

A background image of a graduation ceremony, overlaid with a blue tint. A graduate in a cap and gown is visible, with a white stole that has 'National UNIVERSITY' printed on it. The graduate is smiling and waving. The text 'CREDIT FOR PRIOR LEARNING:' is overlaid in large white letters.

CREDIT FOR PRIOR LEARNING:

POLICIES AND PROCEDURES
MANUAL

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Introduction

What Is Credit for Prior Learning?

Credit for prior learning (CPL) is a well-established and research-backed approach to awarding college credit for knowledge and skills acquired outside of formal academic settings. CPL allows students to display their competencies in specific fields and have their learning assessed for academic credit. Credit for prior learning is a component of National University's (NU) Value-Rich Education and [Credential Rich Pathways](#) strategic pillar, with a focus on awarding academic credit for industry-relevant credentials, knowledge, and competencies.

NU acknowledges that knowledge is gained through a variety of life experiences, including traditional classroom education, employment, military training and experience, noncollegiate training programs, advanced high school courses, and self-directed learning. NU is committed to recognizing and awarding academic credit for nontraditional learning experiences when they demonstrate measurable college-level learning — specifically, knowledge, skills, and competencies that align with our courses and programs. Academic college credit is granted on a case-by-case basis for prior learning, provided the prior learning experience can be documented and directly correlates to NU's established course offerings.

Types of Credit for Prior Learning

The Most Common Types of CPL

While not exhaustive, the most common forms of prior learning that students request evaluation for include:

1. Industry-Based Credentials
2. Military Service, Training and Courses
3. Employer Training
4. Credit by Exam/Challenge by Exam
5. Online Training Programs
6. International Baccalaureate (IB)
7. National Exams (AP, CLEP, DSST)
8. Portfolio Assessments (Coming Soon)

Industry-Based Credentials

Industry-based credentials are typically third-party certifications, credentials, or licenses that are employer-vetted, and industry-recognized. They serve to recognize skill attainment needed for employment, recruitment, hiring, screening, or advancement. Credentials are awarded when an individual's skills and competencies in a particular area are verified against predetermined standards.

Example: Licenses that are awarded to teachers and nurses upon completion of their training and examination

Military Service, Training, and Courses

Military service, training, and courses allow Service Members and Veterans to receive academic credit for their military-connected experiences. This credit can be based on evaluations by the American Council on Education (ACE), which recommends college credit for various military training programs and coursework or an internal review of competencies and learning outcomes. When an ACE recommendation does not exist or does not align with NU's curriculum, military service or training may be reviewed by comparison of learning outcomes and competencies to academic courses offered by NU. **ACE course recommendations do not guarantee credit at National University.**

Example: Training listed on the student's Joint Services Transcript

Employer Training

Prior learning credit for employer training enables students to earn academic credit for workplace training by demonstrating that their acquired knowledge and skills align with college-level learning standards. This process acknowledges formal training, certifications, and professional development that are earned through on-the-job experiences, helping to reduce the time and cost of earning a degree or credential. These opportunities are evaluated to ensure the employer training aligns with course learning outcomes and have a mechanism for students to demonstrate knowledge, skills, and abilities.

Example: Certificate of completion from Southwest Airlines, demonstrating completion of their internal leadership training program



Credit by Exam/Challenge by Exam

Currently enrolled students may obtain credit for undergraduate courses or a waiver for graduate course requirements through departmental examinations offered by NU. These examinations are defined as Credit by Exam and Challenge by Exam and may be an option when a student's training or work experience provides proficiency in the subject matter of an approved course.

- **Credit by Exam** is only available to undergraduate students and awards the student academic credit toward their program at NU, if the student successfully passes the exam.
 - The fee for each Credit by Exam is \$100
- **Challenge by Exam** is only available to graduate students and does not offer credit units. Instead, the tests offer a waiver of a course requirement, exempting the student from taking a specific course(s) for a particular degree program if the student successfully passes the exam.
 - The fee for each Challenge by Exam is \$50

Example: *If a student takes the internal exam, Math for Business and Sciences, and receives the required score, they can receive credit for MTH 204.*

To view specific courses that are eligible for CPL at NU through Credit and Challenge by exam, please visit [NU Testing Services](#).

Online Training Programs

StraighterLine Courses: Alternative course credit provider, offering over 70 online courses that may be eligible for prior learning credit.

Sophia Learning Courses: Alternative course credit provider, offering over 60 college-level courses that may be transferred in through CPL.

