



STUDENT SUCCESS

WORKING GROUP DELIVERABLE

The **Student Success Working Group** will focus on identifying evidence-based and otherwise promising strategies to boost college completion at New Jersey's colleges. The group will explore opportunities to strengthen student success by scaling and replicating academic, social, and financial interventions that are innovative and effective. Specifically, the group focused on:

- ➔ Exploring and recommending alternatives to traditional developmental education.
- ➔ Identifying creative strategies that can accelerate student progress to a degree and reduce the impact of student financial challenges.
- ➔ Exploring opportunities to expand and standardize college credit for prior learning models.
- ➔ Investigating multi-intervention models, such as CUNY ASAP, to see what lessons can be applied in New Jersey from first year to graduation.

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OVERVIEW

In March of 2019, the State of New Jersey Office of the Secretary of Higher Education released its plan for higher education in New Jersey. The plan, [Where Opportunity Meets Innovation: A Student-Centered Vision for New Jersey Higher Education](#), outlines steps that institutions of higher education in New Jersey should take to ensure that postsecondary education is accessible to all students, affordable, equitable, high-quality, inclusive, and safe.

In an effort to make sure that New Jersey college students can realize their educational objectives, the state plan identifies five working groups to develop strategies that support students and lead to the overall goal that 65% of working-age New Jersey residents obtain a postsecondary educational credential by 2025. Each working group has a discrete focus and charge that aligns with the vision for the [New Jersey Student Bill or Rights](#) and with specific goals of the state plan.

THE STUDENT SUCCESS WORKING GROUP HAD THE FOLLOWING CHARGE:

To identify evidence-based strategies to boost college completion at New Jersey colleges, including exploring alternatives to developmental education, strategies to accelerate student progress to a degree, opportunities to standardize college credit for prior learning assessment, and possible multi-intervention models.

The Office of the Secretary selected 40 members from among those who applied to a state-wide call and two co-Chairs for the Student Success Working Group. Ph.D. Harvey Kesselman, Ph.D., President of Stockton University and Mr. Reginald Lewis, Executive Director of the Newark City of Learning Collaborative, serve as co-Chairs. Working Group membership represents racial, ethnic, gender, age, and status diversity as well as diversity across higher education sectors in the state.

The Student Success Working Group began its work in June and delivered its recommendations to the Office of the Secretary of Higher Education at the final meeting of the Working Group on October 30, 2019.

To facilitate its work, the Student Success Working Group broke into 4 subcommittees, each with a specific charge. Each subcommittee has one lead or two co-leads. This group was charged with:

1. To explore and recommend alternatives to traditional developmental education
2. To identify creative strategies to accelerate student progress to a degree and reduce the impact of financial challenges
3. To explore opportunities to expand and standardize models for accepting college credit for prior learning
4. To investigate multi-intervention models to support students from first year to graduation

The full Student Success Working Group met once a month, and the subcommittees met as needed from June to October. The subcommittee members presented their research and draft recommendations at monthly meetings of the Working Group. The co-Chairs as well as the staff from the Office of the Secretary of Higher Education and the Higher Education Student Assistance Authority reviewed and commented on each draft of the subcommittees' recommendations prior to the monthly meeting. Subcommittees' final recommendations were submitted to the co-Chairs and to the staff of the Office of the Secretary of Higher Education for their review by October 10, 2019.

On October 30, the subcommittees presented their final recommendations. The staff of the Office of the Secretary of Higher Education will forward the final recommendations from each subcommittee to the Secretary of Higher Education, following that meeting.

The Student Success Working Group subcommittees created four documents that provide realistic recommendations for 2-year and 4-year institutions to streamline developmental education, to develop smooth pathways from high school to 2-year and 4-year institutions and from 2-year to 4-year institutions, to explore ways to accelerate time to degree, to expand and standardize prior learning assessment, and to create multi-intervention services that support students academically, financially, personally, and in terms of physical and mental wellness. In addition, the subcommittees recommend that the Office of the Secretary of Higher Education promote professional development to support faculty and administrators' sharing best practices and learning new methods for effecting reforms related to student success, provide a means for regular data collection from and dissemination to institutions of higher education, and explore opportunities for encouraging a third academic semester in the summer. The Student Success Working Group members believe that moving in the recommended directions will help students achieve their educational goals in a timely fashion while incurring the least amount debt and contribute to the state goal for 65% of working-age adults to obtain a postsecondary credential by 2025.

