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OFFICE OF ACADEMIC AFFAIRS

A Survey of Practices in States with Some Specified PLA Requirements

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October 2015

Introduction

The subject of Prior Learning Assessment is complex. Often PLA policies and practices are reduced to tables to make a specific point. However, tabular presentations, necessarily, miss the richness and complexity of the actual practice of PLA across the country. This report provides the starting point to understand PLA practice in those states with some required cut scores as part of their PLA environment. No attempt has been made to reduce this richness to a table or to pass judgment on the practices of other states. This report merely provides the basis for a more nuanced discussion of Prior Learning Assessment as practiced across the country.

ALABAMA

Policy Overview. Policy applies to the Community College System; does not apply to states colleges and universities. Policy states that academic credit may be awarded based on examination according to nationally recognized guidelines. Guarantees that institutions will award credit for AP exam scores of 3 or higher. Credit may be awarded based on portfolio review.

Specific Provisions.

Alabama Community College System policy states that:

- Credit awarded through nontraditional means for academic transfer courses may be awarded by examination, nationally recognized guidelines (AP, CLEP, ACT/PEP, DANTES, Challenge Exams, ACE PONSI/CREDIT, ACE/MILITARY) or through other statewide programs identified by the Department.
- All System institutions will accept for credit a score of 3 or higher on Advanced Placement subject examinations.
- Credit awarded through nontraditional means for non-academic transfer courses may be awarded through portfolio review by a prior learning assessment specialist at the college, through statewide articulation agreement for career and technical students or other statewide programs identified by the Department.

Source: <https://www.accs.cc/default/assets/File/Board/Policy/PDFs/706.01.pdf>

This policy does not apply to state colleges and universities.

University of Alabama Policy

The University of Alabama awards credit for minimum AP exam scores ranging from 3 to 5, with the score determining the course equivalents and number of credits to be awarded. Credits are awarded for minimum CLEP exam scores ranging from 50 to 60; again, the score determines the course credit granted. The University of Alabama awards credit for higher level IB exams only and requires a minimum score of 5 for all exams.

Source: <http://courseleaf.ua.edu/introduction/academicpolicies/creditbyexamination/>

ARIZONA

Policy Overview. State law passed in 2010 requires the Arizona Board of Regents to work with community college districts to implement common equivalencies on AP and IB exams.

Specific Provisions.

House Bill 2725 requires that the Arizona Board of Regents, in consultation with the community college districts in this state, develop and implement common equivalencies for specific levels of achievement on advanced placement examinations and international baccalaureate examinations in order to award commensurate postsecondary academic credits at community colleges and public universities in this state.

<http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/01626.htm&Title=15&DocType=ARS>

Current university policies

University of Arizona and Arizona State University award credit for a minimum AP score of 3 or 4, depending on the exam. They award credit for a minimum IB score of 4 or 5, depending on the exam.

<http://catalog.arizona.edu/2014-15/policies/profexam.htm>

https://catalog.asu.edu/credit_exam

CALIFORNIA

Policy Overview. The California State University System awards general education credit for AP scores of 3 or better. Credits are awarded for minimum higher level IB exam scores of 4 in Languages, Mathematics, and Theatre. Higher level IB scores of 5 are required to earn credit in Biology, Chemistry, Economics, Geography, History, Physics, and Psychology. Credits are awarded for CLEP exam scores of at least 50, except for level II languages where higher scores are required.

Each campus in the system determines how it will apply external examinations toward credit in the major. Acceptable cut scores and the number of credits to be awarded were determined by the CSU faculty.

The policy is a *CSU System policy*; it is not a state legislative directive and does not apply to other institutions including the University of California System campuses.

Specific Provisions.

This executive order is issued pursuant to Title 5, *California Code of Regulations*, Sections 40100 and 40102; and Section II (a) of the Standing Orders of the Board of Trustees of the California State University. It supersedes Executive Orders 365 (“Systemwide Credit by Evaluation” for matriculated students) and 366 (“Evaluation of Nontraditional Credits and Grades in Determining Eligibility for Admission” for applicants).

In accordance with the provisions of this executive order, presidents of the California State University campuses or their designees may apply toward admission eligibility and/or the baccalaureate degree, credit earned from (1) examinations, (2) learning, skills, and knowledge acquired through experience, and (3) non-collegiate instruction.

This executive order is issued under the authority granted by the Standing Orders of the Board of Trustees, Section II (a).

Article 1. Credit for Examinations

1.1 Campus-Originated Challenge Examinations

1.1.1. Students who pass campus-originated challenge examinations (as differentiated from placement examinations) shall earn credit toward the degree and/or toward the determination of admission eligibility.

1.1.2. Campuses shall develop procedures governing the awarding of credit for these examinations. Campus policies should be consistent with the conditions set forth in this executive order.

1.1.3. Information about challenge examinations shall be included in the campus catalogs and web sites.

1.2 Standardized External Examinations and Systemwide Examinations

1.2.1. Campuses shall award baccalaureate credit to be applied toward the degree and/or admission eligibility to students who pass either of the following (or both):

- A. Standardized external examinations, such as Advanced Placement (AP) Tests, International Baccalaureate (IB), and College Level Entrance Program (CLEP); or
 - B. Systemwide examinations that have been developed and approved by established CSU policy and procedures.
- 1.2.2 Conditions of Award of Credit for Standardized External Examinations and Systemwide Examinations
- 1.2.2.1 For standardized external examinations and systemwide examinations, the passing score and the minimum amount of credit awarded for the calculation of admission eligibility and toward the baccalaureate shall be uniform throughout the system and determined according to procedures set forth in Section 1.2.4 of this executive order.
 - 1.2.2.2 Credit for passage of standardized external examinations or systemwide examinations shall not be awarded if the student has taken that examination within the previous term.
 - 1.2.2.3 Credit for passage of standardized external examinations or systemwide examinations shall not be awarded when equivalent degree credit has been granted for regular coursework, credit by evaluation, or other instructional processes.
 - 1.2.2.4 Credit for passage of standardized external examinations or systemwide examinations shall not be awarded when credit has been granted at a level more advanced than the content in the examination.
 - 1.2.2.5 Care shall be taken not to award duplicate credit because of overlapping tests, college-level courses, or both. Where there is partial overlap, the amount of examination credit shall be reduced accordingly as determined by the CSU campus at which the student matriculates.
- 1.2.3 Application of Credits for Standardized External Examinations and Systemwide Examinations
- 1.2.3.1 For their students who enter as freshmen, campuses shall establish policies specifying whether the credits earned by passing standardized external examinations or systemwide examinations shall be applicable as general education, major, or elective credits.
 - 1.2.3.2 For their transfer students who enter with full or partial certification in GE Breadth, campuses shall honor certifications that apply credits earned by passing standardized external examinations as authorized by CSU policy and set forth in Section 1.2.4 of this executive order.
 - 1.2.3.3 Campuses may establish policies that allow the granting of additional credits upon matriculation.
 - 1.2.3.4 Except for International Baccalaureate and Advanced Placement Tests, no more than 30 semester (45 quarter) total units of credit shall be applied to the calculation of admission eligibility nor to the baccalaureate degree on the basis of passing externally developed tests. Advanced Placement and International Baccalaureate are excluded from this limit.
 - 1.2.3.5 The name of the examination, student's score, and credit earned shall be identified on the student's academic record.

- 1.2.4 Procedures for Evaluating Appropriateness of Examinations for Systemwide Credit
 - 1.2.4.1 The Office of the Chancellor, in consultation with the Chancellor's General Education Advisory Committee, shall maintain a list of standardized external examinations and their appropriateness for systemwide credit.
 - 1.2.4.2 This list shall include passing scores, minimum credits toward admission eligibility, minimum credits toward the baccalaureate degree, and, for transfer students seeking general education certification before matriculation, placement in GE-Breadth area.
 - 1.2.4.3 The Office of the Chancellor, in consultation with the Chancellor's General Education Advisory Committee, shall be responsible for publicizing and periodically updating the list of examinations appropriate for systemwide credit.

Article 2. Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through Experience

2.1 Designation of Authority

Each campus shall have the discretion to determine whether or not enrolled students may earn credit toward the baccalaureate for learning, knowledge, or skills acquired through experience. However, credit for learning, knowledge, or skills acquired through experience shall not be used in determining eligibility for admission.

2.2 Conditions of Award of Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through Experience

Credit for documented learning, skills, and knowledge acquired through experience shall be subject to the following conditions:

- A. The student seeking credit for experiential learning shall be matriculated at the CSU campus granting credit.
- B. The assessment of experiential learning shall be made in the context of the institution's mission and degree programs and shall be appropriate to the applicant's degree objectives.
- C. Credit for such experiential learning shall be awarded only when it is academically creditable and verifiable as higher education credit.
- D. Before credit for experiential learning becomes a part of the student's academic record, the student shall complete at the undergraduate credit-granting campus a sufficient number of units to establish evidence of a satisfactory learning pattern. Decisions about the number of units and performance level shall be made in accordance with campus procedures.

2.3 Verification and Evaluation of Learning, Knowledge, or Skills Acquired through Experience

If campus policy permits award of such credit, the experience must be verified through written examinations, portfolios, personal interviews, demonstrations, and/or other appropriate means of documentation and must be evaluated in accord with legitimate academic standards by faculty who are competent in the appropriate disciplines. Supporting information may be supplied by a field supervisor and/or employer.

2.4 Application of Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through Experience

Each campus shall have the discretion to determine the extent to which units earned for demonstrated learning, knowledge, or skills acquired through experience shall be applied either as major, general education, or elective credit. Decisions shall be made according to campus procedures.

2.5 Documentation

- 2.5.1 The student's academic record shall include and accurately describe the evidence and evaluation of demonstrated learning, knowledge, or skills acquired through experience.
- 2.5.2 Credit earned for demonstrated learning, knowledge, or skills acquired through experience shall be clearly identified in the student's academic record.
- 2.5.3 The objectives, policies, procedures, and bases for the awarding of credit for demonstrated learning, knowledge, or skills acquired through experience shall be fully described in the campus catalog and web site.

Article 3. Credit for Formal Instruction in Noncollegiate Settings

3.1 Types of Instruction Approved for the Awarding of Credit

Students shall be granted credit toward admission eligibility and toward the baccalaureate degree for the following types of formal instruction in non-collegiate settings:

- A. Completion of formal instruction in non-collegiate settings, (either civilian or military) as recommended by the American Council on Education publication *Guide to the Evaluation of Educational Experiences in the Armed Services*.
- B. Lower-division baccalaureate degree credit courses that are comparable to courses offered on most CSU campuses. (Credit should not be allowed for occupationally oriented courses designed to enable a student to function only as a technician.)
- C. Upper-division baccalaureate degree credit courses
- D. Graduate degree credit courses

3.2 Application of Credit for Formal Instruction in Noncollegiate Settings

- 3.2.1 Campuses shall allow the number of units recommended by the Council in its current publications, *Guide to the Evaluation of Educational Experience in the Armed Services* and the *National Guide to Educational Credit for Training Programs*.
- 3.2.2 Every effort shall be made to award credit for specific university coursework and/or category of university degree requirement, as opposed to elective credit. Campuses are encouraged to use the completion of basic military training toward satisfaction of Area E in the university's general education requirements, Title 5, Section 40405.1. No such exemption, however, should be granted from health courses required to earn a teacher credential.
- 3.2.3. Each campus shall have the discretion to determine the extent to which units earned for formal instruction in noncollegiate settings shall be applied either as major, general education, or elective credit. Decisions shall be made according to campus procedures.