To view specific courses that are eligible for CPL at NU from Sophia Learning and Straighterline, please visit [NU Testing Services and Approved Online Training Courses](#).

International Baccalaureate (IB)

The International Baccalaureate (IB) program offers a globally recognized curriculum that can lead to college credit for high school students who complete IB courses and exams. National University may award credit for higher-level IB exams with a passing score of 5 or higher.

- Students submit their official IB transcripts to the Registrar's Office for evaluation
- The amount of credit awarded may vary based on the specific IB courses completed and their relevance to the students' declared program.

For more information, please visit: [IB webpage](#)



National Exams (AP, CLEP, DSST)

CLEP (College-Level Examination Program) offers 34 exams in introductory-level courses. If students receive a passing score, they may be eligible to receive college credit toward their program.

For more information, visit [NU Testing Services-CLEP](#).

DSST (DANTES Subject Standardized Tests) tests give students the opportunity to earn college credit for learning acquired outside the traditional classroom. With more than 30 exam titles in college subject areas such as social sciences, math, applied technology, business, physical sciences, and humanities, DSST exams may shorten the pathway to graduation while reducing college costs.

For more information, visit: [NU Testing Services-DSST](#).

AP (Advanced Placement) Exams allow high school students to earn college credit for coursework completed during their high school studies. National University awards credit for AP exams based on scores achieved. A score of 3 or higher is typically required for credit consideration, though some subjects may require a higher score.

- Students should submit their official AP scores to the Registrar's Office for evaluation.
- Credit awarded may vary depending on the specific AP exam and its relevance to the student's degree program.
- AP credits can be applied toward general education requirements or specific course requirements within a program.

For more information, visit the [NU CollegeBoard webpage](#).

Portfolio Assessments (Coming Soon)

NU does not currently evaluate Credit for prior learning through portfolio Assessments. This item will be updated once a policy has been established.

CPL Requirements and Limits

Student Eligibility Policy

Students may request evaluation of prior learning when the following standards have been met:

1. The student has been admitted to National University.
2. The student has officially declared a certificate or degree program of study at NU.
3. The course for which the student is seeking credit is considered college-level.
4. The student successfully completed the learning experience for which they are seeking credit and can provide documentation demonstrating completion (Examples: certificates of completion, official exam score report, military training transcripts, etc.).
5. Credit is granted only for courses that are part of the institution's regular curriculum.

**Please note that receiving credit for prior learning at National University does not guarantee that it will transfer to any institution outside of NU. Please speak to the school you intend to transfer to about the acceptance of CPL.*

Credit Awarding Policies

GPA

1. Courses awarded credit through Credit for prior learning (CPL) do not receive grade points and are excluded from the calculation of a student's grade point average (GPA).

Credit Maximums and Repeated Attempts

1. Each type, as listed above, of Credit for prior learning has a unique maximum allowance of credits that can be accepted for academic credit and applied to a student's declared degree program.
2. Each type of Credit for prior learning opportunity has a separate policy on allowing repeated attempts for evaluation of credit. For example, Challenge by Exam cannot be attempted again for the same course. CLEP exams may be attempted again for academic credit, but students must wait 90 days and pay the associated fees again.