Exploring Opportunities to Expand Prior Learning Models

Disclaimer:

The views expressed in this document belong to the Working Group and do not necessarily reflect the official policy of the State of New Jersey. The content provided is intended to serve as a resource to help develop strategies to increase support for students at New Jersey's colleges and is provided in good faith. Due to time constraints, the Working Group notes the information may not be comprehensive and readers should take into account context for how the deliverable is used as well as further research that may be available after publication.

Problem Statement

To increase the educational attainment of the citizens of New Jersey and address challenges in enrollments, one audience that the State and its colleges and universities are focusing on are adult learners who have earned some college credit but who have not achieved a credential (a population estimated at over 1 million in the State of New Jersey). When addressing this audience, prior learning assessment (PLA) is one approach that is of interest to accelerate the attainment of a degree and connect their work experience to college-level learning.

Many ... adults without a college credential have gained significant knowledge and skills through their experiences in the workforce, military service, self-study or other contexts. Much of this learning may be at the college level. Recognizing this college-level learning - and having it count toward a degree or other credential - is an important way to accelerate postsecondary educational attainment (Council for Adult and Experiential Learning, 2018)

Further, research conducted by the Council for Adult and Experiential Learning (CAEL) (2018) determined that students with PLA credit were more likely to complete a degree or credential compared to students without such credit.

From our research, we see that many institutions in New Jersey have some level of PLA ranging from examination programs such as the College Level Examination Program (CLEP) to Portfolio review to the assessment of learning from military training and workplace training programs. However, we also learned that it was often difficult to find these offerings on college and university websites and, when found, information was often difficult to decipher, especially when trying to compare from institution to institution.

The following are recommendations to expand and standardize college credit for prior learning in New Jersey. These recommendations focus on collaboration and capacity building to create an infrastructure to support the future growth of prior learning assessment activities in the state of New Jersey. These recommendations are strongly influenced by the research efforts of the sub-group members as well as the 2015 CAEL publication - *State System PLA Adoption: Lessons from a Three-System Initiative*.

Methodology

To determine the recommendations and initiatives in the following section, our group focused on two main activities:

1. **Current State Research**

To gauge PLA activities at institutions of higher education in New Jersey, we developed a data collection tool and method. We reviewed a sample of institutional websites and/or

requested direct feedback to collect information utilizing the instrument. Information gathered was reviewed and discussed by the sub-group to identify the current state of PLA in NJ and to refine our thinking in terms of needs to further develop PLA opportunities for students.

2. Resource Guide

To assist in our research and to provide a concise collection of materials that could be utilized to further develop PLA activities in the state, we collected, reviewed, and added sources to a Resource Guide. These sources helped to frame our discussions and provide references for our recommendations.

Group meetings and further discussion with other members of the Student Success Working Group and the Office of the Secretary for Higher Education staff further clarified our thoughts and recommendations.

Findings

From our research we discovered multiple items which influenced our recommendations.

Key findings:

- Lack of consistent process, practice and policies among NJ institutions of higher education.
- Varying quality standards and fees in the administration of PLA methods among NJ private and public institutions.
- Unclear if PLA credits from one institution will transfer to another institution.

Recommendations

1. Reconstitute the New Jersey Prior Learning Assessment Network (NJ PLAN)

Description: Research from the Council for Adult and Experiential Learning (CAEL)(2015), indicates that in the development of statewide PLA efforts, task force groups are often established to enable these processes. The groups often continue to meet and become a key part of the framework for continued adoption of PLA efforts.

As New Jersey has had NJ PLAN to facilitate these efforts in the past, this recommendation is to reconstitute the Network to enable further collaboration, planning and development. As we researched the current state of PLA in NJ (Appendix A) we determined that there are many schools that are offering PLA, but there is little consistency from institution to institution in the method, credit awarded, or marketing. By reconstituting NJ Plan or by creating a new entity for NJ PLA, the goal would be to create consistency in the PLA process of higher education in NJ. This effort would enable students to successfully utilize their PLA towards their degree completion

Starting Points

A reconstituted NJ PLAN would consist of those institutions that have been NJ PLAN members, currently offer PLA opportunities, those who are interested in developing PLA initiatives, representation from the Office of the Secretary of Higher Education (OSHE), and other potentially interested groups. Leadership of this group could rotate among member organizations to ease any administrative burden and provide a greater sense of buy-in from members.

An initial call could be sent to NJ institutions of higher education that this group is forming and is seeking membership and leadership. To then launch a reconstituted NJ PLAN, an organization such as CAEL should be retained to facilitate initial meetings and the development of goals. Additionally, and, as per recommendation #3, funding to support the efforts of NJ PLAN should be identified. In order to fund administrative costs, educational offerings, and other potential initiatives, membership in NJ PLAN could be offset by a modest annual membership fee.

