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Prior Learning Assessment – A Brief Framing Document

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Prior Learning Assessment – A Brief Framing Document

Prior Learning Assessment (PLA) is an umbrella term that represents experiences and assessments used to allow postsecondary institutions to judge whether to award course credit for work undertaken outside of that institution. PLA does not cover concurrent enrollment of high school students in postsecondary courses, nor transfer from one postsecondary institutions to another. However, there is an important question of transferring PLA credit granted by one institution to another.

A variant name that is commonly used is Credit for Prior Learning (CPL).

PLA has arisen over decades and there are several arguments put forward supporting the practice and expansion of PLA:

- Reduced time to degree
- Reduced cost of a postsecondary certificate
- Increased persistence
- Increased graduation rates
- Attracts more individuals to attempt and/or complete a postsecondary certificate

Before we address these individual items it is important to address several critical points:

First, not all postsecondary institutions are the same. This may seem obvious – a skills training program is not the same as a community college, which is different from various types of four-year institutions which are different from major research intensive institutions. This obvious statement is too often ignored in the generalities that surround PLA discussion. At best, these differences are captured under the vague term ‘role and mission’ of an institution. It will be important to understand the implications of these differences as we consider PLA.

Second, postsecondary credentials are not all the same. Training in specific techniques and technologies are not the same as two-year degrees, which differ from four-year degrees, which are different from postgraduate certificates and degrees. This statement is, again, perhaps, obvious. But what is often neglected is that the value of all postsecondary credentials even within the same category, say a four-year Bachelor’s degree, is not the same. This could mean that the market for a business degree might be different from the market for an English degree. However, it is more important to discuss the differences in a particular degree, say business. Employers view a student graduating with a 2.0 GPA differently than a student graduating with a 3.5 GPA. A student graduating from the Wharton School at the University of Pennsylvania will be viewed differently from a student graduating from the business program at NoName U. Why state what might be obvious?



Because many state a key purpose of using PLA is to increase the number of individuals with postsecondary credentials. However, the quality of the credential or the performance of the student is never discussed. Clearly, simply counting pieces of paper is too simplistic.

Third, four-year institutions, including research institutions, are institutions of *higher education*. They are not workforce training centers. This is not to demean workforce training centers, nor imply that higher education is not concerned with the careers of its graduates. Rather, it states a fact often lost in PLA discussions, the focus of higher education is *higher education*. Higher education may lead to a variety of career opportunities, make a graduate with a good GPA more employable, but the goal is education, not workforce training.

The bottom line is that institutions are different and credentials are different. They prepare students for different opportunities, and because of this, expectations of students are not the same and the skills and knowledge that students need to succeed are not the same. Unilateral policies that ignore differences and are simply intended to add credentials without any consideration of how they impact program quality or student success serve neither the student nor the state.

Types of PLA

There are two general categories of PLA, one that is based on work done in high school and associated specific assessments, and one that is based on experience outside of a traditional school setting.

The high school related PLAs are generally considered to be Advanced Placement, AP, and the International Baccalaureate Program, IB. The other types of PLA include the CLEP exam, experience in the military (often evaluated by DSST and/or ACE recommendations) and portfolio analysis. This document is focused on AP and IB.

Advanced Placement

Advanced Placement (AP) is a program offered by the College Board that provides courses and corresponding exams to high school students. Courses are offered in seven general content areas and are purported to be consistent with college level curricula. The College Board indicates that a score of 3 on an AP exam is equivalent to at least C in a college course, and therefore represents a passing score. Many colleges and universities award college credit to students who have taken an AP exam, although the required score varies according to state, institutional, or departmental policy.

The review of the literature reveals varied findings regarding the impact of AP on student outcomes. It has been reported that AP students have higher retention and completion rates and higher GPAs than students who have no AP experience.



However, when researchers control for academic ability and socioeconomic characteristics, results are less conclusive. Also, when better outcomes for AP students are found, the differences are sometimes minimal or significant for only a small number of students (e.g. students with a large number of AP credits). There are also many questions that are largely unanswered, which adds to the lack of certainty about how well AP students perform in college.

Appendix A provides a brief overview of the research on the relationship between AP participation and grade point average, retention and completion, time-to-degree, and specific course grades.

A number of states have enacted legislation or adopted policy related to awarding college credit for successful completion of AP exams. In many cases, the state simply requires institutions to have a policy in place or provides general guidelines, while allowing institutions to make decisions about standards for awarding credit. In some states, the policy does not apply to all institutions, excluding more selective universities. In addition, state policies often guarantee only that elective credit will be awarded, although some policies make provisions for general education credit. State policy rarely addresses AP credit for courses required for the major. Appendix D provides detailed information on prior learning policies adopted in other states.

International Baccalaureate

The International Baccalaureate Organization is an educational foundation headquartered in Switzerland that offers four different educational programs to students at the elementary and secondary level. The IB Diploma Programme (DP) is offered to high school students. The DP is a complete curriculum that consists of coursework in six subject areas as well as other core requirements. Students take courses over a two-year period; these include three higher level courses and three standard level courses. Higher level courses have additional content. Students complete subject specific exams and other assessments. A diploma is awarded to students who earn at least 24 points based on minimum levels of performance throughout the program and completion of the core requirements.

There is a relatively small body of research focused on postsecondary enrollment and outcomes for students who participated in the International Baccalaureate (IB) program during high school. Research indicates that IB students generally have higher enrollment rates, higher retention and/or persistence rates, and higher graduation rates than the college population overall and students with similar levels of academic achievement. Few studies have examined student performance in particular subject areas or sought to identify differences based on exam score or type of exam, although some differences have been found. Appendix B provides additional information on research related to IB participation and student outcomes.



A relatively small number of states have enacted legislation or adopted policy that relates to awarding college credit for successful completion of International Baccalaureate exams or the Diploma Programme. Among those that have, most assign responsibility for setting minimum standards to institutions or a statewide committee consisting of institutional representatives. A couple of states do require institutions to award credit for a minimum score of 4 (e.g. Oklahoma, South Carolina). State policy rarely distinguishes between higher level and standard level exam scores. Appendix D provides detailed information on prior learning policies adopted in other states.