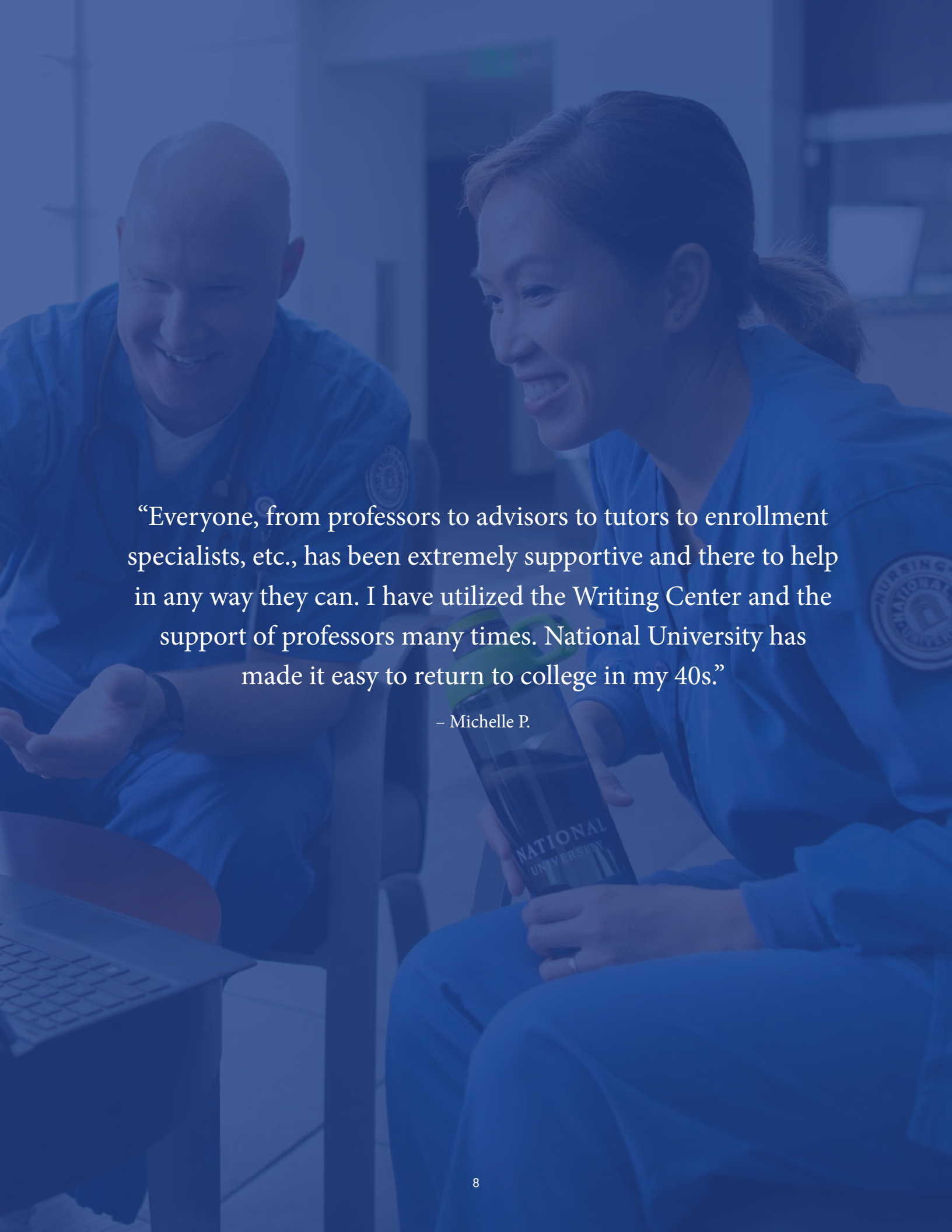
Please refer to Table 1 (following page) for information on credit maximums and repeat policies by CPL type.

Table 1: Credit Maximums and Repeat Policy

CPL TYPE	CREDIT MAXIMUMS	REPEAT
Credit by Exam	22.5 quarter/15 semester units	Cannot be repeated for the same course
Challenge by Exam	No course credits are awarded; students may waive credits	Cannot be repeated for the same course
DSST	22.5 quarter/15 semester units	Can be repeated but must wait 30 days and pay the fee again
CLEP	67.5 quarter/45 semester units max	Can be repeated but must wait 90 days and pay the fee again
Military Training – American Council on Education Verified	135 quarter/90 semester units max	Cannot be repeated for the same course
Military Training – Not American Council on Education Verified	25% of total program credits	Cannot be repeated for the same course
Advanced Placement (AP) and International Baccalaureate	45 quarter/30 semester units max	Cannot be repeated for the same course
Portfolio Assessment, Sophia Learning, Straighterline, Employer Training	25% of total program credits	Cannot be repeated for the same course

Residency Requirements

Credits earned through CPL do not count toward the [residency requirements](#) at National University. Please see [residency requirements](#) for details on the number of required credits in residence.



“Everyone, from professors to advisors to tutors to enrollment specialists, etc., has been extremely supportive and there to help in any way they can. I have utilized the Writing Center and the support of professors many times. National University has made it easy to return to college in my 40s.”

– Michelle P.

Application Steps

CPL Application Steps for Students Overview

The following steps are intended for students applying for credit through industry-based credentials and employer training. Following these steps will help ensure a successful evaluation of the student's prior learning experiences.

Steps to Apply for CPL

1. Familiarization With Awarding Procedure

- a. Begin by reading this manual thoroughly to understand the definitions, eligibility, and requirements of Credit for prior learning.
- b. It is highly recommended that students contact their academic and finance Counselor (AFC) to discuss their eligibility for CPL and receive assistance with their application.