Potential Benefits

- Enable knowledge and resource sharing
- Raise awareness of PLA across state institutions
- Increase collaboration and planning efforts
- Build institutional and professional capacity
- Enable partnership opportunities to leverage resources across institutions

Initiatives

- Develop an inventory/current state of PLA Policies and Practices
- Develop awareness and promote PLA via webinars, summits/conferences, publications
 - Presentations by NJ institutions and/or CAEL, Lumina, etc.
- Develop recommendations for policies and practices

Resources and Examples

- New Jersey Prior Learning Assessment Network (NJ PLAN) website. <http://njplan.org/>
- Council for Adult and Experiential Learning (2015). *State System PLA Adoption: Lessons from a Three-System Initiative*. <https://www.cael.org/pla/publication/state-system-pla-adoption-lessons-from-a-three-system-initiative>
- Sample institutions in NJ
 - Thomas Edison State University. <https://www.tesu.edu/degree-completion/earning-credit>
 - Fairleigh Dickinson University. <https://view2.fdu.edu/academics/petrocelli-college/academic-units/online-programs/accelerating-your-degree/>
 - Camden County College. <https://www.camdencc.edu/admissions-financial-aid/priorlearning/?highlight=Prior%20Learning%20Assessment>

2. Develop a Prior Learning Assessment (PLA) policy for New Jersey

Description: Research from the Council for Adult and Experiential Learning (CAEL) (2015) indicates ~25 states have a PLA policy that assists in the creation of clarity and development of PLA. Working with a reconstituted NJ PLAN and utilizing other key stakeholders, New Jersey should develop a policy on PLA that promotes transparency in institutional PLA processes and policies and furthers the growth of institutional PLA initiatives across the state.

Potential Benefits

- Expand PLA opportunities by furthering the conversation around PLA
- Increase level of consistency across institutions
- Address challenges of transfer of PLA credits
- Develop common approaches to tracking and reporting how students use PLA to accelerate their degree completion

Examples of Policy Areas

- Definition of PLA
- Indication of the value of PLA
- List of recognized methods of PLA
- Establishment of PLA Council or other working groups (such as NJ PLAN)
- Transparency of institutional PLA policies, practices, fees, etc.
- Transcription of PLA Credit
- Transfer of credit within system
- Determination of common cut scores on standardized testing (AP, CLEP, DSST)
- Data tracking in NJ's SURE system (e.g. credits earned via PLA)
- Raising awareness and encouraging student PLA participation
- Capacity Building

Starting Points

- Affirm policy goals
 - Example to establish legitimacy of PLA:
 - Define Prior Learning Assessment (PLA)
 - Indicate value of PLA (especially for adult learners)
 - List of recognized methods
 - Data tracking based on recognized methods
- Utilize reconstituted NJ PLAN or working group from NJ PLAN to assist with research and development of drafts
 - Review policies and associated research from Colorado and Montana to determine best practices/approaches.
 - Note: policy documents from these two states are concise and provide system level approaches

- Seek further input from stakeholder groups such as Department of Labor, NJ Business and Manufacturing groups, etc. to best ensure alignment with values and needs.

Resources and Examples

Education Commission of the States. (2017) *50-State Comparison: Prior Learning Assessment Policies*. <https://www.ecs.org/50-state-comparison-prior-learning-assessment-policies/>

- Council for Adult and Experiential Learning. (2015) *State Policy Approaches to Support Prior Learning Assessment*. <https://www.cael.org/pla/publication/pla-state-policy-approaches-to-support-prior-learning-assessment>
- Colorado Commission on Higher Education (CCHE). (2015) *Recommend Approval of Inclusive Process for the Development of a Statewide Prior Learning Assessment Policy* <https://highered.colorado.gov/Academics/admissions/PLA%20docs/Research%20and%20Other%20States%20Policies/Approved%20Process%20for%20Statewide%20Prior%20Learning%20Assessment%20Policy%202015-0508.docx>
- Sample state policies:
 - Colorado <https://www.cccs.edu/policies-and-procedures/board-policies/bp-9-42-prior-learning-assessment-credit/>
 - Montana <https://mus.edu/borpol/bor300/301-19.pdf>

3. Explore funding opportunities to drive the growth of PLA

Description: In order to accelerate the development of PLA across the state, funding must be identified to assist in the development of projects such as NJ PLAN, develop awareness and acceptance of PLA, and to operationalize and incentivize PLA initiatives. Grant funding from the State and organizations interested in PLA initiatives for adult learners, workplace learning, etc. can provide for development opportunities.