Statutory authority in Colorado

Colorado law (CRS 23-1-113.2) requires public institutions to have a policy for the acceptance of first-time freshmen who have successfully completed the IB diploma program. An institution's governing board determines the level of performance needed to grant credits and the number of credits to be granted, but the institution must award at least 24 credit hours unless the student received a score of less than 4 on an exam. The governing board determines the specific general education or elective requirements that are satisfied by successfully completing the IB diploma and the conditions that must be met to receive credits. The full text of CRS 12-1-113.2 is provided in Appendix C.

Summary

Research suggests that there are significant advantages for students who are able to participate in either AP or IB programs in their high schools. These programs, regardless of PLA, seem to provide strong preparation for postsecondary education. There appears to be even more advantage for students to participate in concurrent enrollment in college courses while they are in high school. However, concurrent enrollment is not as widespread as AP and IB and all are significantly less available in rural school districts.

The question of credit for prior learning and prior learning assessment is much more complex. We have only considered AP and IB. In this context, many of the nations elite institutions either offer no credit for prior learning, or only for those obtaining top scores. When provided, the reason for this restriction seems to be that the experience gained in an elite classroom with world class faculty cannot be replicated in high school and is a material component of the higher education experience at their institution.

Public institutions of higher education, on the other hand, have been under increasing pressure to reduce/control the cost of a four-year degree, decrease the time to degree, increase persistence, increase graduation rates, and provide more



individuals with a postsecondary certificate for better access to the workforce. Under these pressures, many institutions, either on their own for a possible competitive advantage, or by mandate from their state legislatures, have been using lower scores on AP and IB as a means to achieve specific goals. The College Board claims that a 3 on an AP exam is equivalent to a C in a college course. Likewise a 4 on an IB exam is often claimed as a passing score.

Given the significant variability in institutional selectivity, role and mission, expectations in beginning courses and competitiveness in class cohorts, the blanket statement by the College Board lacks credibility. However, research does show that students with AP experience and, in many cases, a score of 3 or higher on an AP exam do, on average, perform at a passing level in universities. The question in what circumstances these students *thrive* in university settings remains open.

We have presented a survey of research on AP, IB, Colorado statute relative to PLA and a survey of requirement in different states. We are lead to the following conclusions:

- AP and IB courses in high school seem to be effective preparation for university work.
- Higher AP and IB scores correlate with higher performance.
- Experience with marginal, i.e. just passing, scores varies with institution and subject matter, with math showing the most sensitivity to AP scores greater than 3.
- Even when legislation mandates 'passing' scores receive university credit, institutions have developed careful advising to support student success.
- In many states, flagship or research intensive universities operate under different cut score requirements than other public institutions.
- Performance requirements in STEM disciplines, especially engineering, seem to be higher than other disciplines and this correlates with higher cut scores
- Institutions are judged on their own performance on a variety of metrics suggesting that they should have latitude to pursue mechanisms to achieve those goals.



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Appendix A:

A Survey of Research on Post-secondary Outcomes for Advanced Placement Students

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Summary

There is a large body of research on the success of Advanced Placement (AP) students who enroll in post-secondary institutions. Some of it points to better outcomes for students who enter a college or university with AP credit; however, research published by the College Board is among the most frequently cited and this organization has a strong interest in promoting the AP program. This document provides a brief overview of research related to AP and student outcomes. It is not an exhaustive review of the literature on this topic, but it provides a balanced view of the research by referencing College Board studies as well as independent research studies.

The review of the literature reveals varied findings regarding the impact of AP on student outcomes. It has been reported that AP students have higher retention and completion rates and higher GPAs than students who have no AP experience; however, when researchers control for academic ability and socioeconomic characteristics, the results are less conclusive. Also, when better outcomes for AP students are found, the differences are sometimes minimal or significant for only a small number of students (e.g. students with a large number of AP credits). There are also many questions that are largely unanswered, which adds to the lack of certainty about how well AP students perform in college.



Introduction

There is an extensive body of research on the success of Advanced Placement (AP) students who enroll in post-secondary institutions. AP proponents often claim that students who receive AP credit fare better than other students in terms of grade point average, retention, graduation, and time to degree. However, research published by the College Board is among the most frequently cited. This organization has a strong interest in promoting the AP program, as it generates millions in revenue by administering AP exams.

The College Board publications consistently report positive outcomes for AP students. While these studies should not be automatically dismissed, a more inclusive review of the literature offers a less definitive picture of student success. This brief provides an overview of research related to AP and student outcomes. It is not an exhaustive review of the literature on this topic, but it provides a more balanced view of the research by referencing College Board studies as well as independent research studies.

Relationship between AP and GPA

Several studies have found that AP students generally have higher grade point averages than other students. Hargrove et al. (2008) examined college outcomes for AP and non-AP students in Texas public institutions and found that AP students who had completed the course and exam had higher first- and fourth-year GPAs than other students even when controlling for SAT scores and family income. Eimers and Mullen (2003) had similar results from their study of Missouri students. They found that when holding student ability constant, students entering with AP credit had slightly higher first-year GPAs than other students. An analysis of first year GPA of Colorado State University Students (Schneider, 2010) found that across all AP exams, new undergraduates who received a passing AP score (3 or higher, as defined by the College Board) had higher first year GPAs than new students with no AP credit, but this study did not control for student academic ability.

Other studies have not supported the conclusion that AP participation is related to higher GPA. Klopfenstein and Thomas (2005) and Duffy (2010) both found that when controlling for background variables, including academic achievement, differences in GPA were insignificant.

Relationship between AP and Retention and Completion

Increased retention and completion rates are often cited as benefits of AP participation. Eimers and Mullen (2003) found that students entering University of Missouri institutions with AP credits had higher first-year retention rates than other students. Morgan and Klaric (2007) examined outcomes for students entering 27 different institutions in 1994 and determined that AP students had higher completion rates than other students, even when accounting for the higher SAT



scores of AP participants. Hargrove, et al. (2008) also found that AP students graduated at consistently higher rates.

Again, the results from other studies conflict with these findings. Delicath (1999) found no impact on first-year retention in his study of St. Louis University students. Klopfenstein and Thomas (2005) and Duffy (2010) found that retention rates for AP students were no higher when student background was taken into consideration. Duffy found the same to be true for graduation rates.