3.3 Conditions of Award of Credit

Award of such credit shall be subject to the same conditions as those outlined in Article 1.2.2 of this executive order.

3.4 Documentation of Formal Instruction in Noncollegiate Settings

- 3.4.1 Both the completed military courses and the schools at which the work was completed must be documented on forms DD214, DD295, or other official documents such as the Army/ACE Registry Transcript System (AARTS), Sailor/Marine/ACE Registry Transcript (SMART), Community College of the Air Force, or United States Coast Guard transcript.
- 3.4.2 The objectives, policies, procedures, and bases for the awarding of credit for documented prior learning shall be fully described in the campus catalog and web site.
- 3.4.3 Credit earned for formal instruction in noncollegiate settings shall be clearly identified in the student's academic record.

Policy effective July 2008.

<http://www.calstate.edu/AcadAff/codedmemos/AA-2010-09.pdf>

<https://www.calstate.edu/eo/EO-1036.html>

FLORIDA

Policy Overview. Florida law stipulates that students enrolled in AP courses are eligible to receive postsecondary credit if they obtain a minimum score of 3 on the corresponding AP exam. Postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education. Students enrolled in an IB program are eligible to receive postsecondary credit if they obtain a passing score on the corresponding IB exams. Cut off scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education. The law applies to all public institutions.

Specific Provisions.

Section 1007.27(7), Florida Statutes, defines credit by examination as “the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized general or subject-area examinations.”

In 2001, the Florida Legislature directed the Department of Education to determine credit by examination equivalencies to provide for smooth articulation through statewide consistency of credit awarded. All individual examinations are reviewed by faculty discipline committees and recommendations for specific course equivalencies are presented to the Articulation Coordinating Committee for approval on an annual basis.

The 2011 Legislature mandated that the Department of Education use student performance data in subsequent postsecondary courses to determine the appropriate examination scores and courses for which credit is to be granted. Minimum scores may vary by subject area based on available performance data. These data will assist in identifying the minimum scores, maximum credit, and course or courses for which credit is to be awarded for each College Level Examination Program (CLEP) subject examination, College Board Advanced Placement (AP) Program examination, Advanced International Certificate of Education (AICE) examination, and International Baccalaureate (IB) examination.

Students enrolled in AP courses are eligible to receive postsecondary credit if they obtain a minimum score of 3 on the corresponding AP exam. Postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education.

Students enrolled in an IB program are eligible to receive postsecondary credit if they obtain a passing score on the corresponding IB exams. Cut off scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education. Students may be awarded a maximum of 30 semester credit hours earned via the International Baccalaureate program.

<http://www.fldoe.org/core/fileparse.php/5592/urlt/0083569-statewide-postsecondary-articulation-manual.pdf>

<http://laws.flrules.org/2011/177>

HAWAII

Policy Overview. Hawaii law mandates a course equivalency program to award credit for prior learning. The institution maintains the authority to determine the minimum standards needed and number of credits awarded. The law applies to all institutions in the University of Hawaii System (three university campuses and seven community colleges). A 2006 law was amended in 2012 to include a provision relating to credit for to military training.

Specific Provisions.

§304A-802. College-credit equivalency program established; purpose; policies and procedures; eligibility.

(a) There is established at the university and the community colleges a college-credit equivalency program. The purpose of this program is to award college credits to students who are enrolled in a degree or certificate program at the university or at a community college and who have successfully completed, at a high school, business school, trade school, adult education school, or military training program, courses that are equivalent to courses offered for credit in the University of Hawaii system. The program shall also award credits for professional experience gained through service in the United States armed forces. Credits may also be awarded for work or other experiences at the discretion of the university.

(b) The university shall be responsible for the establishment of policies and procedures to administer the program. In this regard, the university, among other things, shall prepare and make public the following:

- (1) The list of the high school, business school, trade school, and adult education school courses for which college credits may be earned;
- (2) The number of credits that may be earned for each course;
- (3) The minimum standards or grades necessary to earn college credits; and
- (4) A learning assessment or other criteria to determine college-level learning gained during service in the United States armed forces.

(c) All students enrolled in a degree or certificate program at the university or at a community college and who meet the requirements established under subsection (b) shall be eligible and awarded college-credit equivalents. [L 2006, c 75, pt of §2; am L 2012, c 12, §1]

http://www.capitol.hawaii.gov/hrscurrent/vol05_Ch0261-0319/HRS0304A/HRS_0304A-0802.htm

University of Hawaii at Manoa policy

The University of Hawaii at Manoa awards credit for minimum AP exam scores of 3 or 4, depending on the exam (in most cases, a 3 is accepted). It awards credit for a minimum IB higher level exam score of 4 or 5, depending on the exam (in most cases, a 5 is required).

<https://manoa.hawaii.edu/admissions/undergrad/pdf/AP.pdf>

<https://manoa.hawaii.edu/admissions/undergrad/pdf/IB.pdf>

ILLINIOS

Policy Overview. In January 2015, The Illinois College and Career Success for All Students Act was amended to include provisions regarding the acceptance of Advanced Placement Credit. The new law (effective August 2015) requires that all public institutions award credit for AP exam scores of 3 or higher. Each institution can determine whether credit will be granted for elective, general education, or major requirements as well as the scores required to grant credit for those purposes. State law requires that by the end of the 2019-2020 academic year, the Board of Higher Education analyze the AP credit granting policy and data used by institutions to determine policy and report its findings to the General Assembly and Governor.

Specific Provisions.

Sec. 30. Examination; postsecondary-level course credit.

(a) In this Section, "institution of higher education" means a public university or public community college located in this State.

b) Beginning with the 2016-2017 academic year, scores of 3, 4, and 5 on the College Board Advanced Placement examinations shall be accepted for credit to satisfy degree requirements by all institutions of higher education. Each institution of higher education shall determine for each test whether credit will be granted for electives, general education requirements, or major requirements and the Advanced Placement scores required to grant credit for those purposes.

(c) By the conclusion of the 2019-2020 academic year, the Board of Higher Education, in cooperation with the Illinois Community College Board, shall analyze the Advanced Placement examination score course granting policy of each institution of higher education and the research used by each institution in determining the level of credit and the number of credits provided for the Advanced Placement scores in accordance with the requirements of this Section and file a report that includes findings and recommendations to the General Assembly and the Governor. Each institution of higher education shall provide the Board of Higher Education and the Illinois Community College Board with all necessary data, in accordance with the federal Family Educational Rights and Privacy Act of 1974, to conduct the analysis.

(d) Each institution of higher education shall publish its updated Advanced Placement examination score course granting policy in accordance with the requirements of this Section on its Internet website before the beginning of the 2016-2017 academic year.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2732&ChapAct=105%26nbsp%3BILCS%26nbsp%3B302%2F&ChapterID=17&ChapterName=SCHOOLS&ActName=College+and+Career+Success+for+All+Students+Act%2E>

<http://ilga.gov/legislation/BillStatus.asp?DocNum=2699&GAID=12&DocTypeID=SB&LegID=78404&SessionID=85&GA=98>

INDIANA

Policy Overview. Indiana law requires all Indiana public colleges and universities (including all two and four year institutions and accompanying satellites) to award college credits that count towards a degree for Indiana secondary school students who earn a score of 3 or higher on College Board's Advanced Placement (AP) exams and matriculate to one of the public, higher education institutions. This policy is based on an amendment to existing statute; the amended law was effective July 2010.

Indiana public colleges and universities may require a score higher than 3 to award credits for a course that is a requirement for a student's major; if a university chooses to do so, it must still award a student elective credits that count towards his/her overall degree requirements to graduate from college.

Specific Provisions.

A student who undergoes an advanced placement examination under IC 20-36-3 and receives a satisfactory score on the advanced placement examination is entitled to receive:

- (1) a certificate of achievement; and
- (2) postsecondary level academic credit at a state educational institution for the particular subject area in which the student was tested that counts toward meeting the student's degree requirements, if elective credit is part of 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.

"Satisfactory score" means a score of 3, 4, or 5 on an advanced placement exam sponsored by the College Board's Advanced Placement Program.

The statute affects all exams taken in the spring of 2011 and thereafter. H.E.A. 1135 required the Indiana Commission for Higher Education (CHE) to work with each state educational institution to implement and communicate the new policy. Staff worked with each state institution to execute the mandate.

The articulation of course credit granted by every Indiana public institution (by campus) for all thirty-four (34) AP subjects is published on CHE's *TransferIN* website. This provides a single access point for all educational stakeholders to understand the tangible value of AP scores in terms of college credits earned toward a degree that is consistent with an expectation in CHE's *Policy on Dual Credit Opportunities in Indiana (2010)* for "greater statewide consistency and transparency of the corresponding exam scores students must demonstrate in order to earn college credit for Advanced Placement..."

http://www.in.gov/che/files/DiscA_Evolution_of_TransferIN.pdf
<http://www.in.gov/legislative/bills/2010/PDF/HE/HE1135.1.pdf>

University of Indiana Bloomington policy

In accordance with state law, awards credit for a minimum score of 3 on AP exams. Credit is awarded for IB exam scores of 5 or higher (IB standards are not dictated by state law). For both AP and IB, there are some case in which course equivalencies are identified; in other cases, there is no course equivalent and credit is not assigned to a specific course but will count toward a student's degree.

<http://admissions.indiana.edu/apply/freshman/ap-exam-credit.html>
<http://admissions.indiana.edu/apply/freshman/ib-exams.html>

IOWA

Policy Overview. Based on Iowa Board of Regents policy, Iowa's public universities award credit for a minimum AP score of 3 and a minimum CLEP score of 50, with the exception of Level 2 language exams.

Specific Provisions.

This agreement pertains to the College-Level Examination Program, Advanced Placement Program of The College Board, and Institutional Examinations.

- A. Credit by examination will be recorded on the academic transcripts of the granting community college using the grading symbol "T".
- B. The type of examination (title and/or subject), should be noted on the transcript.
- C. Credit by examination will not be granted:
 - 1. If it duplicates courses previously passed or failed.
 - 2. For a course for which the student does not meet the stated prerequisite(s) listed in the granting community college's catalog.
 - 3. For a course which is a prerequisite to one for which credit has previously been earned.
- D. Credit by examination granted in accordance with this agreement will be accepted for transfer provided the transcript shows at least 12 semester hours of residence credit.

College-Level Examination Program (CLEP) Credit

- A. The credit-granting institution will determine the amount of credit to be awarded for the successful completion of each CLEP examination.
- B. No more than 30 semester hours will be awarded for the successful completion of CLEP examinations.
- C. Fifty (50) will be the minimum scaled score (equivalent to a grade of "C" in the corresponding course) for credit awarded in all subjects, with the exception of Level 2 French, German, and Spanish.