In addition to a grant program directly from the State, a potential partnership between an organization such as the Rutgers' Education and Employment Research Center (EERC) could work with a reconstituted NJ PLAN to identify grant opportunities, develop programs, and provide evidence backed by research that indicates the value of prior learning assessment.

Potential Benefits

- Enable awareness events and build operational capacity via workshops, conferences, etc.
- Connect PLA initiatives with research opportunities
- Reduce some of the cost burden of developing PLA opportunities for students

Initiatives

- Engage an outside facilitator (e.g. CAEL) to assist with work to further develop state-wide processes
- Identification of grant and other funding opportunities for PLA development

- *note:* research/resources on PLA in this document often funded by grants from organizations such as the Lumina Foundation or State/U.S. Department of Labor and workforce development
- Fund research on effects of PLA in NJ (Data tracking in SURE)
- Develop partnerships among NJ institutions, examples:
 - Determination of transfer pathways/articulations between two and four year institutions to ensure transferability of PLA credits
 - Engagement with NJ business and/or non-profit organizations to assess training programs for college level learning and establish course equivalencies in multiple organizations
 - Coordinate efforts for Portfolio assessment to ensure efficient administration, academic rigor, faculty participation, etc.
 - Development of common assessments (i.e. Challenge exams) to be used across institutions. Institutions cooperate on creation of assessment and administration
- Incubator Grants to NJ Higher Education Institutions to develop PLA opportunities, provide staff development, etc.
- Award program from the state via NJ PLAN for PLA new and/or improved initiatives (New program, strategic use, etc.)

Starting Points

- Develop State grant program for PLA development initiatives, especially those that provide for a higher level of standardization or expansion across institutions
- Develop entities to identify outside funding/grant opportunities

Resources and Examples

- Kuang, L. and McKay, H. (2015). *Prior Learning Assessment and Student Outcomes at the Colorado Community College System*. Rutgers Education and Employment Research Center.
<https://smlr.rutgers.edu/sites/default/files/documents/PLA%20Baseline%20Report%20FINAL%202-4-16.pdf>
 U.S. Department of Labor grant funded research study on the benefits of PLA
- Pennsylvania's College Credit Fast Track. *College Credit Fast Track*
<http://www.ccfasttrack.org/>
 U.S. Department of Labor's Employment and Training Administration grant funded program.
- Rusk, D. T., & Smith, L. (2014). The Prior Learning Assessment Expansion Initiative of the University of Wisconsin System: A System Approach to Delivering a Culture in Which PLA Can Thrive. *PLA Inside Out: An International Journal on Theory, Research and Practice in Prior Learning Assessment*, 2(2).

Report from the UW Prior Learning Assessment Expansion Initiative (PLAE Initiative), a project funded, in part, by Lumina Foundation for Education

Selected Resources

Council for Adult and Experiential Learning (CAEL) (2015). State System PLA Adoption: Lessons from a Three-System Initiative. Council for Adult and Experiential Learning (CAEL). Chicago, IL.

<https://www.cael.org/pla/publication/state-system-pla-adoption-lessons-from-a-three-system-initiative>

Klein-Collins, R. and Hudson, S. (2018). Do Methods Matter? PLA, Portfolio Assessment, and the Road to Completion and Persistence. Council for Adult and Experiential Learning (CAEL). Chicago, IL.

<https://www.cael.org/adult-learning/publication/learningcounts-do-methods-matter>

Education Commission of the States (2017) 50-state Comparison: Prior Learning Assessment Policies.

<https://www.ecs.org/50-state-comparison-prior-learning-assessment-policies>

The Council for Adult and Experiential Learning (CAEL) (2015) State Policy Approaches to Support Prior Learning Assessment.

https://www.cael.org/hubfs/premium_content_resources/Home_page_books/CAEL_HCM-PLA-State-Policy-Report-2016.pdf

Learning Counts (2019). Learning Counts ©2019, CAEL provides PLA services for educational institutions and corporations via the LearningCounts program.

<https://learningcounts.org>

Higher Learning Commission (2018). Defining student success data recommendations for changing the conversation.