Relationship between AP and Time to Degree

Because students can enter college with credit earned, AP is often presented as a way to accelerate time to degree and lower costs for students. Research generally does not support this claim. Klopfenstein (2010) examined the impact of AP on time to degree for more than 28,000 Texas students and found no evidence that passing an AP course leads to faster graduation. Only a small number of students graduated early – those who attended high schools with a wide array of AP course offerings and adequate support to allow students to pass multiple AP exams. For the typical student, passing an AP exam did not increase the likelihood of graduating in four or five years.

Eykamp (2006) reached a similar conclusion based on his study of more than 15,000 University of California students. He found no clear relationship between time to degree and the number of AP or other college credits earned prior to enrollment. He determined that many students took lighter course loads or graduated with more credits than needed. Eykamp found that students with a large number of AP credits did graduate in slightly less time, but the return was minimal – two quarter's worth of AP units was associated with half a quarter less time enrolled. The average time to degree still exceeded four years.

Delicath's (1999) study of St. Louis University students found no impact on time to degree when controlling for student background. In a review of students who enrolled in Binghamton University with 12 or more AP credits, Cusker (2000) did find that the four-year completion rates for AP students exceeded the four-year rate for other students, but when addressing the issue of timelier completion, she notes that "despite more than 40 years of AP history, the evidence is sporadic and unconvincing."

Relationship between AP and Course Grades

Some research has focused more directly on how students perform in subsequent courses when they receive advanced placement based on their AP exam score. Studies published by the College Board have determined that AP students generally receive higher grades in the second-level course than students who completed the introductory course at the institution, even when controlling for academic ability (Morgan & Ramist, 1998; Morgan & Klaric, 2007). In the earlier study (Morgan & Ramist, 1998), the finding generally held for students who scored 3 on the AP exam (although grades were higher for students who scored 4 or 5). In the minority of



cases where grades were lower for AP students, the differences were small. In the latter study (Morgan & Klaric, 2007), the results showed more variation for students who scored lower on the AP exam. For students with a score of 3, the difference between AP and non-AP student grades was minimal and insignificant for most of the exams, indicating that the higher overall performance was primarily attributable to the students with AP scores greater than 3.

Sadler and Sonnert (2010) examined course performance in the sciences for students who passed the AP exam, but still took the introductory course in college (either by choice or because the institution required a higher score). They found that the AP students generally had higher grades in the introductory course, but that their grades (B to B+ average) were not as high as might be expected given that they were essentially repeating the course.

Schneider (2010) examined how Colorado State University students performed in a subsequent math course based on whether they earned credit for the prior course by taking the course at CSU, at another institution, or by passing an AP exam. More than one-third (36.4%) of students who received credit based on an AP exam score of 3 received a grade of D, F, or W in the subsequent course. Students who took the introductory course at CSU had a similar failure/withdrawal rate as students who received credit based on an AP exam score of 3, which suggests students with the minimum passing score were about as well prepared as other students. However, students with scores of 4 or 5 performed significantly better in the subsequent course. For students with an AP exam score of 4, the percentage of students failing or withdrawing from the subsequent course was 25.4 percent. The percentage dropped to 11.0 percent for students who earned a 5 on the AP exam.

Discussion

This review of the literature reveals varied findings regarding the impact of AP on student outcomes. It has been reported that AP students have higher retention and completion rates and higher GPAs than students who have no AP experience; however, when researchers control for academic ability and socioeconomic characteristics, the results are less conclusive. Also, when better outcomes for AP students are found, the differences are sometimes minimal or significant for only a small number of students (e.g. students with a large number of AP credits).

There are also many questions that are largely unanswered, which adds to the lack of certainty about how well AP students perform in college. Relatively few studies have examined whether outcomes vary for students who pass the AP exam with a score of 3 (claimed equivalent to a B-, C+, or C) versus a higher score. There is no understanding of the impact of awarding students AP credit for elective or general education courses versus courses required for their major. Nor does the research indicate whether AP student outcomes differ depending on the level of selectivity of the receiving institution. It is possible that differences could be lost in data aggregation. Generalized findings might not apply to individual students taking specific courses at specific institutions.



The inconsistent conclusions about AP may, in fact, reflect reality, as the experiences of AP participants might vary substantially based on a number of factors. The research does not indicate that AP students are *disadvantaged* in their post-secondary work; however some questions remain unanswered and positive impacts should not be overstated.



Annotated Bibliography

Sadler, P.M. & Sonnert, G. (2010). High School Advanced Placement and Success in College Coursework in the Sciences. In P.M. Sadler, G.S. Sonnert, R.H. Tai, & K. Klopfenstein (Eds.), AP: A Critical Examination of the Advanced Placement Program (119-137). Cambridge, MA: Harvard Education Press.

Sadler and Sonnert examined evidence for the equivalence of AP coursework in the sciences and performance in *introductory* college science courses. They relied on survey data from students in 124 different first-semester introductory college biology, chemistry, and physics courses in 55 randomly selected colleges and universities to examine student performance in these courses. They formed six cohorts: 1) no high school course; 2) high school course but not AP or honors level; 3) high school honors course; 4) AP student with failing scores; 5) AP students who didn't take the exam; 6) AP students with passing scores (3 or higher).

Sadler and Sonnet found that students who reported passing their AP exam earned grades that were, in most cases, significantly higher than those of students with other experiences. However, even the grades earned by AP exam passers only averaged B to B+ after taking what was essentially their second introductory college level class.

Duffy, W. (2010). Persistence and Performance at a Four-year University. In P.M. Sadler, G.S. Sonnert, R.H. Tai, & K. Klopfenstein (Eds.), AP: A Critical Examination of the Advanced Placement Program (139-163). Cambridge, MA: Harvard Education Press.

Duffy studied 786 first-time, full-time freshmen enrolling at the University of Tennessee at Martin (a moderately selective four-year institution) between fall 2000 and fall 2006. He examined differences in persistence, degree completion, first-year GPA and cumulative GPA. The study included 300 students with no college credit, 181 students with AP credit, and 305 students with other college credit. Independent variables included income, parent education, ACT score, high school rank, race, gender, and student type (no credit, AP credit, other credit).

In all cases, the AP group had greater persistence and performance than the control group and total population, but when background variables were accounted for, the differences were insignificant.