Sixty-two (62) for French language, sixty-three (63) for German language, and sixty-six (66) for Spanish language will be the minimum scaled scores (equivalent to a grade of "C" in the corresponding courses) for credit awarded in Level 2 (four-semester) foreign language examinations.

Advanced Placement Program (APP) of the College Board Credit

- A. The credit-granting institution will determine the credit to be awarded for the successful completion of each advanced placement program exam.
- B. A score of "3" will be the minimum score for credit awarded.

Institutional Examinations

- A. Examinations will be limited to courses offered in the current catalog of the granting institution.
- B. Credit granted will be equal to the catalog course.
- C. The minimum performance level for earned credit will be equal to a "C" grade or higher.

The Chair of the Liaison Advisory Committee for Transfer Students will initiate a meeting each spring, where the current agreement is reviewed by the following:

1. Arts & Science Administrators—Iowa Community Colleges
2. Deans of Liberal Arts—Iowa Regent Universities
3. Chief Student Services Administrators—Iowa Community Colleges
4. Directors of Admissions—Iowa Regent Universities
5. Vocational-Technical Deans—Iowa Community Colleges Continuation of the agreement remains in effect until such time as all cooperating institutions formally approve any revisions.

Approved: 3/26/80 Revised: 4/16/04 Reaffirmed: 4/21/06;;

<http://www.regents.iowa.gov/HigherEd/LACTS%20I.06.pdf>

University of Iowa policy:

In most cases, AP credits are awarded as general education or elective credits. In a few cases, higher level scores may result in credit being granted for courses in the major.

<http://admissions.uiowa.edu/academics/ap>

KANSAS

Policy Overview. Kansas policy states that institutions follow recommendations for course equivalency provided by nationally recognized services, but gives institutions considerable discretion in awarding credit. Policy states that credit awarded and documented in a student transcript at any regionally accredited institution whose policy follows the Kansas CPL Guidelines and complies with the Higher Learning Commission criteria should be accepted as transfer credit toward a degree or program certificate at all Kansas public postsecondary institutions.

Specific Provisions.

Institutions should have clear policies outlining the maximum allowable credits for prior learning as a reasonable proportion of the credits required for program completion. CPL policies should align with the Higher Learning Commission criteria and consider maximum CPL awards up to residency requirements (75 percent of total program credits). In establishing maximum allowable credits, institutions should maintain structures and practices to ensure consistency with:

1. Institution requirements
2. Program requirements
3. Program accrediting agency requirements

Institutions should follow the recommendations for credit equivalency provided by nationally recognized, reputable credit recommendation services and award credit when the learning outcomes are equivalent to those of the institution's postsecondary courses, and where applicable, approved systemwide transfer courses.

Portfolio assessments should be evaluated by trained faculty using national standards established by CAEL or other nationally-recognized sources. Postsecondary institutions should use quality portfolio checklists and/or a professional portfolio service.

For courses directly applicable to curriculum requirements. Changing majors should not result in reassessment of previously awarded CPL. CPL shall be applied and used as the course credit equivalencies. CPL should apply toward majors, minors, concentrations, general education requirements, and electives that count toward the degree or program certificate being sought in the same manner as traditional courses. CPL should satisfy prerequisite requirements in the same manner as course equivalencies at the institution.

CPL awarded and documented in a student transcript at any regionally accredited institution whose policy follows the Kansas CPL Guidelines and complies with the Higher Learning Commission criteria should be accepted as transfer credit toward a degree or program certificate at all Kansas public postsecondary institutions.

<http://www.kansasregents.org/resources/PDF/3036-KansasCPLGuideMay2.pdf>

The University of Kansas policy

The University of Kansas, Lawrence campus, offers specific core course exemptions for AP scores of 3 or 4 or IB scores of 5 or 6. Higher scores will generally result in a two course exemptions, rather than one.

<http://kucore.ku.edu/exemptions>

KENTUCKY

Policy Overview. In 2010 the Kentucky Legislature passed House Bill 160, which included a number of provisions relating to credit hour limits for degree programs and procedures for transfer of credits. This included a call to standardize credit-by-exam equivalencies.

Course equivalencies have been established for AP and CLEP exams. Course equivalencies differ based on exam score, but credit is offered for a minimum score of 3 for all AP exams and a minimum score of 50 for all CLEP exams.

Specific Provisions.

HB 160 called for the Council on Postsecondary Education, in collaboration with the public universities and community and technical college to standardize credit-by-exam equivalencies and common passing scores for national exams transferable for general education courses and program-specific prerequisites courses.

A statewide Dual Credit Work Team comprised of faculty and administrative leaders was formed to create a Kentucky Standard Acceptable Scores for National Exams Table and to support the creation of a statewide Dual Credit Policy. The dual credit policy was created to define dual credit and outline the terms and conditions through which opportunities for dual credit will be provided for secondary students taking college-level courses and receive college and high school credit. The policy also outlines credit-by-examination guidelines for the Advanced Placement Program (AP) and the College-Level Examination Program (CLEP®) for secondary and other first-time students entering a public postsecondary institution.

The dual credit policy requires:

- A. The postsecondary institution grading policy will apply to college courses offered for dual credit.
- B. College credit will be awarded for courses taken for dual credit upon the student's completion of the course requirements and will become part of the student's official college transcript. The award of college credit will be in compliance with appropriate accreditation standards for the public postsecondary institution.
- C. High school credit will also be awarded by the secondary school upon successful completion of the course. The award of high school credit will be in compliance with state standards.
- D. All grades earned for college credit by the student in a dual credit course will be recorded on a postsecondary institution's transcript.
- E. All public postsecondary institutions will recognize credit awarded under this policy pursuant to the Kentucky Council on Postsecondary Education's General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and in accordance with accreditation requirements.

The Kentucky Standard Acceptable Scores for National Exams Table outlines the acceptable scores and awarding of credit for each public postsecondary institution. Course equivalencies have been established for AP and CLEP exams. Course equivalencies differ based on exam score, but credit is offered for a minimum score of 3 for all AP exams and a minimum score of 50 for all CLEP exams.

This policy was implemented for dual credit courses offered beginning fall 2013.

<http://www.lrc.ky.gov/record/10rs/HB160/bill.doc>

http://www.cpe.ky.gov/NR/rdonlyres/B7447563-5237-47A3-9C60-B9D6EE951C36/0/9_Dual_Credit_Policy.pdf

LOUISIANA

Policy Overview. In 2009, the Louisiana legislature passed a comprehensive bill relating to transfer and articulation among public institutions. It included provisions related to credit by exam. Specifically, it calls for a statewide articulation agreement that will provide for acceptance of credits for AP, IB, and CLEP and it established a committee charged with establishing passing scores and course and credit equivalencies for exams. A Statewide Articulation and Transfer Council has been meeting since August 2009 to implement the legislative directive. Standards are not yet available.

Specific Provisions.

Excerpts of the bill relating to credit by exam:

The commissioner of higher education, in consultation with the postsecondary education management boards and the State Board of Elementary and Secondary Education, shall establish a Statewide Articulation and Transfer Council, hereinafter referred to as the "council," that shall report to the commissioner of higher education. All council recommendations and decisions shall be submitted to the commissioner of higher education for presentation to the Board of Regents for approval.

B. The council shall consist of members representing each four-year college and university system, the community and technical college system, public elementary and secondary education, and nonpublic education, provided any eligible nonpublic postsecondary educational institution elects to participate. Council membership shall provide for equitable representation of all educational institutions and levels. The commissioner of higher education shall appoint a chair from among the membership.

C. The council shall, with appropriate faculty consultation:

Approve common degree program prerequisites across program areas and course and credit-by-exam equivalencies, and establish passing scores and course and credit equivalencies for exams administered pursuant to accelerated programs including, but not limited to, the Advanced Placement, International Baccalaureate, and College-Level Examination Program. (p. 3)

The statewide articulation agreement shall... Provide for acceptance by postsecondary educational institutions of credits earned in accelerated programs such as dual enrollment and the Advanced Placement, International Baccalaureate, and College-Level Examination programs. (p.5)

<https://www.legis.la.gov/legis/ViewDocument.aspx?d=668375>

MARYLAND

Policy Overview. Maryland does not have a law or state policy governing the acceptance of credit for prior learning. The University System of Maryland has adopted a broad policy that encourages students to take advantage of alternative means of earning academic credit. The minimum standard that students must meet to receive credit are determined by the institution.

Specific Provisions.

III- 8.01 - UNIVERSITY SYSTEM OF MARYLAND POLICY ON ALTERNATIVE MEANS OF EARNING ACADEMIC DEGREE CREDIT

(Approved by the Board of Regents, February 18, 2005)

To expand capacity, enhance the quality of the educational experience students receive, and to encourage timely progress toward a degree, the USM will encourage students to take advantage of alternative means of earning academic degree credit. Options available to students include: online courses; registration in special sessions; independent study or undergraduate research; study abroad; service learning; internships; credit by exam; and advanced placement credits.

On average, first-time freshmen will complete at least 12 credits required for graduation outside of the traditional classroom experience as part of their undergraduate programs. Institutions that admit first-time freshmen shall report periodically on the average number of alternative credits completed by baccalaureate degree recipients.

This policy is effective for first-time freshmen who matriculate in the Fall 2005 semester.

<http://www.usmd.edu/regents/bylaws/SectionIII/III801.html>

University of Maryland College Park policy

Typically, the University recognizes the following for awarding Prior Learning Credit (PLC): Advanced Placement Exams (AP), International Baccalaureate Exams (IB), Advanced Level/Advanced Subsidiary Level Exams (A-Level/AS-Level), College-Level Examination Program (CLEP), Basic Military Training and Departmental Proficiency Exams (Credit-by-Exam).

If a student has already been awarded credit for one of these exams at another institution, the exam will be re-evaluated by the University of Maryland prior to credit being awarded. The score received must be equivalent to the minimum score the University of Maryland accepted at the time the test was taken; otherwise, the credit will not be eligible for transfer. Credit for AP, IB, A-Level/AS-Level and CLEP exams are awarded based on approval of the relevant department offering the course material and is subject to ongoing departmental re-evaluation.

Minimum AP scores range from 3 to 5, depending on the exam. In most cases, the minimum score is 4. The minimum IB score is 5. The minimum CLEP score ranges from 50 to 67, depending on the exam.

<http://www.president.umd.edu/policies/docs/III-141A.pdf>

<http://www.transfercredit.umd.edu/plc.html>

University of Maryland Baltimore County policy

Students may pursue as many as 60 credits of competency-based education toward a baccalaureate degree through the Advanced Placement (AP) Program, College Level Examination Program (CLEP), International Baccalaureate (IB) Program, or through UMBC administered examinations.

Each academic department determines whether credits earned through AP, CLEP, or IB may be applied to major requirements. Credits earned through AP, CLEP, and IB tests have no effect on the calculation of the UMBC grade point average, nor are they applied to the minimum number of credits needed to qualify for honors at graduation.

Credit earned through Advanced Placement examinations may be used to satisfy the General Education Requirements, satisfy course prerequisite, as elective credit or toward major requirements in many instances (please consult the academic department).