<http://download.hlcommission.org/initiatives/StudentSuccessConversation.pdf>

Danielson, Marsha (2019). Six Steps to Making Credit for Prior Learning a Reality

<https://evollution.com/attracting-students/accessibility/six-steps-to-making-credit-for-prior-learning-a-reality/>

UTAH System of Higher Education (USHE). (2014) R470, General Education, Common Course Numbering, Lower-Division PreMajor Requirements, Transfer of

Credits, and Credit by Examination

https://higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf

Colorado Community College System (2017) BP 9-42 Prior Learning Assessment Credit (Policy)

<https://www.cccs.edu/policies-and-procedures/board-policies/bp-9-42-prior-learning-assessment-credit/>

Council for Adult and Experiential Learning (CAEL) (2010) A 48- institution study of Prior Learning Assessment and Adult Student Outcomes.

http://cdn2.hubspot.net/hubfs/617695/premium_content_resources/pla/PDF/PLA_Fueling-the-Race.pdf

Appendices

Appendix A – Current State Research

Appendix B – Resource Guide

Cell: A2

Comment: Instructions:

Review the Website and/or online Catalog of the Institution to determine as best you can the answer for each criteria.

As needed please add notes.

-Steve Garwood

Cell: B3

Comment: If applicable

-Steve Garwood

Cell: D4

Comment: Applicable =

Method is available; Institution accepts credits earned via method

A = Applicable

NA = Not Applicable

I = Indeterminate

-Steve Garwood

Cell: E4

Comment: Any fee charged by the institution

\$XXX = Cost of Fee

I = Indeterminate

-Steve Garwood

Cell: F4

Comment: Letter Grade or Credit/Non-Credit

G = Letter Grade earned

C = Credit/No-Credit (Pass/Fail)

I = Indeterminate

-Steve Garwood

Cell: G4

Comment: Major, Gen Ed, Electives, Other

-Steve Garwood

Cell: H4

Comment: Is there a limit on the amount of credits applicable to the method?

Y () = Yes (Amount of credit cap)

N = No

I = Indeterminate

-Steve Garwood

INSTRUCTIONS

INSTITUTION:

Passaic County Community College

URL:

PLA CONTACT:

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	n/a			
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x				
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?				
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x				
	Other Sources of Credit by Exam	Other external standardized exam programs					
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x				
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))					
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution					
	<p>PCCC is a participating college in the New Jersey Prior Learning Assessment Network (NJ PLAN). Students have an opportunity to earn credit toward their degrees for college-level learning acquired through work, civic activities, professional and military training, and professional licenses and certifications. Through NJ Plan, the portfolio assessment process will be completed through Thomas Edison State College, which will generate a transcript for credits earned. The credits earned through this process will be treated according to the PCCC transfer credit policy. Students interested in the portfolio assessment process should contact the PLA Coordinator in the Center for Student Success.</p>						

NOTES:

INSTRUCTIONS

INSTITUTION: New Jersey Institute of Technology

URL:

PLA CONTACT:

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)					
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	Yes	CLEP Fees	?	Primarily introductory courses	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	Yes	DANTES Fees	?	Primarily introductory courses	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	Yes	?	?	Various courses depending on department preference	?
	Other Sources of Credit by Exam	Other external standardized exam programs					
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	Yes	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))					
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution					
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution					

NOTES: Military credits assessed through Community College of the Air Force Transcripts, or JST (Joint Service Transcripts) for other branches. NJIT website is in the process of being updated, so a lot of information available is either very difficult to find or out of date

INSTRUCTIONS**INSTITUTION:**

William Paterson University

URL:**PLA CONTACT:**

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)					
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	X	\$89			
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program					
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program					
	Other Sources of Credit by Exam	Other external standardized exam programs					
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)					
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))					
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution					
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution					

NOTES:

INSTRUCTIONS

INSTITUTION: Fairleigh Dickinson **URL:** <https://view2.fdu.edu/academics/petrocelli-college/academic-units/online-programs/accelerating-your-degree/>
PLA CONTACT: n/a **NJPlan Member:** N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	?	?	? Review with Advisor	Up to 30 credits
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	Up to 33 credits
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	n	n	n	n	n
	Other Sources of Credit by Exam	Other external standardized exam programs	x (TECEP)	TECEP fees	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x	x	x	x	x
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	n	n	n	n	n
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

Has an "Accelerating Your Degree" site - <https://view2.fdu.edu/academics/petrocelli-college/academic-units/online-programs/accelerating-your-degree/>