Klopfenstein, K. (2010). Does the Advanced Placement Program Save Taxpayers Money? In P.M. Sadler, G.S. Sonnert, R.H. Tai, & K. Klopfenstein (Eds.), AP: A Critical Examination of the Advanced Placement Program (189-218). Cambridge, MA: Harvard Education Press.

Klopfenstein examined the impact of AP experience on how long it takes students to earn a baccalaureate degree, using a sample of 28,702 students from Texas public universities. She compared students who passed an AP exam to students without AP experience; the study did not identify whether credits were awarded for all



passing scores. She used the time to degree analysis to explore the cost-benefit of state subsidies to AP programs.

Klopfenstein found no evidence that AP courses lead to faster graduation. She determined that passing AP exams increases the likelihood of graduating in three years for only a small number of students who attended high schools offering a wide array of AP courses and who have the support necessary to pass multiple AP exams. She concluded that passing AP exams does not increase the likelihood of graduating in four years for the typical student or in five years for those who have not graduated in four years. As a result, Klopfenstein contends that subsidies to AP programs are not justified based on the idea that AP experience shortens time to degree. Klopfenstein noted that the findings are consistent with the idea that most AP students would do well in college even without AP experience.

Klopfenstein, K. & Thomas, K. M. (2005). The Advanced Placement Performance Advantage: Fact or Fiction? Paper presented at the American Economic Association 2005 Annual Meeting. Retrieved from: https://www.aeaweb.org/assa/2005/0108_1015_0302.pdf

Klopfenstein and Thomas examined the effect of AP courses on first-year persistence and first semester GPA. Their sample consisted of more than 28,000 Texas high school graduates who attended 31 four-year Texas public universities in the fall of 1999. The study was based on students who passed AP exams, but did not identify whether credits were awarded for all passing scores.

The researchers concluded that “after controlling for the balance of a student’s high school curriculum, family, and school characteristics, AP students are generally no more likely than non-AP students to return for a second year of college or to have higher first semester grade point averages.” They noted that the results might be partly due to the expansion of the AP program since 1990 which may have impacted program quality.

Schneider, J. (2014). Advanced Placement Analysis. Colorado State University Office of Institutional Research.

An analysis conducted by Jennifer Schneider Colorado State University (CSU) examined first year GPA to determine whether it differed based on AP exam scores. The population included full-time undergraduates enrolling at CSU between Fall 2007 and Fall 2012 and full-time undergraduate transfer students with a first-year GPA who were enrolled during the same time period. Schneider found that across all AP exams, new undergraduates who received an AP score of a 3, 4, or 5 had significantly higher first year GPA than new students who no AP credit. However, she also determined that in seven content areas, new students with higher AP exam scores (4 versus 3 and 5 versus 4) had higher first year GPAs.

Schneider also examined how students performed in a subsequent math course (MATH 161) based on whether they earned credit for the prior course (MATH 160)



by taking the course at CSU, at another institution, or by passing an AP exam. More than one-third (36.4%) of students who received credit based on an AP exam score of 3 received a grade of D, F, or W in the subsequent course. Students who took the introductory course at CSU had a similar failure/withdrawal rate, which suggests students with the minimum passing score were about as well prepared as other students. Students with scores of 4 or 5 performed significantly better in the subsequent course. For students with an AP exam score of 4, this percentage of students failing or withdrawing from the subsequent course was 25.4 percent. The percentage dropped to 11.0 percent for students who earned a 5 on the AP exam.

Eykamp, P.W. (2006). Using data mining to explore which students use advanced placement to reduce time to degree. *New Directions for Institutional Research*, 131, 83-99.

Eykamp examined a cohort of University of California students to determine the effect of AP credits on time to degree, course load, and propensity for students to double major. The study population included 15,667 first-time freshmen entering a UC system campus in 1994. Sixty percent of those students had AP or other university credit when they enrolled. Eykamp converted those credits to course equivalents for the purposes of the study; 25% had two or fewer course equivalents, but more than 25% had enough units to replace at least a quarter of coursework.

Eykamp found no clear relationship between time to degree and the number of AP and other college credits earned. Some students did use AP credits to substitute for university coursework, but it was also determined that 70% of students did not need the credits because they earned the required university credits without including the AP credits.

The study did reveal that students with a large number of AP units tend to enroll for slightly fewer quarters than those with fewer AP units, but two quarter's worth of units was associated with only half a quarter less time enrolled and the average still exceeded four years. Only a small percentage of students with more than 51 AP units graduated in less than four years. Students with AP credits showed no greater likelihood to graduate with high-unit majors or double majors.

Eykamp concluded that only about a third of UC students used AP units to graduate, and many of them took a slightly lighter course load as a way of using them.

Delicath, T. (1999). The influence of dual credit programs on college students' integration and goal attainment. *Journal of College Student Retention*, 1(4), 377-398.

Delicath sought to identify differences in first-year persistence and six-year graduation for students with credits earned through the Advanced College Credit Program (ACC) or Advance Placement (AP) program versus those without ACC/AP credits. He conducted a cohort longitudinal study of 2,760 first-time, undergraduate students who enrolled at St. Louis University between the fall of 1989 and the fall of



1991. Of the students included in the study, 644 had an average of 11.62 ACC credits and 6.11 AP credits.

Initial regression models showed a correlation between ACC/AP credits and time to degree, but the relationship did not hold when controlling for the student's level of academic achievement using ACT scores. Delicath concluded that ACC/AP credits did not significantly influence students' time to graduation.

Eimers, M.T. & Mullen, R. (2003). Dual Credit and Advanced Placement: Do They Help Prepare Students for Success in College? Paper presented at the 43rd Annual Conference of the Association of Institutional Research. Retrieved from:

<https://uminfopoint.umsystem.edu/media/fa/planning/students/dualcredit/paperair.pdf>

Eimers and Mullen studied 7,913 first-time degree-seeking resident freshmen who enrolled in one of four University of Missouri System campuses within one year of high school graduation. They examined whether there were differences in first-year GPA and first-year retention between students who received AP or dual credit versus students who did not. They controlled for academic ability using ACT scores, high school rank, and completion of Missouri's high school core curriculum.

The researchers found when holding student ability constant, students entering with AP credit tended to have slightly higher GPAs than students entering with dual credit only or those entering with no credit. Students entering with AP credit or dual credit both had higher retention rates.