2. Gather Supporting Documentation

- a. Students should collect all necessary documentation to verify their knowledge and experiences, such as transcripts, certificate of completion documentation, reference letters, course syllabi, and any other relevant materials.
- b. Please note that all documents must be official and obtained directly from the training program.
- a. Official documents are signed or sealed by the issuing training organization and are sent directly from the source to the institution.
- b. Example: Students can send their official Advanced Placement score report from the CollegeBoard website to NU's Office of the Registrar.
- c. Providing all support documents will facilitate a quicker determination of the credit request.

3a. Application Submission for Students in Class-Based Programs (Excluding MAE)

I. Industry Credentials and Employer Training

- a. The student will log in to their [Student Portal](#) to begin the prior learning evaluation request.
- b. Navigate to Student Help, E-forms, and select the Nonacademic Evaluation Credit Request Form.
 - i. For existing articulations, choose the relevant training program from the drop-down menu.
 - ii. For new articulation requests, select Prior Learning Assessment from the drop-down menu.
 - iii. Select Sophia Learning and StraighterLine Courses
- a. The student will submit their official transcripts to the Office of the Registrar via email to records@nu.edu.
- b. The Registrar's Office will review the transcripts and evaluate them to determine if course credit can be awarded.

- c. If the student is eligible for credit, the courses will be posted to the student's account and will be accessible to the student via the student portal.

III. Credit and Challenge by Exam

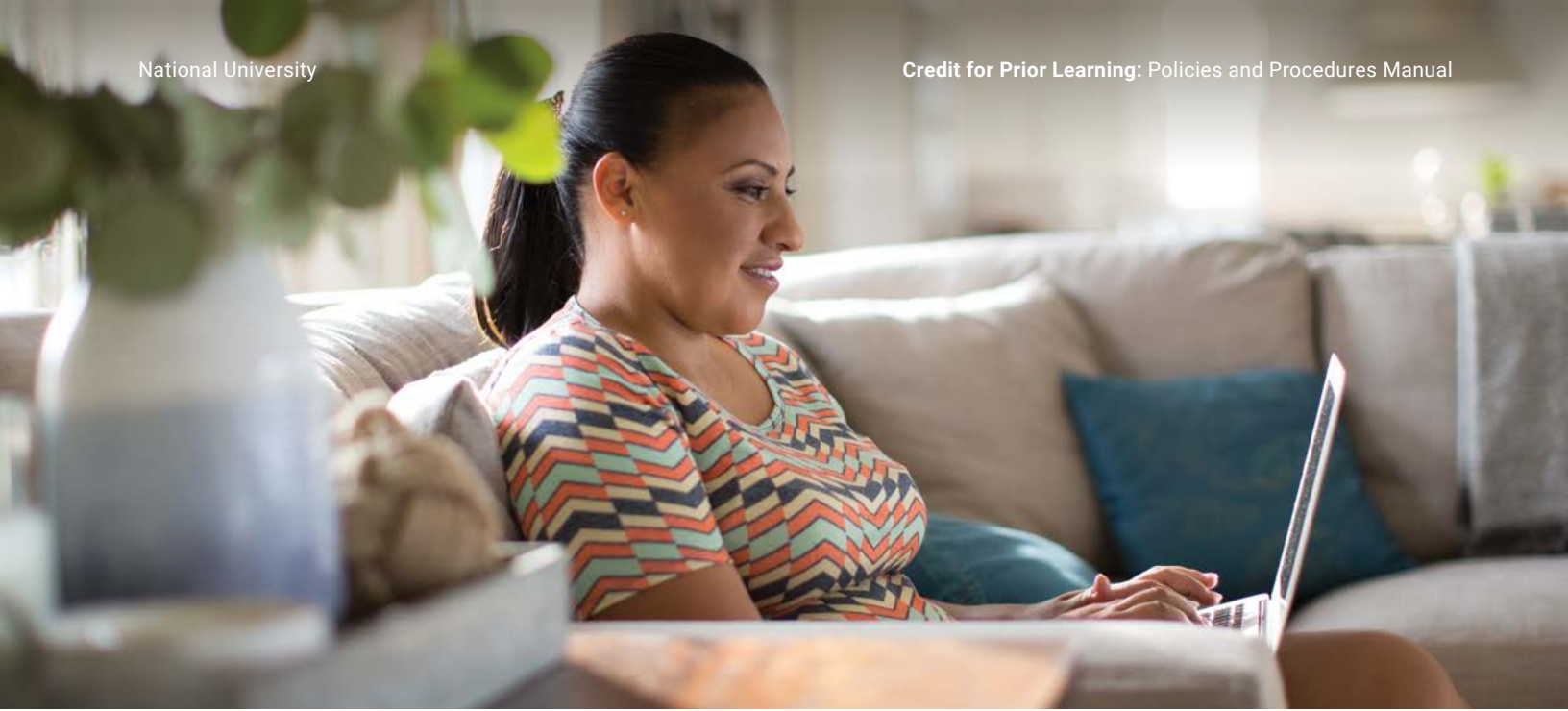
- a. The student will login to their [Student Portal](#) and select Student E-Forms, Student Records (Credit/Challenge by Exams).
 - i. Read and click the acknowledgement and continue to e-form.
 - ii. Select the desired exam, select save and submit
 - iii. The student will receive an email from the Registrar's Office regarding their approval or denial along with instructions to schedule their exam, if eligible