INSTRUCTIONS

INSTITUTION: Georgian Court
URL: n/a
PLA CONTACT: n/a
NJPlan Member: N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	?	?	?	Up to 30 credits (Portfolio and Challenge Exams)
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	Up to 30 credits (all testing)
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	Up to 30 credits (all testing) Up to 30 credits (Portfolio and Challenge Exams)
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x	?	?	?	
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES: GCU accepts a total of 30 credits from all testing sources combined. Please read the full Credit by Testing policy in the Academic Policies and Procedures section of the catalog. Refer to Table IID for CLEP exams accepted in transfer, and Table II-E for DSST (formerly DANES) exams accepted in transfer. GCU awards up to 16 credits for NYU Language Proficiency Exams (credit is awarded for the 12-point exam and for the 16-point exam) If a Georgian Court course (e.g., BU454) has been created by a department specifically to award credit for portfolios, it is not subject to the procedures described below because the department reserves the right to create separate criteria for its own courses/degree programs. A matriculating student may earn up to 30 credits from a combination of Georgian Court challenge examinations and portfolio assessment. Credits earned by taking Georgian Court-graded challenge examinations and portfolios are Georgian Court credits, but none of these credits can be counted toward the 30 Georgian Court credits required for graduation. A matriculating student cannot take a challenge examination or submit a portfolio until at least 12 credits of "regular" Georgian Court coursework has been earned. Students cannot attempt to earn challenge examination/portfolio prior learning credits during their semester of graduation. The department chairperson and school dean will determine if a challenge exam/portfolio assessment option can be taken for a particular course. Challenge examinations/portfolio assessments, in other words, may be offered upon request by a student, if the department chairperson and the dean approve. These credits are in addition to the number that students may earn by taking the CLEP, DSST, etc. exams, which are not Georgian Court credit.

INSTRUCTIONS

INSTITUTION: Montclair University **URL:** <https://www.montclair.edu/catalog/2013/academic-policies/>
PLA CONTACT: n/a **NJPlan Member:** N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	?	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x (TECEP)	TECEP fees	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTRUCTIONS

INSTITUTION: Rowan University

URL: <https://rowanu.com/center-adult-experiential-learning>

PLA CONTACT: Sean Hendricks: hendrickss@rowan.edu or Rory McElwee: mcelwee@rowan.edu

NJPlan Member: Y

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	CAEL	\$300 reviewer fee	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x	\$200 +\$35 per credit	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x (ACE/NCCRS)	depends on type	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTRUCTIONS

INSTITUTION: Rutgers University (New Brunswick) **URL:** n/a
PLA CONTACT: n/a **NJPlan Member:** N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	?	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	n	?	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTRUCTIONS

INSTITUTION: Rutgers University (Camden)

URL: <https://newstudents.camden.rutgers.edu/creditsources>

PLA CONTACT: n/a

NJPlan Member: N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	?	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	n	?	?	?	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTRUCTIONS

INSTITUTION:

Rutgers University (Newark)

URL:

<https://sasn.rutgers.edu/student-support/current-students/transfer-student-services/acceptable-transfer-credits>

PLA CONTACT:

John Gunkel: jgunkel@rutgers.edu

NJPlan Member:

Y

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x (via TESU)	TESU Portfolio fees	?	?	45 (TESU Portfolio and TECEP)
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	24
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	?	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x (TECEP, IB)	TECEP fees	?	?	45 (TESU Portfolio and TECEP)
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTRUCTIONS

INSTITUTION: Seton Hall **URL:** n/a
PLA CONTACT: n/a **NJPlan Member:** N

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	n	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	? (some Accounting)	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES: Prior credit earned may appear in the form of AP, CLEP and credit by examination, and transfer coursework

INSTRUCTIONS

INSTITUTION: Stockton University **URL:** ?
PLA CONTACT: Peter Hagen: Peter.Hagen@stockton.edu **NJPlan Member:** Y

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x (via TESU)	TESU Portfolio fees	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	?	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	n	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x (TECEP)	TECEP fees	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

INSTRUCTIONS

INSTITUTION: Thomas Edison State University

URL: <https://www.tesu.edu/degree-completion/earning-credit>

PLA CONTACT: multiple

NJPlan Member: Y

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	PLA 200 (2 credit); \$399 up to 12 credits reviewed	CR/NC	potentially any	n/a
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	CR/NC	contingent upon test	contingent
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	CR/NC	contingent upon test	contingent
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x (TECEP)	\$50 per credit (100-200); \$75 per credit (300-400)	CR/NC	contingent upon test	contingent
	Other Sources of Credit by Exam	Other external standardized exam programs	x (Multiple)	TECEP fees	CR/NC	contingent upon test	contingent
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	n	CR/NC	contingent	contingent
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x	n	CR/NC	contingent	contingent
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	x	n	CR/NC	contingent	contingent
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES: All but 6 credits towards a degree may be earned outside of TESU; SOS-110: Critical Information Literacy and the area Capstone course are required

INSTRUCTIONS

INSTITUTION:

Bergen Community College

URL:

<https://bergen.edu/academics/pla/pla-guidelines/>

PLA CONTACT:

n/a

NJPlan Member:

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	?	?	?	***
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	CLEP fees	CLEP Pass Grade	Degree or certificate	***
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	DANTES fees	?	Degree or certificate	***
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x	?	?	Degree or certificate	***
	Other Sources of Credit by Exam	Other external standardized exam programs	x	*	?	Degree or certificate	***
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	Degree or certificate	***
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	x	**	?	Degree or certificate	***
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	x	?	Pass credential	Degree or certificate	***
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	x	?	Pass credential	Degree or certificate	***

NOTES: *ACE, AP, NYU Foreign Language Proficiency Testing

INSTRUCTIONS

INSTITUTION: Camden Community College

URL: <https://www.camdenc.edu/admissions-financial-aid/priorlearning/?highlight=Prior%20Learning%20>

PLA CONTACT: n/a

NJPlan Member:

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	valuation + \$10 per credit	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	\$100	CLEP Pass Grade	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	x	\$95	DSST Pass Grade	?	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x	\$40/exam	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	x *	AP Exam Fees	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	granted . No fee for 6	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	x	0	Pass credential	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	x	?	Pass credential	?	?

NOTES: * AP Courses awarded credit, minimum AP Score varies from a 3 to a 5 depending on the course. <https://www.camdenc.edu/admissions-financial-aid/priorlearning/advanced-placement/>

INSTRUCTIONS**INSTITUTION:** Hudson County Community College**URL:** https://www.hccc.edu/uploadedFiles/Pages/Admissions_and_Financial_Aid/Financial_Aid/Im_Adv**PLA CONTACT:** n/a**NJPlan Member:**

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	x	?	?	?	*
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	x	?	?	?	*
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	x	?	?	?	*
	Other Sources of Credit by Exam	Other external standardized exam programs	x	?	?	?	*
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	x	?	?	?	*
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	x	?	?	?	*
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES:

* Up to 30 credits towards a degree and 15 credits toward a certificate.

INSTRUCTIONS**INSTITUTION:**

Union County College

URL:<https://www.ucc.edu/academics/academic-affairs/academic-master-plan/>**PLA CONTACT:**

n/a

NJPlan Member:

PLA Method	PLA Source	Description	Applicability	Associated Cost/Fees	Grade	Applied to	Credit Cap
Portfolio	Portfolio Assessment	Portfolio assessment of individual's prior learning offered through institution. (Note: Include use of portfolio assessment services like CAEL's Learning Counts)	?	?	?	?	?
Credit by Exam	College Level Examination Program (CLEP)	External national standardized exam program	?	?	?	?	?
	DANTES Subject Standardized Tests (DSST)	External national standardized exam program	?	?	?	?	?
	Institutional Credit-by-Exam opportunities	Institution's standardized exam or challenge exam program	?	?	?	?	?
	Other Sources of Credit by Exam	Other external standardized exam programs	?	?	?	?	?
Non-collegiate Instructional Assessment	ACE Military	US military education reviewed by the American Council on Education (ACE)	?	?	?	?	?
	Third Party Non-Collegiate Instructional Assessment Service	Non-collegiate service providing credit recommendations for non-collegiate organized, structured learning experience other than military education (e.g., training program or credential) (e.g., American Council on Education (ACE) CREDIT (non-military) or National College Credit Recommendation Service (NCCRS))	?	?	?	?	?
	Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by the institution	?	?	?	?	?
	External Higher Education Institution's non-collegiate instructional assessment	Non-collegiate organized, structured learning experience (e.g., training program or credential) evaluated by another regionally-accredited institution	?	?	?	?	?

NOTES: 2019-2024 Academic Master Plan notes, "Creating a Prior Learning Assessment (PLA) framework to improve our enrollment and revenue, particularly with the adult population."