Morgan, R. & Ramist, L. (1998) Advanced Placement Students in College: An Investigation of Course Grades at 21 Colleges. Report No. SR-98-13. Educational Testing Service. Retrieved from:

<http://www.collegeboard.com/ap/pdf/validity2.pdf>

Morgan and Ramist compared performance in upper level courses of those who received advanced placement based on AP exam scores with performance of students who took introductory college courses. They received data from 21 institutions, including several highly selective institutions. The data file included information on 66,125 students; 27,268 records had a least one AP grade.

Students who scored 5 on AP exams generally performed better in the subsequent course than students who scored 4, and students who scored 4 generally outperformed students who scored a 3. However, in most cases, students who scored 3 on the AP exam and were placed directly into the second-level course performed better than students who took the introductory course in college. Where grades were lower for AP students, the difference was minimal.



Cusker, E.R. (2000). A Study of the Use of Advanced Placement Credit by Undergraduates Entering Binghamton University in 1990. Learning Productivity Network Newsletter. Retrieved from:

<http://gse.buffalo.edu/org/lpn/news/cusker.html>

Cusker conducted a case study of students who entered Binghamton University in 1990 with 12 or more AP credits. She examined how students used AP credits toward their degrees. Cusker found: 1) 30% completed more ambitious programs including double majors or degrees and minors; 2) over 90% used AP credit for college requirements; 3) no student completed credit that duplicated AP work and 46 earned some AP credit that met no requirement; 4) 19.4% graduated with excess credit above the minimum degree requirement; and 5) early graduation was achieved in less than four years by 8.3% while another 165 or 76.4% graduated in four years. The amount of AP credit and graduation date correlated negatively and significantly for native students. There was no significant relationship between the amount of AP and excess credit.

While few students graduated in less than four-years, the four-year graduation rate for students with AP credits was significantly higher than the rate for the student body as a whole. However Cusker noted that evidence that AP participation decreases time to degree has been sporadic and unconvincing throughout more than 40 years of AP history.

Morgan, R. and Klaric, J. (2007). AP Students in College: An Analysis of Five-Year Academic Careers. College Board. Retrieved from:

<http://research.collegeboard.org/publications/content/2012/05/ap-students-college-analysis-five-year-academic-careers>

Morgan and Klaric compared the academic careers of students who took AP exams with those who did not take AP exams. Their research was based on data on students entering 27 different institutions in 1994. They study included five research questions, including questions related to performance in intermediate college courses and graduation rates.

The researchers sought to determine if performance in intermediate-level courses into which AP students are placed is comparable to that of non-AP students. They compared the performance in intermediate courses for AP students receiving advanced placement with students who took the introductory college course. In general, AP students performed better in the intermediate course than students who took the introductory course, even when adjusting for SAT scores to control for level of academic ability; however, for students who scored a 3 on the AP exam, the differences were smaller and statistically significant for only three exams.

Morgan and Klaric also examined the graduation rates for AP students compared to non-AP students. They determined that even after accounting for the higher SAT scores of AP participants, their completion rate was higher than non-AP students.



Hargrove, L. Godin, D. & Dodd, B. (2008). College Outcomes Comparisons by AP and Non-AP High School Experiences. College Board. Retrieved from: <http://research.collegeboard.org/publications/content/2012/05/college-outcomes-comparisons-ap-and-non-ap-high-school-experiences>

Hargrove, et al. examined post-secondary outcomes of students based on their AP experience. Outcomes measures included first- and fourth-year GPA, first- and fourth-year credits earned, and four-year graduation. AP experience was delineated in several ways – course only, exam only, both course and exam, non-AP dual enrollment, and non-AP other course only. The study was based on five cohorts of 1998-2002 Texas public high school graduates enrolled at a Texas public higher education institution.

The researchers examined differences in college outcomes based on AP experience, accounting for a number of factors including SAT score, family income, and AP exam grade. Overall, they found that subject specific analyses showed that students matched on SAT scores and family income who took both and an AP course and exam outperformed students who took only the AP course, and students with dual enrollment only or other courses (both non-AP) on all college outcomes. AP course and exam students graduated at consistently higher rates than any of the other groups, and those students with the highest AP exam grades graduated at the highest rates.



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Appendix B:

A Survey of Research on Post-secondary Outcomes for International Baccalaureate Students

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Summary

A small body of research has focused on postsecondary enrollment and outcomes for students who participated in the International Baccalaureate (IB) program during high school. Research indicates that IB students generally have higher enrollment rates, higher retention and/or persistence rates, and higher graduation rates than the college population overall (Halic, 2013; Bergeron, 2015; Caspary 2011). Studies that attempt to control for academic achievement have yielded similar results (Shah, Dean, & Chen, 2010; Coca, et al., 2012; Conley, et al., 2014). A small number of studies have examined student performance in particular subject areas and sought to identify differences based on exam score or type of exam (standard level or higher level). In their study of Florida IB students, Caspary & Bland (2011) found that IB students generally do well in their first college course in a subject area in which they have taken an IB exam. Higher IB exam scores were correlated with higher course grades and, in most cases, course grades showed little variation based on whether a student had taken the standard level or higher level exam. The exception was math, where students who took the higher level exam earned considerably higher course grades than students who took the standard level exam. Caspary & Bland also found that IB diploma recipients earned higher grades than students who participated in the IB diploma program but failed to earn the credential.

Shah, Dean, & Chen (2010) reached a similar conclusion in their study of University of California students. IB diploma recipients outperformed IB students who didn't earn the diploma. They found that IB exam scores were the best predictor of college GPA; but unlike Caspary & Bland, they did find a difference in GPA between students who took the higher level versus standard level exam, determining that the higher level exam score was a better predictor of GPA.

It should be noted that there is a limited body of research related to the post-secondary outcomes of IB students and much of the work that does exist has been prepared for the International Baccalaureate Organization.



Annotated Bibliography

Caspary, K. & Bland, J. (2011) First College Courses Taken by Florida IB Students. Research Brief. Menlo Park, CA: SRI International. Retrieved from: http://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/fl_coursesresearchbrief2011-04-06.pdf

Caspary & Bland examined the relationship between IB exam performance and college course grades. Their population included 4,845 students from Florida who took IB exams between spring 2000 and spring 2005 and entered the University of Florida in the fall term. They identified all college courses that each student took in each subject area within two years of matriculating and then isolated the first course taken. They also identified whether students took the standard level (SL) or higher level (HL) exam and their score for each exam. They compared course grades for students based on whether or not they earned the IB diploma and based on their exam level and score, but did not compare grades for the IB students to grades of other university students.