Minimum AP scores are 3 or 4, depending on the exam. The minimum IB score is 5. The minimum CLEP score ranges from 50 to 67, depending on the exam.

<http://catalog.umbc.edu/content.php?catoid=3&navoid=307>

MINNESOTA

Policy Overview. State law (197.775 HIGHER EDUCATION FAIRNESS) requires that Minnesota State Colleges and Universities recognize courses and award educational credits for courses that were part of a veteran's military training or service if the courses meet the standards of the American Council on Education or equivalent standards for awarding academic credits.

State law encourages the University of Minnesota and private colleges and universities in Minnesota to recognize courses and award educational credits for courses that were part of a veteran's military training or service if the courses meet the standards of the American Council on Education or equivalent standards for awarding academic credits.

Minnesota State Colleges and Universities Board of Trustees policy outlines procedures for awarding credit for prior learning. This policy applies to Minnesota State Colleges and Universities, which does not include the University of Minnesota. Institutions subject to this policy are required to grant lower division course credit for scores of 3 or higher on Advanced Placement (AP) examinations.

Specific Provisions

State Law (197.775 HIGHER EDUCATION FAIRNESS)

(a) Minnesota State Colleges and Universities must recognize courses and award educational credits for courses that were part of a veteran's military training or service if the courses meet the standards of the American Council on Education or equivalent standards for awarding academic credits. In recognizing courses and awarding educational credits, consideration must be given to academic skills developed in all aspects of the training or service course curriculum, and may not be limited solely to the physical fitness or activity components of the course.

(b) The University of Minnesota and private colleges and universities in Minnesota are encouraged to recognize courses and award educational credits for courses that were part of a veteran's military training or service if the courses meet the standards of the American Council on Education or equivalent standards for awarding academic credits. In recognizing courses and awarding educational credits, the University of Minnesota and private colleges and universities in Minnesota are encouraged to consider academic skills developed in all aspects of the training or service course curriculum, and not limit consideration solely to the physical fitness or activity components of the course.

<https://www.revisor.mn.gov/statutes/?id=197.775>

Minnesota State Colleges and Universities Board policy (does not apply to the Univ. of Minnesota).

Each system college and university shall implement a policy and procedure on credit for prior learning. The college or university policy shall specify the type of credit by examination opportunities available to an admitted student. It shall also specify which courses qualify for credit by examination.

- Prior learning shall be assessed by faculty in the academic discipline appropriate to the student assessment request as determined by college or university policy and procedure.

- Each system college and university shall grant credit to a student who earns an institutionally determined score or higher on national examinations, including but not limited to DANTES, TECEP, and NOCTI. Minimum scores for earning credit set by the college or university shall be easily accessible and available to students.
- Each system college and university policy shall state that credit for prior learning shall be granted according to the standards and equivalencies of the American Council on Education or the equivalent.
- Recording of credit granted. Each system college and university shall record the credit earned through prior learning assessment on the official student transcript in compliance with Board Policy 3.29 and Procedure 3.29.1, College and University Transcripts.
- Transfer of credit. Credit for prior learning shall be accepted in transfer by a system college or university in accordance with Board Policy 3.37 and Procedure 3.37.1 Minnesota Transfer Curriculum and Board Policy 3.21 and Procedure 3.21.1 Undergraduate Course Credit Transfer.
- Credit for military training or service. Each system college and university policy shall reference Minnesota Statutes §197.775, Subdivision 2, Recognition of Courses, which directs Minnesota State Colleges and Universities to recognize courses and award credit for a veteran's military training or service if the courses meet the standards of the American Council on Education or the equivalent.
- Credit for Advanced Placement. As specified in Board Policy 3.15 and as required in M.S. 120B.13, Minnesota State Colleges and Universities shall grant lower division course credit for scores of 3 or higher on Advanced Placement (AP) examinations.
- Equivalent Course Credit. A college or university shall grant equivalent course credit for a specific lower division college course for each AP examination that covers substantially similar material. In most cases, the same number of credits shall be granted for scores of 3, 4, and 5. For courses that are highly sequential in nature (for example, mathematics), a college or university may grant more credit for a score of 4 or 5 when it represents greater mastery of the material. Equivalent course credits may be applied to certificate, diploma and/or degree programs as either required or elective courses.
- Non-equivalent Course Credit. A college or university shall grant a minimum of three (3) lower division elective course credits when a student presents a score of 3 or higher on an AP examination that covers material that is not substantially similar or equivalent to an existing course offered by the college or university. Non-equivalent course credits may be applied to certificate, diploma and/or degree programs as elective courses.

<http://www.mnscu.edu/board/procedure/335p1.html>

<http://www.mnscu.edu/board/procedure/315p1.html>

University of Minnesota Twin Cities policy:

The University of Minnesota awards credit for most, but not all, AP exam scores of 3 or greater. It requires a minimum score of 4 for Psychology and Spanish Literature and a minimum score of 5 for Music Theory. Most AP credits apply to general education course requirements.

<http://admissions.tc.umn.edu/academics/ap.html>

MONTANA

Policy Overview. In September 2015, the Montana Board of Regents of Higher Education adopted a policy on prior learning. The policy applies to all public institutions in the system (which includes University of Montana campuses, Montana State University campuses, and community colleges). Institutions establish the standards for awarding credit. Common standards across institutions are not required, however once credits have been transcribed, the credits are transferrable.

Specific Provisions.

Regent Policy 301.19 establishes the criteria for institutional oversight and implementation of PLA, outlines principles and assessment standards, and summarizes procedures. Additionally, the policy establishes procedures to evaluate PLA in the Montana University System. The policy applies to all public institutions in the system (which includes University of Montana campuses, Montana State University campuses, and community colleges).

Once recorded on an MUS transcript, PLA credit is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.

Each MUS institution is responsible for determining how best to implement PLA within the context of its mission, culture, student needs, and academic programs and in compliance with the MUS PLA Expanded Policy Recommendations. Each MUS institution will oversee and maintain the efficacy of this policy, as well as assuring students have access to the most appropriate prior learning assessment methods as deemed appropriate by its faculty.

MUS institutions award PLA credit on a course-by-course equivalency basis. Institutions may establish their own rubric(s) for awarding credit using any of the following accepted sources and validation methods:

- a. Credit recommendations listed in the American Council on Education (ACE) National Guide to College Credit for Workforce Training and the ACE Military Guide.
- b. Credit recommendations listed by National College Credit Recommendation Service (NCCRS). Item #168-106-R0915 Attachment #1 - New Policy 2 of 4
- c. Credit demonstrated by successfully passing national for-credit examination programs such as: DSST Exams, UExcel Exams, CLEP, IB or AP exams at nationally normed passing or above scores as determined by academic program leadership.
- d. Prior learning credit awarded and transcribed by other similarly accredited institutions.
- e. Individual portfolios assessed by faculty/subject matter experts based upon MUS determined quality guidelines.
- f. Faculty-approved industry-recognized certifications.

http://mus.edu/board/meetings/2015/Sept2015/ASA/168-106-R0915_A1.pdf

Montana State University policy

Credit is awarded for a minimum AP score of 3 and a minimum IB score of 4 on Higher Level exams.

<http://catalog.montana.edu/undergraduate-admissions/>

NEVADA

Policy Overview. The Nevada System of Higher Education policy allows institutions to award credit for prior learning; however criteria are determined by individual institutions. The Nevada System of Higher Education includes state colleges and universities.

Specific Provisions.

1. The following examinations are permissible for determining credit for prior learning:
 - a. College Board Advanced Placement Examination (CBAPE);
 - b. College-Level Examination Program (CLEP);
 - c. Excelsior College Exam;
 - d. National League for Nursing Placement Examination (NLN), Profile II;
 - e. National Occupational Competency Testing Institute (NOCTI);
 - f. International Baccalaureate (IB);
 - g. Dantes Subject Standardized Tests (DSST);
 - h. ACE Military Credit;
 - i. ACE Corporate Credit; and
 - j. Special examinations administered by an academic department.
2. Each institution shall establish procedures for administering and accepting credit by examination that must be outlined in the course catalog.
3. The maximum number of credits that may be earned by examination to apply toward a degree may not exceed one half of the minimum number of credits required for that degree.
4. Other national testing organizations may be considered for the awarding of credit subject to institutional procedures.
5. Special Department Examinations: An admitted student in good standing may earn credits by a special department examination subject to institutional procedures.
6. The posting of satisfactorily completed credit by examinations to the student's permanent academic record shall clearly identify that the credit was earned by examination, name of the testing program, date of the examination, number of credits, and a grade of S (satisfactory) or P (pass).
7. Credit earned by examination does not apply toward satisfying the minimum on-campus resident credit requirement of the institution from which graduation is sought and does not constitute an interruption of the resident credit requirement. (B/R 9/09)

Title 4, Chapter 14, Section 22 Page 20, Nevada System of Higher Education, Board of Regents
ByLaws

<http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/COMPLETEHANDBOOKREV266v2.pdf>

University of Nevada Las Vegas policy

In most cases, credit is awarded for an AP score of 3 or higher. Credit is awarded for IB score scores of 4 or higher. Credit is awarded for CLEP scores of 50 or higher.

DANTES: Official transcripts of a student's exams may be presented to appropriate departments. The department that offers the UNLV course will determine if the exams satisfies a university requirement. If the requirement is programmatic, the department and college offering the program will make the determination.

http://catalog.unlv.edu/content.php?catoid=9&navoid=838#Nont_Cred

NORTH DAKOTA

Policy Overview. A policy on credit for prior learning has been adopted by State Board of Higher Education which governs the North Dakota University System. The system includes community colleges, regional universities, and research universities. The policy requires that institutions award credit for a minimum AP exam score of 3, and accepts ACE recommendations for minimum CLEP exam scores. Standards for awarding credit for IB exam scores is under review.

Specific Provisions.

The following procedures are adopted according to SBHE Policy 403.7(3)(C) and govern credit awards and minimum requirements for successful completion of credit-by-exam programs. "Credit-by-exam programs" means Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), and DANTES Specialized Subject Tests (DSST).

1. Credit-by-Exam Program Guidelines
 - a. Advanced Placement (AP)- Subject only to the following listed exceptions, a standard AP score of "3" is required for all AP subjects for award of college credit. The exceptions are as follows:
 - i. AP Literature and Composition-a score of "4" or above grants additional credit.
 - ii. AP Biology-a score of "4" or above grants higher-level credit.
 - iii. AP Chemistry -a score of "4" or above grants higher-level credit
 - b. College Level Examination Program (CLEP)-the American Council on Education (ACE) recommendations for minimum CLEP scores are adopted.
 - c. International Baccalaureate (IB)-Existing Common Course Number Academic Discipline Groups will review current IB programs and determine their relevance for granting college credit to recent high school graduates.
 - d. DANTES Specialized Subject Tests (DSST)-Existing Common Course Number Academic Discipline Groups will review current tests to determine their relevance for granting college credit.
2. It is the responsibility of the Director of Articulation and Transfer to coordinate changes to each of the programs listed in section 1 of this Procedure and to forward those changes to the Academic Affairs Council for consideration.
3. At least annually, the Director of Articulation and Transfer shall gather proposed changes, additions and deletions for the four credit-by-exam programs and present them to the Academic Affairs Council for consideration.
4. The recommendations of the Academic Affairs council shall be forwarded to the chancellor for approval and upon approval shall be transmitted to NDUS institutions, North Dakota tribal colleges and North Dakota public school counselors and principals in the form of a summer transfer newsletter and by publishing the updated AP/CLEP/IB/DSST chart on the NDUS Transfer and Articulation Web site.
5. NDUS institutions shall use the Credit-By-Exam Chart to determine minimum credit-granting score, the number of semester credits to be awarded and the course(s) or type of course(s) to be awarded.