Appendix B - Resource Guide						
Category	Title	Author	Year	Site address	Type	Description
Buidling a Case for PLA	Career Readiness Resources	National Association of Colleges and Employers (NACE)	2017	https://www.naceweb.org/career-readiness/competencies/career-readiness-resources	website	Sample material, assessments, practices and research for integrating career readiness in programs and services
Buidling a Case for PLA	WICHE Interstate Passport	Western Interstate Commission for Higher Education		https://interstatepassport.wiche.edu/about/overview	website	National network of 2-year and 4-year institutions for block transfer of lower division of general education based on learning outcomes and proficiency criteria
Buidling a Case for PLA	A 48- insitution study of Prior Learning Assesment and Adult Student Outcomes	Council for Adult and Experiential Learning (CAEL)	2010	http://cdn2.hubspot.net/hubfs/617695/premium_content_resources/pla/PDF/PLA_Fueling-the-Race.pdf	PDF document	
Building a Case for PLA	How Businesses Can Help Prepare Our Students For The Challenges Of Tomorrow	Tyszko, Jason	2016	https://www.forbes.com/sites/gradsoflife/2016/07/21/how-businesses-can-help-prepare-our-students-for-the-challenges-of-tomorrow/#3f99f328c68c	website	A conversation on preparing students for building tomorrow's talent
NJ PLA Examples	Earning Credit for What You Already Know	Thomas Edison State University	n/a	https://www.tesu.edu/degree-completion/earning-credit	website	Overview of PLA opportunities at Thomas Edison State University
NJ PLA Examples	Accelerating Your Degree	Fairleigh Dickinson University	n/a	https://view2.fdu.edu/academics/petrocelli-college/academic-units/online-programs/accelerating-your-degree/	website	Overview of PLA opportunities and Fairleigh Dickinson University
NJ PLA Examples	Credit for Prior Learning	Camden County College	n/a	https://www.camdencc.edu/admissions-financial-aid/priorlearning/	website	Overview od credit for PL, 4 pathways to obtain credits, Credits awarded, Standardized tests, Agencies to evaluate
NJ PLA Examples	What is Prior Learning Assessment?	Bergen Community College	n/a	https://bergen.edu/academics/pla/	website	Overview of PLA, CBE options, Articluations, Guidelines and Portfolio Review
NJ PLA Examples	Adult & Experiential Learning Center	Rowan University	n/a	https://rowanu.com/center-adult-experiential-lea	website	...
PLA Framework	Six Steps to Making Credit for Prior Learning a Reality	Danielson, Marsha	2019	https://evollution.com/attracting-students/accessibility/six-steps-to-making-credit-for-prior-learning-a-reality/	website	Shared benefits for giving credit for prior learning (CPL), roadblocks to CPL and 6 steps to creating a CPL environment
PLA Framework	Defining student success data recommendations for changing the conversation	Higher Learning Commission	2018	http://download.hlcommission.org/initiatives/StudentSuccessConversation.pdf	PDF document	Recommendations for a flexible framework of student success
PLA Framework	R470, General Education, Common Course Numbering, Lower-Division PreMajor Requirements, Transfer of Credits, and Credit by Examinatio	UTAH System of Higher Education (USHE).	2014	https://higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf	PDF document	Common course numbering, transfer of credits and credit by examination for General Education programs in the Utah system of higher education
PLA Framework	State System PLA Adoption: Lessons from a Three-System Initiative	Council for Adult and Experiential Learning (CAEL)	2015	https://www.cael.org/pla/publication/state-syster	PDF document	Report from CAEL on three state/state system initiatives with lessons learned
PLA Framework	Learning Counts	Learning Counts	2019	https://learningcounts.org	website	CAEL provides PLA services for educational institutions and corporations via the LearningCounts program/ Earn college credits
PLA Policy	50-state Comparison: Prior Learning Assessment Policies	Education Commission of the States	2017	https://www.ecs.org/50-state-comparison-prior-learning-assessment-policies	website	Compares PLA policies for state or statewide postsecondary institutions on transferability, limits for PLA credits and guidance to students
PLA Policy	State Policy Approaches to Support Prior Learning Assessment	The Council for Adult and Experiential Learning	2015	https://www.cael.org/hubfs/premium_content_resources/Home_page_books/CAEL_HCM-PLA-State-Policy-Report-2016.pdf	PDF document	Background information on PLA for justifying statewide approach, kinds of policies from other states and specific case studies

State Policy Examples	BP 9-42 Prior Learning Assessment Credit (Policy)	Colorado Community College System	2017	https://www.cccs.edu/policies-and-procedures/board-policies/bp-9-42-prior-learning-assessment-credit/	PDF document	Text of CCCS policy on Prior Learning Assessment Credit
State Policy Examples	SP 9-42 Prior Learning Assessment Credit (Procedures)	Colorado Community College System	2017	https://www.cccs.edu/policies-and-procedures/system-presidents-procedures/sp-9-42-prior-learning-assessment-credit/	PDF document	Text of CCCS procedures on Prior Learning Assessment Credit
State Policy Examples	301:19 Prior Learning Assessment (PLA)	Montana Board of Regents	2017	https://mus.edu/borpol/bor300/301-19.pdf	PDF document	Text of Montana Board of Regents policy and procedures for prior learning assessment