The researchers found that, on average, higher exam scores were correlated with higher course grades. Overall, 59% of students who scored a 6 or 7 on the IB exam earned an A in their first college course in the subject area; 26% earned a B; 8% earned a C; and 8% earned a D or W. For student who scored a 4 or 5 on the IB exam, 39% earned an A in their first college course; 32% earned a B; 16% earned a C; and 14% earned a D or W. Diploma recipients generally earned higher grades than non-recipients. For most courses, there was little difference in the grade distribution for IB students who took the SL exam versus those who took the HL exam. The exception was math, where students who took the HL exam did significantly better in their first math course when compared to students who took the SL exam.

Math is the only subject area in which only a small percentage of IB students (7%) did not take a corresponding course in their first two years of college, indicating that further math courses were required for most students who entered with IB credit. In other subject areas, a much larger percentage of IB students (32% to 86%) did not enroll in a course in a corresponding subject during their first two years of college, suggesting that the IB credits may have met the subject area requirements for many students.

This research was prepared for the International Baccalaureate Organization.



Shah, S. Dean M. & Chen, Y.C. (2010). Academic Performance of IB Students Entering the University of California System from 2000-2002. Geneva: IBO. Retrieved from: <http://www.ibo.org/globalassets/publications/ib-research/dp/academicperformanceofibstudentsenteringtheuniversityofcalifornia2010.pdf>

Shah, et al. examined college grade point averages and graduation rates of 1,547 high school students who participated in the IB program and enrolled in the University of California (UC) system between 2000 and 2002. IB students are compared to all other UC students as well as a comparison group matched on year of enrollment, race/ethnicity, family income, and academic performance (based on high school GPA and ACT or SAT score).

The researchers found that IB students earned higher grade point average and graduated at higher rates than UC students overall and students in the comparison group. IB diploma recipients performed better than non-recipients (candidates who didn't earn enough points or those who did not participate in the full diploma program). Average IB exam score was the best predictor of GPA. Performance on higher level (HL) exams was a stronger predictor of GPA than performance on standard level (SL) exams. Performance on HL exams was also a better predictor of GPA than indicators of high school academic performance.

For two of the three cohorts studied, four-year graduation rates were about 4% higher for IB students than other UC students or students in the comparison group; the graduation rate was similar for all groups for one entering cohort. The six-year graduation rate was 6-7% higher for IB students than the other groups for two cohorts and again, nearly equal across groups for one cohort.

This research was conducted by the International Baccalaureate Global Research unit.

Halic, O. (2013). Postsecondary Educational Attainment of IB Diploma Programme Candidates from U.S. High Schools. Geneva: IBO. Retrieved from: <http://www.ibo.org/globalassets/publications/ib-research/dp/nscpostsecondaryfullreportfinal.pdf>

Halic examined postsecondary enrollment, retention, and completion for students who participated in the IB diploma programme (DP students) in U.S. high schools and registered for IB exams in 2005. She relied on the National Student Clearinghouse to track college enrollment and outcomes. More than 11,000 students were in the original population; 9,654 (86%) were identified in the student clearinghouse; 8,679 (77% of the original population) enrolled in a college or university after high school; this group is the population used for the analyses.

The first-year retention rate of DP students enrolled at four-year institutions was 98% - much higher than the national average (75%). The four-year graduation rate



for DP students was 74% (the comparative national average was 38%) and the six-year rate was 87% (the comparative national average was 56%).

Halic's study compared retention and graduation rates for IB students to the U.S. national average. Outcomes were not examined relative to a comparison group. This research was conducted by the International Baccalaureate Global Research unit.

Bergeron, L. (2015). Diploma Programme Students' Enrollment and Outcomes at US Postsecondary Institutions. Geneva: IBO. Retrieved from: http://www.ibo.org/globalassets/publications/ib-research/continuum/ibteacherresearchsummary_final.pdf

Bergeron used data from the National Student Clearinghouse to track postsecondary enrollment and outcomes for IB diploma programme (DP) participants in the U.S. and Latin America who took IB exams in 2008. The final analyses were based on records of 15,680 students. She found a high rate of enrollment among IB students (78% vs. a national average of 60%). An overwhelming majority enrolled at four-year institutions. The retention rate for DP students was 98%, again much higher than the national average (77%). The four-year graduation rate for DP students was 79% and the six-year graduation rate was 83%. Graduation rates were higher for diploma recipients than non-recipients. The four-year rate for recipients was 84% versus 66% for non-recipients. The six-year graduation rate for recipients was 87%, compared to 72% for non-recipients.

Beregon's study compared retention and graduation rates for IB students to the U.S. national average. Outcomes were not examined relative to a comparison group. This research was prepared for the International Baccalaureate Organization.

Caspary, K. (2011) Postsecondary Enrollment Patterns of IB Certificate and Diploma Candidates from U.S. High Schools. Research Brief. Menlo Park, CA: SRI International. Retrieved from: <http://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/ibsuppdomesticresearchbrief2011-04-06.pdf>

Caspary used the National Student Clearinghouse (NSC) to track postsecondary enrollment and graduation rates for two cohorts of IB students: 11,653 certificate candidates and 12,834 diploma candidates who completed high school in 2000 and 2001. She found that most students (71%) enrolled full-time at a NSC participating institution and the majority of these students (67%) enrolled at a four-year institution. Most enrolled at an institution identified as "selective" or "more selective."

The four-year and six-year graduation rates for all IB students were 56% and 75%, respectively. IB diploma recipients had much higher graduation rates than non-recipients. The four-year rate for diploma recipients was 69% compared to 52% for



non-recipients. The six-year rate was 85% for recipients compared to 72% for non-recipients. Graduation rates for IB certificate students were below the graduation rates for diploma recipients but higher than the graduation rates for diploma candidates who did not earn the diploma. Graduation rates for all IB students, overall, exceeded the national average.