<https://www.ndus.edu/makers/procedures/ndus/default.asp?PID=323&SID=56>
<http://www.ndus.edu/uploads/policy/323/credit-by-exam-9-24-13.pdf>

OHIO

Policy Overview. In 2007, the Ohio Legislature passed a law requiring the articulation and transfer advisory council to recommend standards for awarding credit for Advanced Placement. Institutions are required to comply with the adopted standards. The policy adopted by the Ohio Board of Regents grants credit for AP exam scores of 3 or higher. General education is granted if the AP exam aligns with requirements. If it does not align with a general education course requirement, elective credit is granted. The policy calls for institutions to advise students when a higher AP score is likely needed for success in the subsequent course.

Specific Provisions.

State Law Not later than April 15, 2008, the articulation and transfer advisory council of the chancellor of the Ohio board of regents shall recommend to the chancellor standards for awarding course credit toward degree requirements at state institutions of higher education based on scores attained on advanced placement examinations. The recommended standards shall include a score on each advanced placement examination that the council considers to be a passing score for which course credit may be awarded. Upon adoption of the standards by the chancellor, each state institution of higher education shall comply with the standards in awarding course credit to any student enrolled in the institution who has attained a passing score on an advanced placement examination. Effective April 2007 (HB2 05-15-2007).

Ohio Board of Regents Advanced Placement Recommendations

Institutions should match the most appropriate course or sequence to the recommended match provided. It is the expectation that these recommendations be followed to ensure the equity of credit for the score of 3 on Advanced Placement examinations within the University System of Ohio.

The Advanced Placement Policy directs Ohio public colleges and universities to grant credit to enrolled students who received a score of 3 or higher on College Board Advanced Placement (AP) examinations. This credit should be matched to an appropriate general education course offered at the institution when possible and fulfill any degree requirements that course would fulfill.

In instances where an institution does not have an appropriate course and/or sequence match to an AP examination, a recommended range of Ohio Transfer Module (OTM) area credit or general elective credit hours has been provided. This credit should be applied where such credit/course options exist within the Associate or Baccalaureate degree requirements. The exact number of hours awarded should reflect that of similar courses or sequences at that institution.

In accordance with the Advanced Placement Policy, "When it clearly enhances the opportunity for student success, an institution should strongly advise that an AP score of at least 4 is needed for a student to be successful in a second course in a highly dependent sequence of courses in a STEM area.

<http://law.justia.com/codes/ohio/2012/title-33/chapter-3333/section-3333.163>

[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/transfer/documents/AP Alignment Recommendations 04-01-14.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/transfer/documents/AP_Alignment_Recommendations_04-01-14.pdf)

OKLAHOMA

Policy Overview. Oklahoma board of regents policy calls for uniform standards for evaluating prior learning credit. It states that exam scores must meet or exceed the minimums recommended by ACE and requires an IB higher level exam score of at least 4. Once recorded by an institution in the system, credits are transferrable on the same basis as other credits. The state system includes community colleges, regional campuses, and research universities.

Specific Provisions.

Oklahoma State Regents for Higher Education policy states: State System institutions shall provide a systematic and comparable means through which students may be awarded credit for prior learning. State System policy should assure the maintenance of uniform academic standards with regard to the evaluation of experiences leading to the awarding of credit for prior learning, and provide for uniform transfer of credit for prior learning among State System institutions. State System institutions shall provide students with a means of evaluation of prior learning and shall develop institutional policies and procedures consistent with this policy. These policies should include provisions for oversight and periodic evaluation to protect the integrity and credibility of this program and academic credits.

Credit awarded to a student for prior learning must be validated by successful completion of 12 or more semester hours at the awarding institution before being placed on the student's official transcript.

Examination scores, used to validate prior learning, must meet or exceed the minimums recommended by ACE for national examinations, at least a four (on a seven-point scale) in the Higher Level course in the International Baccalaureate Organization Diploma Program, and a grade level of C or better for locally developed examinations that validate non-technical coursework.

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.

<https://www.okhighered.org/state-system/policy-procedures/2015/Chapter%203-2015.pdf> (p. 146-9)

University of Oklahoma Policy:

Awards credit for a minimum AP score ranging from 3 to 5 depending on the exam.

Awards credit for a minimum IB score of 4 or 5 depending on the exam.

Awards credit for a minimum CLEP score ranging from 50 to 65 depending on the exam.

<http://www.ou.edu/content/admissions/apply/transfer-credits.html>

OREGON

Policy Overview. As a result of legislative action in February 2012, the Oregon Higher Education Coordinating Commission appointed an advisory committee to establish standards and practices for the acceptance of credit for prior learning. The law requires the coordinating commission to work with all public institutions as well as private institutions. State law and the standards established by the advisory committee allow institutions to determine whether or not to offer credit for prior learning. Institutions that elect to offer credit must follow the standards, however the standards allow institutions to determine the requirements for awarding credit. Institutions determine the transferability of prior learning credit awarded by other institutions.

Specific Provisions.

In response to the direction given in House Bill 4059 (2012), the Oregon Higher Education Coordinating Commission directed Oregon postsecondary institutions to adopt a set of Credit for Prior Learning (CPL) standards and to use these standards to implement assessment processes for awarding CPL. Foundational to these standards is faculty involvement and use of their expertise to assess credit awarded to students. The decision to offer or not to offer CPL to students is solely determined by the institution. If the institution decides to award CPL, one or more types of CPL may be offered as identified in Standard 1.

Standard 1: Credit for Prior Learning Requisites

1.1. For those areas in which CPL is awarded, each institution shall develop institutional policies and procedures for awarding credit in response to the CPL Standards. The procedures must ensure credit is awarded only for high quality college-level competencies. The policies and procedures must be transparent to all students, faculty, staff and stakeholders. To ensure quality, each institution shall organize a cross-functional CPL Leadership Team with suggested members including student services, instruction, faculty, the registrar's office, financial aid and other personnel associated with awarding or processing CPL credit.

1.2 Academic credit will be awarded and transcribed only for those courses formally approved by the institution's curriculum approval process(es). Credit must be directly applicable to meet requirements for general education, a certificate, a degree or electives as outlined in college publications. Credit may be awarded through these types of CPL:

- Credit – By – Exam (CLEP, DANTES, etc.)
- Industry Certifications
- Institutional Challenge Exams and other exams
- Military Credit (ACE Credit Recommendation Service)
- Portfolios
- Professional Licensure
- Other forms of authentic assessment to award CPL credit

Standard 2: Evidence-Based Assessment

2.1 Each institution shall provide a guided process to assess student learning and to provide the required evidence for awarding credit. The student must document the connection between what they have learned in another setting and the theoretical foundation, knowledge and skills as defined by the course-specific learner outcomes of the credit to be awarded. 2.2 Evidence shall be evaluated by appropriately qualified teaching faculty.

2.3 All CPL credit must be based on sufficient evidence provided by the student, the institution, and/or an outside entity such as CLEP, CAEL, ACE, etc. Evidence required by the institution must be based on academically sound CPL assessment methods, including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, portfolios, or industry certifications.

Standard 3: Tuition and Fee Structure

Each institution shall develop a tuition and fee structure for CPL that is transparent and accessible to all students, faculty, staff and stakeholders. The basis for determining direct and indirect costs may include but are not limited to the following:

- Costs for student services to guide the student and to support the assessment process
- Costs associated with faculty workload for the evaluation of CPL
- Costs associated with recognizing and supporting faculty and staff who are involved in the assessment process including any costs related to training and staff development
- Costs related to transcribing credit
- Costs related to scanning documents or archiving material
- Costs for developing a portfolio infrastructure and conducting portfolio assessments
- Other costs associated with assessments as identified by the institution

Standard 4: Transferability and Transcription

4.1 Institutions that award CPL shall work with receiving institutions to promote transferability of CPL. 4.2 Each receiving institution shall determine the transferability of CPL credit granted from other institutions. 4.3 Documentation used to support credits awarded will be maintained as part of the student's official institutional academic record to ensure compliance with standards set forth by the American Association of Collegiate Registrars and Admissions Officers and state administrative rules. 4.4 All CPL credit that is awarded institutionally must be transcribed to comply with applicable state, federal regulations and accreditation policies and standards. Notations on the transcript should identify CPL.

Standard 5: Data Collection & Reporting

Institutions shall collect and report data on the types of CPL awarded based on data points collaboratively developed and agreed upon by the state and the institutions. Data to be collected include the number of credits granted and the number of students who receive credit through the types of CPL identified in Standard One.

Standard 6: Faculty and Staff Development

Each institution shall have a policy and a strategic plan for faculty and staff development for CPL which includes professional development activities. Widespread, overarching knowledge of the institutional opportunities for developing, assessing and recommending CPL should be foundational to this plan.

Standard 7: Quality Assurance in Response to HB 4059

7.1 The Cross Functional Team (refer to Standard One) shall be responsible for conducting ongoing evaluations of institutional CPL policies, standards, procedures, and practices including an evaluation of student performance in subsequent classes within the same field for which CPL was awarded, as well as overall academic performance.

7.2 Institutions will submit evaluative data to the HECC. The HECC shall review the accomplishments of each CPL Leadership Team through a periodic audit process to ensure credit is awarded for high quality assessment activities.

Standard 8: Transparency/Access

8.1 Institutional CPL policies and expectations shall be clearly communicated to students, faculty, staff and stakeholders. CPL Information must be in the college catalog, be available electronically on the institution's website and be searchable using the term "Credit for Prior Learning". The following information shall be included:

- Institutional CPL contacts
- Available CPL opportunities and preparation requirements
- Tuition and Fee Structure(s)
- Risks to students and the cost of assessment where credit may not be awarded
- Information about financial aid
- Information regarding the applicability of CPL towards certificate or degree programs

8.2 Processes must be in place for a student to request CPL based on processes established by the institution and for CPL designated courses.

