	Verified Competency	Score ranges vary based on test type
<b>Ivy Tech Community College PLA Process</b>	\$50.00 if credit is awarded	Verified Competency	Core competencies are met. Please meet with faculty advisor to determine eligibility.
<a href="#"><u>UExcel Crosswalk</u></a>	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](http://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](http://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?_ga=2.25754301.1031425832.1634649487-259344345.1634562633)
- [https://www.purdue.edu/registrar/currentStudents/students/credit\\_evaluation.html](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](mailto:transfercredit@purdue.edu) for domestic transcripts or [intl-transfercredit@purdue.edu](mailto: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](mailto:transfercredit@purdue.edu) for domestic transcripts or [intl-transfercredit@purdue.edu](mailto: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	<b>Pending Credit</b> -- 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	<b>Transfer Credit</b> -- 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	<b>Extra Credit</b> -- 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	<b>Undistributed Credit</b> -- 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:

<b>New Code</b>	<b>Notes</b>
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
1XHUW	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](mailto: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)	<a href="http://apcentral.collegeboard.org/">apcentral.collegeboard.org/</a>	<a href="#">AP Exam Credit</a>
College Level Examination Program (CLEP)	<a href="http://clep.collegeboard.org/exams">clep.collegeboard.org/exams</a>	<a href="#">CLEP Exam Credit</a>
International Baccalaureate (IB) Diploma Programme (DP)	<a href="http://www.ibo.org/programmes/diploma-programme">www.ibo.org/programmes/diploma-programme</a>	<a href="#">IB Credit</a>

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](http://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](http://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](mailto: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

<b>Advanced Placement (AP) Exam Title</b>	<b>Score</b>	<b>VU Equivalency</b>	<b>VU Credit Hours</b>
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
<b>English</b>		
ENGL 112	C or better	3 hours of ENGL 101
<b>Foreign Languages<sup>1</sup></b>		
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		
<b>Chemistry<sup>2</sup></b>		
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
<b>Mathematics</b>		
MATH 115	C or better	3 hours of MATH 102
MATH 119	C or better	5 hours of MATH 118
<b>Physics</b>		
PHYS 106 and PHYS 106L	C or better	4 hours of PHYS 105 and 1 hour of PHYS 105L

<sup>1</sup>No 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.

<sup>2</sup>Department 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 <a href="https://www.usi.edu/registrar/transfer-credit/prior-learning-assessment/">https://www.usi.edu/registrar/transfer-credit/prior-learning-assessment/</a> .	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 <a href="https://www.usi.edu/registrar/transfer-credit/prior-learning-assessment/">https://www.usi.edu/registrar/transfer-credit/prior-learning-assessment/</a> .	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?**

<b>Answer choices</b>	<b>Count</b>	<b>Percentage</b>
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?**

<b>Answers</b>
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.**

<b>Answers</b>
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?**

<b>Answers</b>
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