IV. Military Training and Experience

- a. Students who are requesting an evaluation of their [Joint Services Transcript](#) or Community College of the Air Force transcript should send their official document to the Registrar's Office for evaluation to records@nu.edu.
 - i. The Registrar's Office will review the transcript and post any awarded credit to the student's account.
- b. Students who have specialized military training will follow the steps below.
 - i. The student will log in to their [Student Portal](#) to begin the prior learning evaluation request
 - ii. Navigate to Student Help, E-Forms, and select the Nonacademic Evaluation Credit Request Form
 - 1. For existing articulations, choose the relevant training program from the drop-down menu
 - 2. For new articulation requests, select Prior Learning Assessment from the drop-down menu
 - iii. **Example:** Completion of Army Sergeant Major's Academy or Medical Education and Training Campus (METC) offerings.

3b. Application Submission for Students in Class-Based Master of Education (MAE) Program

- a. Students enrolled in the Master of Arts in Education are expected to contact Dr. Thomas Reynolds to complete their prior learning assessment and follow the steps below.
- b. Prior Learning Experience Application and Review is carried in a four-step process wherein candidates:
 - i. Obtain a copy of the Master of Arts in Education prior learning guide and Prior Learning Assessment Application from Dr. Thomas Reynolds (treynold@nu.edu)



- ii. Complete the Prior Learning Assessment Application using Dr. Reynolds as a resource
- iii. Return the complete Prior Learning Assessment Application to Dr. Reynolds, MAE Program Lead (treynold@nu.edu) who will submit the application to the SCOE Prior Learning Assessment Committee
- iv. Receive (usually within one month) an NU SCOE Prior Learning Experience Assessment Committee review response
- v. If approved, the student will work with Dr. Reynolds to submit the MAE e-form through the student portal.
- vi. If the request is denied, the student has the option to appeal the decision and will need to follow the appeals procedures as outlined in this manual.