<http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HB4059Report2014FINAL.pdf>

Portland State University policy

- AP - Requires a minimum score of 3 or 4 to award credit, depending on the exam.
<http://www.pdx.edu/admissions/advanced-placement-program>
- CLEP - Requires a minimum score of 50 to award credit. For some exams, only elective credit is offered.
<http://www.pdx.edu/admissions/college-level-exam-program>
- IB - Requires a minimum score of 5 to award credit.
<http://www.pdx.edu/admissions/international-baccalaureate>

University of Oregon policy

- AP - Requires a minimum score of 3, 4 or 5 to award credit, depending on the exam. In many cases, a minimum score of 4 is required. For some exams, only elective credit is offered.
<https://registrar.uoregon.edu/current-students/advanced-credit/advanced-placement-exam-charts>
- IB - Requires a minimum score of 5 to award credit.
<https://registrar.uoregon.edu/current-students/advanced-credit/international-baccalaureate-exam-charts>
- CLEP - Requires a minimum score of 50 to 60 to award credit, depending on the exam.
<https://registrar.uoregon.edu/current-students/alternative-ways-to-earn-credit>
- Military – Does not award credit for Dantes. Does award credit for the Defense Language Institute; may meet language requirements.
<https://registrar.uoregon.edu/current-students/alternative-ways-to-earn-credit>

PENNSYLVANIA

Policy Overview. In 2014, the Pennsylvania legislature passed a law (HB 2076) requiring institutions to set uniform standards for awarding credit for prior learning. The law does not dictate the standards. The law applies to community colleges and an institution which is part of the State System of Higher Education. This does not include state-related institutions such as Pennsylvania State University, the University of Pittsburgh, or Temple University.

Specific Provisions.

Credit for prior learning.--Each public institution of higher education shall do all of the following:

- (1) Adopt and make public uniform standards for determining academic credit for prior learning as outlined in paragraph (4) no later than July 1, 2016.
- (2) Agree to award academic credit for prior learning, which is determined to meet the standards established under 2004-C(c)(6) and apply the credit toward graduation, unless prohibited by external accreditation or licensure.
- (3) Submit to the department interim reports outlining the actions that a public institution of higher education has undertaken or intends to undertake to comply with paragraphs (1) and (2).
- (4) As a member of the Transfer and Articulation Oversight Committee established in section 2004-C:
 - (i) Consult with the department on a process and timeline, subject to approval by the department, to develop uniform standards for determining academic credit for prior learning, in consultation with faculty and personnel.
 - (ii) Develop and implement uniform standards for determining academic credit for prior learning, in consultation with faculty and personnel.
 - (iii) Participate in submitting a status report to the department, the Education Committee of the Senate and the Education Committee of the House of Representatives.
- (5) For each academic year, report to the department all of the following:
 - (i) The total number of students awarded credits for Advanced Placement, International Baccalaureate and College-Level Examination Program exams, if available.
 - (ii) The total number of credits awarded to students for Advanced Placement, International Baccalaureate and College-Level Examination Program exams, if available.
 - (iii) The number of credits awarded to matriculating students who present Advanced Placement, International Baccalaureate and College-Level Examination Program exams that meet the standards established under 2004-C(c)(6) and, of those credits, the number of credits applied toward major requirements and the number of credits applied toward elective requirements.
 - (iv) Any other information related to awarding of credit for prior learning as requested by the department or the Transfer and Articulation Oversight Committee, including the usability of transfer credits.

Duties of Transfer and Articulation Oversight Committee.--The committee shall:

- (6) Within one year of the effective date of this paragraph, develop and implement uniform standards for awarding academic credit for prior learning, in consultation with faculty and personnel for public institutions of higher education and institutions that elect to participate under section 2006-C.

<http://www.legis.state.pa.us/CFDOCS/Legis/PN/Public/btCheck.cfm?txtType=HTM&sessYr=2013&sessInd=0&billBody=H&billTyp=B&billNbr=2076&pn=4155>

Penn State University policy

Penn State awards AP credit for minimum exam score of 3 to 5, depending on exam. Science AP exams (biology, chemistry, and physics) require a minimum score of 4; economics and psychology require a 5 to award credit. A minimum IB exam score of 5 is required for all exams. Credit for CLEP exams is based on ACE recommended scores.

<http://admissions.psu.edu/academics/credit/>

SOUTH CAROLINA

Policy Overview. The South Carolina Commission on Higher Education has adopted a policy for the awarding of credit for AP and IB exams. Institutions are required to award credit for a minimum AP score of 3 and a minimum higher level IB score of 4. Course equivalencies and number of credits awarded are based on the exam score. Exceptions to this policy may be approved by the Commission's Committee on Academic Affairs. The policy applies to all public institutions of higher education, including research universities, comprehensive teaching institutions, two-year regional campuses, and technical colleges.

Specific Provisions.

Advanced Placement Credit Award Policy (Approved by CHE July 1985)

Effective not later than Fall 1986, each public institution shall give credit in appropriate courses for scores of three or better on pertinent Advanced Placement examinations, except that specific exemptions for not awarding credit for scores of three or better on particular tests at any institution may be approved by the Committee on Academic Affairs. (As used above, the phrase "appropriate courses" means those courses offered by the institutions which parallel the content covered by the AP exam. The phrase "pertinent examination" means those examinations whose content parallels that of the institutional course.)

1. In no instance shall an institution be required to award more than six to eight credits in any one discipline area. For purposes of this policy, history is defined as consisting of two disciplines: American History and non-American History.
2. Because of the major overlap in course content between the two English AP exams, English Language and English Literature, the awarding of AP credit in English should be treated separately from that of other disciplines as follows:
 - a. if a student receives a score of "3" or "4" on either English AP exam, credit would be awarded for English 101 or its equivalent;
 - b. if a student receives a score of "3" or "4" on each English AP exam, or a "3" on one and a "4" on the other, credit would be awarded for English 101 and 102 or their equivalents;
 - c. if a student receives a score of "5" on either or both English AP exams, credit would be awarded for both English 101 and 102 or their equivalents.

International Baccalaureate Credit Award Policy (Approved by CHE October 2007)

1. Each public institution of higher education within the state shall adopt and implement a policy by Fall 2008 for the acceptance of International Baccalaureate credit for first-time freshmen students who have scored "4" or above on any higher-level IB course examination.
2. The amount of college course credit awarded for a higher-level IB course will be equivalent to the credit hour value of the college course for which the IB credit is being accepted.
3. This policy shall be referenced in the institution's academic catalogue and made available to the public in an electronic format on the institution's website.

http://www.che.sc.gov/CHE_Docs/AcademicAffairs/APIB_Policy.pdf

SOUTH DAKOTA

Policy Overview. The South Dakota Board of Regents policy establishes guidelines for awarding credit by exam. The board accepts committee recommendations regarding minimum standards for awarding credit. Current recommendations call for institutions to award credit for a minimum AP score of 3 and a minimum CLEP score of 50. Credit is awarded for DANTES (DSST) minimum exam scores of 44 to 52, depending on the exam.

Specific Provisions.

Credit Received Through Validation Methods

- A. Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of 30 hours of credit for baccalaureate degrees and 15 hours of credit for associate degrees.
 - 1) Validation of Military credit is limited to an additional 30 hours of credit for baccalaureate degrees and an additional 15 hours of credit for associate degrees.
- B. Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, DANTES, etc., will be evaluated and accepted for transfer if equivalent to Regental courses and the scores are consistent with Regental policies. Such credits are only valid if transcribed by a university within five years of the student taking the examination. Regental institutions shall honor credits from nationally recognized examinations transcribed to meet degree requirements at a non-Regental institution.
 - 1) If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.
 - 2) Credit received through validation may apply to System General Education Requirements and Institutional Graduation Requirements.
 - 3) Credit received through validation may not apply to writing intensive requirements.

https://www.sdbor.edu/policy/2-Academic_Affairs/documents/2-5.pdf

[https://www.sdbor.edu/services/academics/AAC/documents/XII B Advanced Placement Guidelines.pdf](https://www.sdbor.edu/services/academics/AAC/documents/XII_B_Advanced_Placement_Guidelines.pdf)

https://www.sdbor.edu/services/academics/AAC/documents/CLEPGuidelines_102014.pdf

[https://www.sdbor.edu/services/academics/AAC/documents/DANTES testing guidelines.pdf](https://www.sdbor.edu/services/academics/AAC/documents/DANTES_testing_guidelines.pdf)

TENNESSEE

Policy Overview. In 2012, a set of policy recommendations was issued by the Tennessee Prior Learning Assessment Task Force, which was comprised of representatives from institutions governed by the Tennessee Board of Regents and those within the University of Tennessee System. The institutions represented include community colleges, regional universities, and comprehensive research universities. The task force recommended awarding credit for an AP exam score of 3 or higher. Minimum scores for IB, CLEP, and DANTES exams are based on institutional policy. Exceptions to the policy must be approved by an institution's chief academic officer. The Tennessee Board of Regents has adopted a policy that closely aligns with the task force recommendations. University of Tennessee campuses have more individualized policies.

Specific Provisions.

Recommended Standards in Prior Learning Assessment Policy and Practice for Tennessee Public Colleges and Universities, Tennessee Prior Learning Assessment Task Force, August 2012

Excerpts:

For institutions that set a maximum number of credits that can be earned through PLA (any combination), this maximum should be no less than 60 SCH for a bachelor degree and no less than 30 SCH for an associate degree. Institutions may have maximum caps higher than 60 and 30 SCH respectively. In all cases a student must earn 25% of hours required for a credential in instruction delivered by the institution awarding the credential. PLA credit will not count toward this 25% minimum.

PLA credits apply toward majors, minors, concentrations, general education requirements, and electives that count toward the degree or certificate being sought in the same manner as traditional courses. PLA credits shall not be treated differently in their application and use than their course equivalencies or appropriate block credit. PLA credits also satisfy prerequisite requirements in the same manner that their course equivalencies do at that institution.

Transferability of PLA Credits

- A. Students who transfer to a TBR or UT community college or university may have their PLA credits transferred to that institution as long as the credits are applicable to the degree or certificate the student has declared and the transfer institution's policy grants credit for that type of PLA credit. However, item B (below) still applies in the event that the receiving institution does not grant credit to its native students for that type of PLA credit.
- B. PLA credit awarded at one institution, which meets Common General Education Core Requirements, and/or Tennessee Transfer Pathway (TTP) requirements must be accepted as transfer credit toward the degree if the student transfers to a TBR or UT institution in Tennessee, in accordance with Transfer Guarantee policies related to the General Education Core or the Tennessee Transfer Pathways.
- C. When credit has been awarded for standardized examinations or by credit recommendation services, institutions are strongly encouraged to accept PLA credits in transfer based on the student's transfer transcript from other TBR or UT colleges and universities.

Transcription of PLA Credits

College Level Exam Program (CLEP) – Students may earn college credit for certain examinations administered by the College Level Exam Program. To receive credit for a CLEP test, a minimum score (based on institutional or system policy) must be earned (see Catalog for details). CLEP

credit will be transcribed as course specific credit with a grade of “P.” Because no grade is assigned other than “P,” no Quality Points will be awarded to count toward GPA. CLEP credit will be identified as transfer credit from the College Level Exam Program.

Advanced Placement – Course credit for successful completion of Advanced Placement examinations administered by the College Entrance Examination Board to high school students will be granted to students presenting Advanced Placement examination grades of three or higher. A letter grade of “P” will be assigned for credit granted. Because no grade is assigned other than “P,” no Quality Points will be awarded to count toward GPA.

DANTES Subject Standardized Test (DSST) – Students may earn college credit for acceptable scores on the DANTES Subject Standardized Test based on institutional or system policy. If no such policy exists and an institution accepts DSST credit, then college credit shall be awarded based upon the credit recommendations and minimum scores recommended by the American Council on Education by default. Students should submit an official DANTES transcript for 11 review. A letter grade of “P” will be assigned for credit granted. Because no grade is assigned other than “P,” no Quality Points will be awarded to count toward GPA.

https://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf

Tennessee Board of Regents policy - Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges and Universities. Adopted March 2006; Revised September 2013.