Caspary's study compared graduation rates for different groups of IB students but did not compare outcomes to a comparable group of non-IB students. This research was prepared for the International Baccalaureate Organization.

Conley, D., McGaughy, C., Davis-Molin, W., Farkas, R., & Fukuda, E. (2014). International Baccalaureate Diploma Programme: Examining College Readiness. Bethesda, MD: International Baccalaureate Organization. Retrieved from: <http://www.ibo.org/globalassets/publications/ib-research/collegereadinesssummaryeng.pdf>

Conley, et al. compared the academic preparedness and postsecondary success of two groups of students who enrolled in the honors college at the University of Oregon from 2005 to 2012. One group completed four or more courses in IB diploma program during high school; the other group did not participate in the IB program. Oregon mathematics placement test scores were used to measure academic preparedness. Persistence through college and first-year, second-year, and cumulative GPA were used to measure success.

The researchers found that, on average, IB students scored higher on the mathematics placement test than other students in the honors college. They determined that IB students had a higher persistence rate (98%) compared to the other group (91%), but there was no statistically significant difference in GPA after controlling for students' gender and minority status.

This report was prepared for the International Baccalaureate Organization.

Coca, V., Johnson, D., & Kelley-Kemple, T. (2012). Working to My Potential: The Postsecondary Experiences of CPS Students in the International Baccalaureate Diploma Programme. Chicago, IL: University of Chicago Consortium on Chicago School Research. Retrieved from: <https://ccsr.uchicago.edu/sites/default/files/publications/IB%20Report1.pdf>

Coca et al. examined postsecondary outcomes for students who participated in IB diploma programs offered by the Chicago Public School system and graduated high school between 2003 and 2007. They used a comparison group to estimate the effects of the IB program on college enrollment and persistence.

The researchers found that IB students were more likely to enroll in a four-year institution, enroll in a more selective institution, and persist for two years at a four-year institution. The findings held when the researchers controlled for self-



selection by comparing IB students with similarly high-achieving students who did not participate in the IB program.

This research was funded by the International Baccalaureate Organization.



Appendix C: Colorado Statute Related to PLA



Colorado Legislation Pertaining to Credit for Prior Learning

Colorado law (CRS 23-1-125) requires the Colorado Commission on Higher Education (CCHHE) to work with public institutions of higher education to define a process for students to test out of core courses. This may include specifying use of a national test or criteria for approving institutional exams. Law also requires that each institution make public its policy for determining credit for prior learning.

Colorado law does not: 1) give the CCHHE authority to determine standards for awarding credit; 2) set conditions for the transferability of credit by exam; 3) require a process or policy for awarding credit for courses outside the core curriculum.

Sections 3, 4 and 4.5 of CRS 23-1-125 are provided below. The full text of CRS 23-1-125 is provided at the end of this document.

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education. The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours. Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.

(4) Competency testing. On or before July 1, 2010, the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.

(4.5) Prior learning. Beginning in the 2013-14 academic year, each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.

Colorado law (CRS 23-1-113.2) specifically addresses the International Baccalaureate (IB) Diploma. It requires each public institution of higher education to have a policy for the acceptance of first-time freshmen who have successfully completed the IB diploma program. The institution's governing board determines the level of performance needed to grant credits and the number of credits to be granted, but an institution must award at least 24 credit hours unless the student



received a score of less than 4 on an exam. The governing board determines the specific general education or elective requirements that are satisfied by successfully completing the IB diploma and the conditions that must be met to receive credits. Application of credits to gtPathways courses is not specified.

Although the law sets a minimum number of credits that must be awarded for students who complete the program and score at least a 4 on all exams, it explicitly states that governing boards determine the standards for awarding credit and the course requirements that can be met with IB credit.

Sections 2c and 2d of CRS 12-1-113.2 are provided below. The full text of CRS 23-1-113.2 is provided at the end of this document.

(c) Each governing board shall set the number of credits the institution may grant to a student who has successfully completed an international baccalaureate diploma program. Except as otherwise provided in paragraph (d) of this subsection (2), the number of credits granted by an institution shall be, at a minimum, twenty-four semester credits or their equivalent. Each governing board shall identify the specific general education or elective requirements that the student satisfies by having successfully completed the international baccalaureate diploma program and shall outline the conditions necessary to award the credits.

(d) Each institution may determine the level of student performance necessary to grant the credits, as measured by a student's exam performance in the specific courses constituting the international baccalaureate diploma program. An institution may only grant less than twenty-four semester credits or their equivalent if the student has received a score of less than four on an exam administered as part of the international baccalaureate diploma program, in which case the number of semester credits or their equivalent granted by the institution shall be reduced accordingly.

TITLE 23. POSTSECONDARY EDUCATION
STATE UNIVERSITIES AND COLLEGES
ARTICLE 1. COLORADO COMMISSION ON HIGHER EDUCATION

C.R.S. 23-1-125 (2015)

23-1-125. Commission directive - student bill of rights - degree requirements - implementation of core courses - competency test - prior learning

(1) Student bill of rights. The general assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;

(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;

(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;

(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;

(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;

(f) Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements;

(g) A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferrable.

(2) Degree requirements. The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specific professional degree programs that have additional degree requirements recognized by the commission.

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education. The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours. Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the

transferability of core course credits.

(4) Competency testing. On or before July 1, 2010, the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.

(4.5) Prior learning. Beginning in the 2013-14 academic year, each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.

(5) Nonpublic institutions of higher education. (a) (I) A nonpublic institution of higher education may choose to conform its core course requirements with, or adopt core course requirements that meet, the general education course guidelines developed by the department pursuant to subsection (3) of this section and identify the specific courses that meet the general education course guidelines. The nonpublic institution of higher education may require all of the students enrolled in the institution to take the core course requirements that are conformed or adopted as provided in this paragraph (a) or may require only those students who are concurrently enrolled, pursuant to article 35 of title 22, C.R.S., in a high school and in the nonpublic institution of higher education to take said core course requirements.

(II) The core course requirements that a nonpublic institution of higher education conforms or adopts pursuant to this paragraph (a) shall comply with the number of credit hours required by the department and shall include courses in each of the subject areas identified by the department. The nonpublic institution of higher education shall submit to the department a description of its core course requirements with the initial review fee established pursuant to paragraph (c) of this subsection (5), and the department shall determine whether the nonpublic institution's core course requirements comply with the department's general education course guidelines. If the department determines that the nonpublic institution of higher education's core course requirements comply with the guidelines, then the nonpublic institution's core course credits shall be transferable to public institutions of higher education, and the nonpublic institution of higher education shall accept transfers of core course credits from the public institutions of higher education.