- A. The process for awarding of credits through “Extra-Institutional or Life-long Learning” by the community colleges and universities must be in compliance with the Commission on Colleges of the Southern Association of Colleges and Schools’ Principles of Accreditation on Programs (reference 3.4), the Commission’s Position Statement on the “Transfer of Academic Credit,” and its policy on “The Transfer or Transcribing of Academic Credit.”
- B. The institutional process for awarding credits through Prior Learning Assessment (PLA) by TBR community colleges and universities must be in compliance with the *Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice of Tennessee Public Colleges and Universities* (August 7, 2012).
 1. These Standards ensure that TBR colleges and universities will utilize best practices and provide services to students that are consistent among institutions.
 2. The Standards ensure transferability of PLA credit, include identification of types of PLA credits available, instruct campuses on the transcription of PLA credit, and establish common standards for portfolio review.
 3. The Standards are available, in their entirety, as Exhibit 1 to TBR Guideline A-030 Articulation Among Community Colleges and Universities.
- C. When awarding credit under this provision, the institution should use a recognized guide or procedure for awarding the credit for extra-institutional or life-long learning. The recognized guides or procedures may include:
 1. American Council on Education (ACE) National Guide to Educational Credit for Training Programs.
 2. ACE Guide to the Evaluation of Educational Experiences in the Armed Forces.
 3. ACE Guide to Credit by Examination.
 4. College Entrance Examination Board Advanced Placement Program. (CEEB/AP)

5. Credit by Departmental Examination. (ref. SACS)
 6. Degree-relevant extra-institutional learning credit awarded and transcribed by other accredited institutions, as well as that credit transcribed by ACE on the ACE Registry Transcript System (AARTS for the Army, SMART for Navy and Marines, CCAF for the Air Force) and the ACE Registry of Credit Examinations (ROCR)
 7. Subject matter experts who are not members of the institution's faculty but who evaluate extra-institutional learning at the institution's request.
 8. Individual portfolios using the Council for Adult and Experiential Learning (CAEL) or other standardized guidelines authorized, in advance, by permission of the institution.
- D. When utilizing published guides for extra-institutional learning, the information provided should include:
1. course title;
 2. location of all sites where the course is offered;
 3. length in hours, days, or weeks;
 4. period during which the credit recommendation applies;
 5. purpose for which the credit was designed;
 6. learning outcomes;
 7. teaching methods, materials, and major subject areas covered; and
 8. college credit recommendations offered by categories (by level of degrees) and expressed in semester hours and subject area(s) in which credit is applicable.

<https://policies.tbr.edu/policies/awarding-credits-earned-through-extra-institutional-learning-community-colleges-and>

University of Tennessee Chattanooga policy

UT Chattanooga awards credit for minimum AP scores of 3 in most cases, but for some exams requires a 4. Recommends that students not use credit for AP Chemistry. For all IB exams, a minimum score of 5 is required to earn credit. For all CLEP exams, a minimum score of 50 is required.

<http://www.utc.edu/records/pdfs/ap-creditequivalencies2015.pdf>

<http://www.utc.edu/records/pdfs/internationalbaccalaureate-exams2015.pdf>

<http://www.utc.edu/records/pdfs/clep-equivalencies2015.pdf>

TEXAS

Policy Overview. Texas law, effective September 1, 2015, prohibits institutions of higher education from establishing a minimum required score on an Advanced Placement examination greater than three for granting lower-division course credit, unless the institution's chief academic officer makes an evidence-based determination that a higher score is necessary to indicate a student is sufficiently prepared to be successful in a related, more advanced course for which the lower-division course is a prerequisite.

The bill requires the Coordinating Board to submit a report that examines the academic performance of students at institutions of higher education who received undergraduate course credit for achieving a score of three on one or more Advanced Placement examinations. The bill also requires the Coordinating Board to conduct a study comparing the performance, retention rates, and graduation rates of undergraduate students at institutions of higher education who complete a lower-division course and students who receive lower-division course credit for the same course for achieving a score of three or more on Advanced Placement examinations, disaggregated by score.

Specific Provisions.

HB 1992 GRANTING OF UNDERGRADUATE COURSE CREDIT BY ADVANCED PLACEMENT EXAMINATION AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

SECTION 1. Section 51.968, Education Code, is amended by adding Subsection (c-1) to read as follows:

(c-1) In establishing the minimum required score on an Advanced Placement examination for granting course credit for a particular lower-division course under Subsection (c), an institution of higher education may not require a score of more than three unless the institution's chief academic officer determines, based on evidence, that a higher score on the examination is necessary to indicate a student is sufficiently prepared to be successful in a related, more advanced course for which the lower-division course is a prerequisite.

SECTION 2. Subchapter C, Chapter 61, Education Code, is amended by adding Section 61.0518 to read as follows:

Sec. 61.0518. STUDY ON UNDERGRADUATE COURSE CREDIT FOR ADVANCED PLACEMENT EXAMINATIONS. (a) In this section, "Advanced Placement examination" has the meaning assigned by Section 51.968.

(b) The board, in consultation with institutions of higher education, the board's Undergraduate Education Advisory Committee, and other interested parties, shall conduct a study on the performance of undergraduate students at institutions of higher education who receive undergraduate course credit for achieving required scores on one or more Advanced Placement examinations.

(c) The study must compare the academic performance, retention rates, and graduation rates at institutions of higher education of students who complete a lower-division course at an institution and students who receive credit for that course for a score of three or more on an Advanced Placement examination, disaggregated by score.

(d) Each institution of higher education shall submit to the board any data requested by the board as necessary for the board to carry out its duties under this section.

(e) Not later than January 1, 2017, the board shall submit to the governor, the lieutenant governor, the speaker of the house of representatives, and the standing legislative committees with primary jurisdiction over higher education a progress report that examines the academic performance at institutions of higher education of students who received undergraduate course

credit for a score of three on one or more Advanced Placement examinations and any recommendations for legislative or administrative action.

(f) Not later than January 1, 2019, the board shall submit to the governor, the lieutenant governor, the speaker of the house of representatives, and the standing legislative committees with primary jurisdiction over higher education a report regarding the results of the study conducted under this section and any recommendations for legislative or administrative action.

(g) The board shall adopt rules as necessary to implement this section in a manner that ensures compliance with federal law regarding confidentiality of student educational information, including the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g).

(h) This section expires September 1, 2019.

SECTION 3. Section 51.968(c-1), Education Code, as added by this Act, applies to entering freshman students at institutions of higher education beginning with the 2016 fall semester.

SECTION 4. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2015.

<http://www.legis.state.tx.us/tlodocs/84R/billtext/doc/HB01992F.doc>

University of Texas at Austin policy

UT Austin awards credits for minimum AP scores ranging from 3 to 5; several exams require at least a 4. IT award credit for IB exam scores of 4 or higher and for CLEP exam scores ranging from 50 to 60, depending on the exam.

IB – awards credit for a min score of 4

<http://ctl.utexas.edu/studenttesting/exams>

Texas A&M University policy

Texas A&M awards credits for minimum AP scores ranging from 3 to 5; several exams require at least a 4. It grants credit for IB exam score of 4 or higher.

<http://dars.tamu.edu/Testing/AP,-SAT,-ACT,-and-Other-Information-for-Incoming-F>

UTAH

Policy Overview. Utah law, enacted in 2004, requires the board of the State System of Higher Education to identify minimum scores and maximum credit for AP and CLEP exams as well as “other examination for credit. Board policy sets a maximum number of credits that may be awarded for AP foreign language exams for score of 3 or higher; institutions are given authority to determine minimum scores for other exams. Board policy state that a minimum CLEP score of 50 is required to award credit with 10 semester hours per exam being the maximum number of credits awarded. Institutions are given authority to determine how credits are granted but the board policy provides guidelines.

Specific Provisions.

State Law: 53B-16-105 Common course numbering -- Credit by examination -- Transferability of credits -- Policies.

(1) The board shall:

- (a) facilitate articulation and the seamless transfer of courses within the state system of higher education;
- (b) provide for the efficient and effective progression and transfer of students within the state system of higher education;
- (c) avoid the unnecessary duplication of courses; and
- (d) allow students to proceed toward their educational objectives as rapidly as their circumstances permit.

(2) The board shall develop, coordinate, and maintain a transfer and articulation system within the state system of higher education that:

- (a) maintains a course numbering system that assigns common numbers to specified courses of similar level with similar curricular content, rigor, and standards;
- (b) allows students to transfer courses among institutions of higher education to meet requirements for general education and lower division courses that transfer to baccalaureate majors;
- (c) improves program planning;
- (d) increases communications and coordination between institutions of higher education; and
- (e) facilitates student acceleration and the transfer of students and credits between institutions.

(3)

- (a) The board shall identify general education courses in the humanities, social sciences, arts, physical sciences, and life sciences with uniform prefixes and common course numbers.
- (b) All institutions of higher education shall accept the courses described under Subsection (3)(a) toward filling specific area requirements for general education or lower division courses that transfer to baccalaureate majors.

(4)

- (a) The board shall identify common prerequisite courses and course substitutions for degree programs across all institutions of higher education.
- (b) The commissioner shall appoint committees of faculty members from the institutions of

higher education to recommend appropriate courses of similar content and numbering that will satisfy requirements for lower division courses that transfer to baccalaureate majors.

(c) All institutions of higher education shall accept the courses approved under Subsection (4)(a) toward filling graduation requirements.

(5) The board shall identify minimum scores and maximum credit for each:

- (a) College Level Examination Program (CLEP) general examination;
- (b) College Level Examination Program (CLEP) subject examination;
- (c) College Board advanced placement examination; and
- (d) other examination for credit.

(6)

(a) Institutions of higher education shall award credit if competencies have been demonstrated by passing a challenge examination.

(b) Institutions of higher education shall award credit for the specific courses for which competency has been demonstrated by successfully passing a challenge examination described under Subsection (5)(a) unless the award of credit duplicates credit already awarded.

(7) The board shall establish policies to administer the policies and requirements under Subsections (2) through (6).

(8) The board shall include information demonstrating that institutions of higher education are complying with the provisions of this section and the policies established in accordance with Subsection (7) in the annual report of its activities to the governor and to the Legislature required under Section 53B-1-107.

Enacted by Chapter 125, 2004 General Session

http://le.utah.gov/xcode/Title53B/Chapter16/53B-16-S105.html?v=C53B-16-S105_1800010118000101

Utah System of Higher Education policy

R470, General Education, Common Course Numbering, Lower-Division PreMajor Requirements, Transfer of Credits, and Credit by Examination

9.1.2. External Standardized Examinations: External standardized examinations should be evaluated by individual departments as they become available to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

9.1.2.1. Advanced Placement Examinations: The following policies for the awarding of credit for Advanced Placement have been reviewed and recognized by the Statewide Transfer Articulation Committee with representatives from all USHE institutions:

9.1.2.1.1. Scores of 3, 4, or 5 may receive a maximum of 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full year course, or up to 4

semester hours of credit for a half year course. Institutions may determine appropriate AP scores in academic departments for which there are AP examinations.

9.1.2.1.2. A score of 2 should be evaluated by the department to determine what, if any, credit should be awarded.

9.1.2.1.3. A score of 1 should receive no credit.

9.1.2.2. CLEP (College Level Examination Program): CLEP General Examination credit should be recognized and a standard should be set based on the recommendations of the Statewide Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution shall award credit as it sees fit; however, the following guidelines are for awarding General Education credit through the CLEP process.

9.1.2.2.1. Composition: The College Composition or College Composition Modular examination will satisfy the introduction to writing requirement.

9.1.2.2.2. Quantitative Literacy: College Algebra Subject examination or the Pre-Calculus Subject examination will satisfy the Quantitative Literacy requirement.

9.1.2.2.3. American Institutions: The American Government Subject examination or the American History Subject examination will satisfy the American Institutions requirement.

9.1.2.2.4. Life Science: The Biology Subject examination will satisfy the Life Science requirement.

9.1.2.2.5. Physical Science: The Chemistry Subject examination will satisfy the Physical Science requirement.

9.1.2.2.6. Humanities: The Analyzing and Interpreting Literature with Essay examination will satisfy the Humanities requirement.

9.1.2.2.7. Social and Behavioral Sciences: The Introductory Psychology or Introductory Sociology examinations will satisfy the Social and Behavioral Sciences requirement.

9.1.2.2.8. Other General Education: CLEP-verified General Education credit other than that for which specific guidelines are provided in this policy may be awarded as determined by each institution.

9.1.3. International Baccalaureate: Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

9.2. Prior Learning Assessments: Students may demonstrate that they have specific subject matter credit through the Prior Learning Assessment developed by the Council of Adult and Experiential Learning or the American Council on Education. Institutional departments should evaluate and accept such credit if it meets institutional and departmental standards.

9.3. Allowable Credit: Institutional limits may be imposed on the amount of General Education credit that may be earned by means other than taking courses directly from the institution. Institutional limits may also be imposed on the amount of credit that may be earned through departmentally-devised or standardized subject area examinations.

http://highereducation.org/wp-content/uploads/2014/05/R470-04_16.pdf

VERMONT

Policy Overview. The Community College of Vermont conducts prior learning assessment for all state colleges; this practice does not include universities.

Specific Provisions.

At the Community College of Vermont, learning acquired through work or other non-college experiences may be submitted for college credit through the Assessment of Prior Learning (APL) course. Students describe and document their experiential learning in a portfolio, which is then reviewed for credit by a committee of faculty and professionals. The credit they recommend may be transferred to CCV and many other institutions in and outside of Vermont.

<http://www.vsc.edu/colleges-and-programs/Pages/Assessment-of-Prior-Learning.aspx>

University of Vermont policy

The University of Vermont awards AP credit for a minimum score of 3 or 4, depending on exam and awards credit for a minimum IB score of 5.

https://www.uvm.edu/registrar/?Page=transferringcredit/t_creditbyexam.html&SM=t_menu.html

VIRGINIA

Policy Overview. Virginia law mandates that the State Council of Higher Education and the governing board of each public institution establish a policy for granting credit for prior learning. Law states that requirements must be clearly identified and, to the extent possible, the granting of course credit is consistent across institutions. The law is effective July 2016.

Specific Provisions.

§ 23-9.2:3.10. (Effective July 1, 2016) Course credit; Advanced Placement, CambridgeAdvanced, College-Level Examination Program, and International Baccalaureate examinations.

A. The State Council of Higher Education for Virginia (Council), in consultation with the governing board of each public institution of higher education, shall establish a policy for granting undergraduate course credit to entering freshman students who have taken one or more Advanced Placement, Cambridge Advanced (A/AS), College-Level Examination Program (CLEP), or International Baccalaureate examinations. The policy shall:

1. Outline the conditions necessary for each public institution of higher education to grant course credit, including the minimum required scores on such examinations;
2. Identify each public institution of higher education's course credit or other academic requirements that the student satisfies by achieving the minimum required scores on such examinations; and
3. Ensure, to the extent possible, that the grant of course credit is consistent across each public institution of higher education and each such examination.

B. The Council and each public institution of higher education shall make the policy available to the public on its website.

2015, c. 578.

<http://law.lis.virginia.gov/vacode/title23/chapter1/section23-9.2:3.10/>

Current policy for Virginia institutions

The University of Virginia currently requires a minimum AP score of 4 or 5, depending on the exam. It does not award credit for IB or CLEP.

Virginia Commonwealth University awards credit for a minimum AP score of 3 or 4 (mostly 3). It does not award credit for IB or CLEP.

Old Dominion University awards credit for a minimum AP exam score of 3 or 4; IB exam scores of 4 or 5, depending on the exam; CLEP exam score of 50 to 64, depending on the exam; and DANTES scores of 44 to 49, depending on the exam.

http://research.schev.edu/enrollment/b10_partc.asp

WASHINGTON

Policy Overview. In 2012, Washington passed legislation requiring institutions to develop a list of postsecondary courses that can be fulfilled by taking AP, IB, or other proficiency exams meeting a qualifying score or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. Law requires institutions to agree on qualifying scores and competencies to the maximum extent possible.

Specific Provisions. (RCW 28B.10.053 – Postsecondary credit for high school coursework.)

(1) By December 1, 2011, and by June of each odd-numbered year thereafter, the institutions of higher education shall collaboratively develop a master list of postsecondary courses that can be fulfilled by taking the advanced placement, international baccalaureate, or other recognized college-level proficiency examinations, including but not limited to examinations by a national multidisciplinary science, technology, engineering, and mathematics program, and meeting the qualifying examination score or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. The master list of postsecondary courses fulfilled by proficiency examinations or demonstrated competencies are those that fulfill lower division general education requirements or career and technical education requirements and qualify for postsecondary credit. From the master list, each institution shall create and publish a list of its courses that can be satisfied by successful proficiency examination scores or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. The qualifying examination scores and demonstrated competencies shall be included in the published list. The requirements to develop a master list under this section do not apply if an institution has a clearly published policy of awarding credit for the advanced placement, international baccalaureate, or other recognized college-level placement exams and does not require those credits to meet specific course requirements but generally applies those credits towards degree requirements.

(2) To the maximum extent possible, institutions of higher education shall agree on examination qualifying scores and demonstrated competencies for the credits or courses under subsection (3) of this section, with scores equivalent to qualified or well-qualified. Nothing in this subsection shall prevent an institution of higher education from adopting policies using higher scores for additional purposes.

(3) Each institution of higher education, in designing its certificate, technical degree program, two-year academic transfer program, or first-year student and sophomore courses of a baccalaureate program or baccalaureate degree, must recognize the equivalencies of at least one year of course credit and maximize the application of the credits toward lower division general education requirements that can be earned through successfully demonstrating proficiency on examinations, including but not limited to advanced placement and international baccalaureate examinations. The successful completion of the examination and the award of credit shall be noted on the student's college transcript.

(4) Each institution of higher education must clearly include in its admissions materials and on its web site the credits or the institution's list of postsecondary courses that can be fulfilled by proficiency examinations or demonstrated competencies and the agreed-upon examination scores and demonstrated competencies that qualify for postsecondary credit. Each institution must provide the information to the student achievement council and state board for community and technical colleges in a form that the superintendent of public instruction is able to distribute to school districts.

[2013 c 23 § 52; 2012 c 229 § 510; 2011 2nd sp.s. c 3 § 1; 2011 c 77 § 3.] Effective 2012
<http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.10.053>

University of Washington policy

The University of Washington requires a minimum AP score of 3 or 4 to award credit and a minimum higher level IB exam score of 5.

<http://admit.washington.edu/Admission/Freshmen/College/AP>
<http://admit.washington.edu/Admission/Freshmen/College/IB>

Washington State University policy

Washington State University requires a minimum AP score of 3 to award credit and a minimum higher level IB exam score of 4. In most cases, credit is awarded for a minimum CLEP score of 50.

<https://admission.wsu.edu/apply/as/freshmen/ap-ib-and-running-start/>

WEST VIRGINIA

Policy Overview. The West Virginia Higher Education Policy Commission (HEPC) and the West Virginia Council for Community and Technical College Education (CCTCE) have issued an advanced placement credit guide to provide guidelines on the awarding of credit for prior learning. Credit is awarded for a minimum AP exam score of 3; the guide provides specific information about course equivalencies and number of credits awarded. Credits are transferable to other state colleges and universities. The policy applies to institutions governed by the HEPC and CCTCE, which includes technical and community colleges, regional universities, and comprehensive research universities.

Specific Provisions.

Beginning with the 1994-95 academic year, the State College and University Systems, and subsequently the HEPC and CCTCE, have implemented a policy which will enable students who have successfully completed any Advanced Placement exams to receive academic credit at all public undergraduate institutions in West Virginia. Among the provisions of the policy are:

1. High school students completing advanced placement examinations of the College Board with a minimum score of 3 will receive credit at any institution in the West Virginia Higher Education Policy Commission and the Community and Technical College System of West Virginia;
2. When the examination is in the area of the student's major, the institution will award credit toward the major or core curriculum;
3. An academic department within the institution, upon approval of the institutional faculty, may require a higher score than 3 on an Advanced Placement test if the credit is to be used toward meeting a course requirement for a major in the department; and
4. Credits awarded by regionally accredited institutions of higher education for successful completion of Advanced Placement exams are transferable to the other state colleges and universities in accordance with the Advanced Placement policy of the receiving institution.

Course equivalencies and number of credits awarded are based on the exam score.

<http://www.wvhepc.edu/wp-content/uploads/2015/06/AdvPlacementGuide2015-2016.pdf>

WISCONSIN

Policy Overview. The Board of Regents of the University of Wisconsin System adopted a policy in 1991 to guide the awarding of credit for advanced placement. Students enrolled in a University of Wisconsin System institution will be awarded credit for an advanced placement exam score of at least 3 and an IB higher level exam score of at least 4. The faculty at each institution determines the equivalent course or elective credit and the number of credits based on the score earned on each exam. The policy applies to all system institutions, which includes two-year campuses, undergraduate and master's degree granting campuses, and comprehensive research institutions.

Specific Provisions.

Regent Policy Document 4-11: Advanced Placement (adopted April 1991)

The Board of Regents believes that it is important to encourage students at all educational levels to aspire to higher intellectual achievements. High school students can master college subject matter and document their intellectual achievements through the College Board Advanced Placement (AP) program. Scores of 3, 4, and 5 on the College Board Advanced Placement examinations will be accepted for degree credit by all University of Wisconsin System Institutions. Each Institution will determine whether course equivalent credit or credit in the major should be granted and the AP score required to grant credit for those purposes. University of Wisconsin System and University of Wisconsin System Institutions will publish this information in appropriate publications. This University of Wisconsin System policy will be in place no later than September 1992.

<https://www.wisconsin.edu/regents/policies/academic-policies-and-programs-2/>

<https://www.wisconsin.edu/undergraduate-education/high-school/>

<http://uwhelp.wisconsin.edu/testing/ap.aspx>