(b) A nonpublic institution of higher education that chooses to seek transferability of its core course credits pursuant to paragraph (a) of this subsection (5) shall, prior to the beginning of each academic year in which it seeks transferability, allow the department to review its general education core course requirements and its general education courses to ensure that they continue to meet the general education core course guidelines. The department may assess a fee as provided in paragraph (c) of this subsection (5) to offset the costs of the annual review.

(c) The commission, in consultation with the department, shall establish the amounts of the initial review fee and the annual review fee of a nonpublic institution of higher education's general education core course requirements and core courses, which amounts shall not exceed the direct and indirect costs incurred by the department in initially reviewing and in annually reviewing the nonpublic institution's general education core course requirements and core courses. The department is authorized to collect the fees from nonpublic institutions of higher education as provided in paragraphs (a) and (b) of this subsection (5).

(d) On or before March 1, 2016, the commission shall submit to the education committees of the senate and the house of representatives, or any successor committees, a report concerning the implementation of this subsection (5). At a minimum, the report shall include:

(I) The names of the nonpublic institutions of higher education that are participating in the general education core course requirements;

(II) The number of students who have transferred core course credits to or from a nonpublic

institution of higher education;

(III) Any issues that have arisen in the course of implementing this subsection (5); and

(IV) Any recommendations for changes to this subsection (5).

(e) As used in this subsection (5), "nonpublic institution of higher education" means an educational institution operating in this state that:

(I) Does not receive state general fund moneys in support of its operating costs;

(II) Admits as regular students only persons having a high school diploma or the recognized equivalent of a high school diploma;

(III) Is accredited by an accrediting agency or association approved by the United States department of education;

(IV) Provides an educational program for which it awards a bachelor's degree or a graduate degree;

(V) Is authorized by the department of higher education to do business in Colorado pursuant to section 23-2-103.3;

(VI) Maintains a physical campus or instructional facility in Colorado; and

(VII) Has been determined by the United States department of education to be eligible to administer federal financial aid programs pursuant to Title IV of the federal "Higher Education Act of 1965", as amended.

HISTORY: Source: L. 2001: Entire section added, p. 1473, § 1, effective June 6. L. 2008: (3) amended, p. 1478, § 17, effective May 28. L. 2010: (4) amended and (5) added, (SB 10-108), ch. 301, p. 1427, § 1, effective May 27. L. 2012: (3) amended, (HB 12-1155), ch. 255, p. 1281, § 8, effective August 8; (4.5) added and (5)(e)(III) amended, (HB 12-1072), ch. 62, p. 223, § 2, effective August 8.

Cross references: For the legislative declaration in the 2012 act adding subsection (4.5) and amending subsection (5)(e)(III), see section 1 of chapter 62, Session Laws of Colorado 2012.

TITLE 23. POSTSECONDARY EDUCATION
STATE UNIVERSITIES AND COLLEGES
ARTICLE 1. COLORADO COMMISSION ON HIGHER EDUCATION

C.R.S. 23-1-113.2 (2015)

23-1-113.2. Department directive - admission standards for students holding international baccalaureate diplomas

(1) (a) The general assembly hereby finds and declares that:

(I) It is in the best interests of the state to encourage the development and adoption of innovative and effective curricula for high school students;

(II) The international baccalaureate diploma program is an established and well-respected program designed to provide innovative curricula world-wide;

(III) In most other Western educational systems, secondary education includes the equivalent of a thirteenth grade, and the international baccalaureate diploma program conforms to this approach with its rigorous course of study over two years;

(IV) A student who has successfully completed the international baccalaureate diploma program is viewed as a highly attractive student by institutions of higher education due to the student's ambition, work habits, and scholarship;

(V) Nationwide, institutions of higher education recognize the high level of academic sophistication of international baccalaureate students and many offer considerable college credit as an inducement for those students to attend their institutions;

(VI) Many Colorado international baccalaureate students leave the state to attend institutions of higher education that provide attractive offers of credit; and

(VII) It is in the best interests of Colorado to retain the state's best and brightest students who can establish permanent residency and subsequently contribute to the intellectual and economic vitality of the state.

(b) It is therefore the intent of the general assembly in enacting this section that Colorado institutions of higher education be required to adopt comprehensive and reasonable policies to offer credit to international baccalaureate students.

(2) (a) The department shall ensure that each governing board of a state-supported baccalaureate and graduate institution of higher education in the state adopt and implement, for each of the institutions under its control, a policy for the acceptance of first-time freshman students who have successfully completed an international baccalaureate diploma program.

(b) Each governing board shall report the policy adopted and implemented pursuant to paragraph (a) of this subsection (2) to the department and shall make the policy available to the public in an electronic format.

(c) Each governing board shall set the number of credits the institution may grant to a student who has successfully completed an international baccalaureate diploma program. Except as otherwise provided in paragraph (d) of this subsection (2), the number of credits granted by an institution shall be, at a minimum, twenty-four semester credits or their equivalent. Each governing board shall identify the specific general education or elective requirements that the student satisfies by having successfully completed the international baccalaureate diploma program and shall outline the conditions necessary to award the credits.

(d) Each institution may determine the level of student performance necessary to grant the credits, as measured by a student's exam performance in the specific courses constituting the

international baccalaureate diploma program. An institution may only grant less than twenty-four semester credits or their equivalent if the student has received a score of less than four on an exam administered as part of the international baccalaureate diploma program, in which case the number of semester credits or their equivalent granted by the institution shall be reduced accordingly.

(3) The provisions of this section shall not apply to any institution of higher education that has entered into a performance contract with the commission as an exemplary institution of higher education.

HISTORY: Source: L. 2003: Entire section added, p. 1213, § 1, effective August 6.L. 2008: (2)(a) and (2)(b) amended, p. 1474, § 12, effective May 28.



Appendix D:

A Survey of Practices in States with Some Specified PLA Requirements

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Office of Academic Affairs



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



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/CLEPGuidelines_102014.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://higheredutah.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>