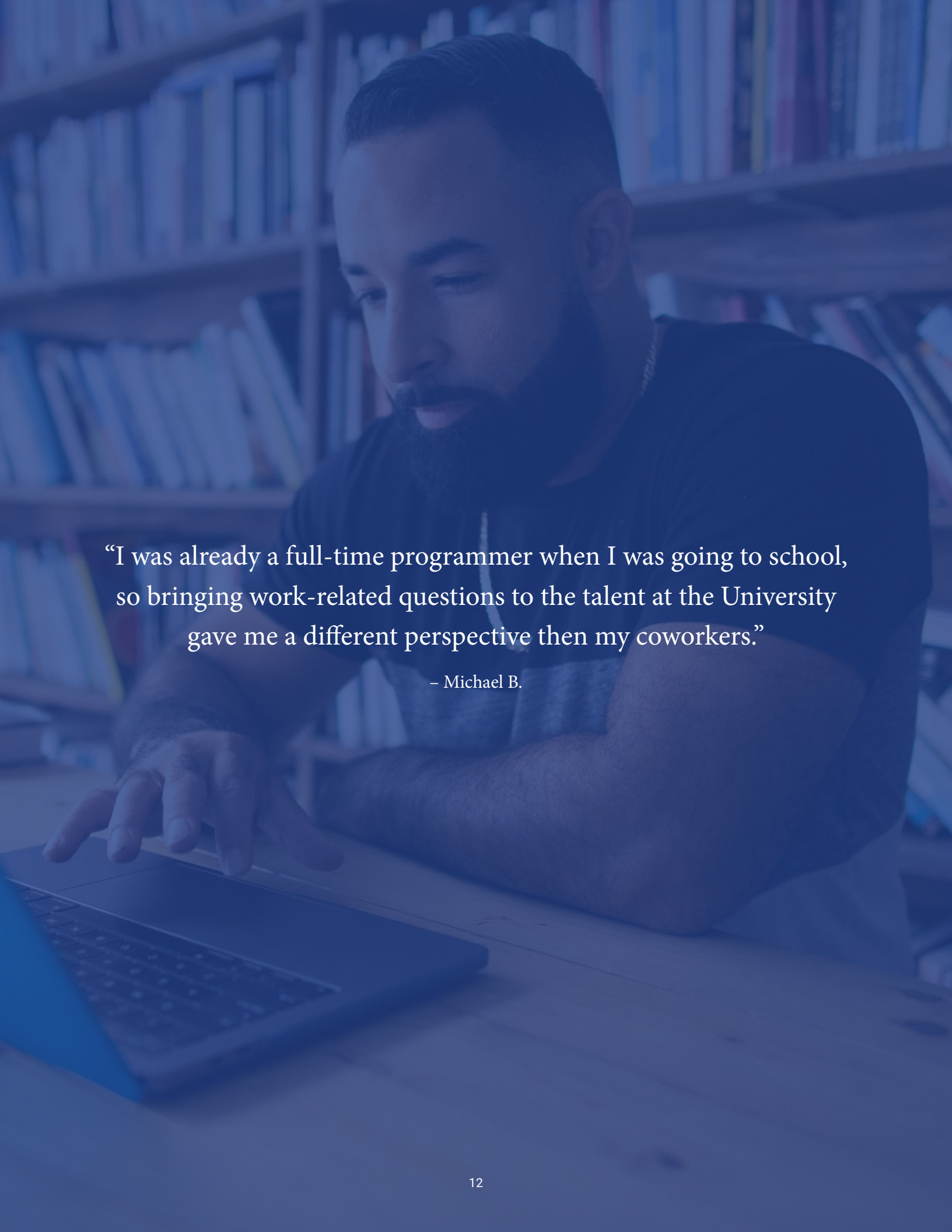
4. Submit the Application

Students should complete and submit their application through the student portal. Please note that the application review and approval process may take four to six weeks. The Registrar's office will contact the student if additional information is required.

5. Credit Posting and Considerations

If the CPL evaluation request is approved, the Registrar's Office will post any awarded credit to the student's account, and it will be reflected on the student's National University transcript.

To view more information on how to submit a request, please visit: [CPL Request Guide: Students](#).



“I was already a full-time programmer when I was going to school, so bringing work-related questions to the talent at the University gave me a different perspective than my coworkers.”

– Michael B.

Requesting Advanced Placement (AP), International Baccalaureate (IB), and CLEP

An official transcript must be sent by the student and be received by the Registrar's Office for prior learning credit to be considered.

1. Students should visit the official College Board website to request a transcript of their test scores to be sent to the Office of the Registrar at NU.
 - a. AP scores: <https://apstudents.collegeboard.org/view-scores>
 - b. CLEP scores: <https://clep.collegeboard.org/>
 - c. IB scores: <https://www.ibo.org/>
2. Students should have the College Board send their score(s) via email to records@nu.edu or by mail to:

**ATTN: Records and Enrollment
9388 Lightwave Ave.
San Diego, CA 92123**

3. The Office of the Registrar will review the score(s) to determine applicable credit and will email the student with the results. If granted, evidence of credit will be reflected in the student's academic record within five business days (during busy periods, this may take longer).

Appeals Policy

Appeals Policy for Credit for Prior Learning

Policy Overview

This policy outlines the process for students who wish to appeal decisions regarding Credit for prior learning. The goal is to ensure that all students have a fair opportunity to contest decisions that may impact their academic progress. All appeal decisions are final.

Eligibility to Appeal

Students may appeal decisions related to the assessment of Credit for prior learning, including, but not limited to, the rejection of credit requests or the evaluation of prior learning experiences.

Appeal Process

1. **Notification of Intent to Appeal:** Students must inform their academic and finance counselor of their desire to appeal within 30 days of receiving the decision regarding their CPL request.
2. **Documentation Submission:** Upon notifying their AFC, students must prepare and submit the [Appeals Form](#), which includes:
 - a. A clear statement of grounds for appeal
 - b. Any supporting documentation or evidence that substantiates the claim



3. [Academic and Finance Counselor](#)

- a. The AFC will assist the student in refining the appeal and ensuring that all necessary documentation is included. The AFC will then forward the appeal to the Dean's Office.

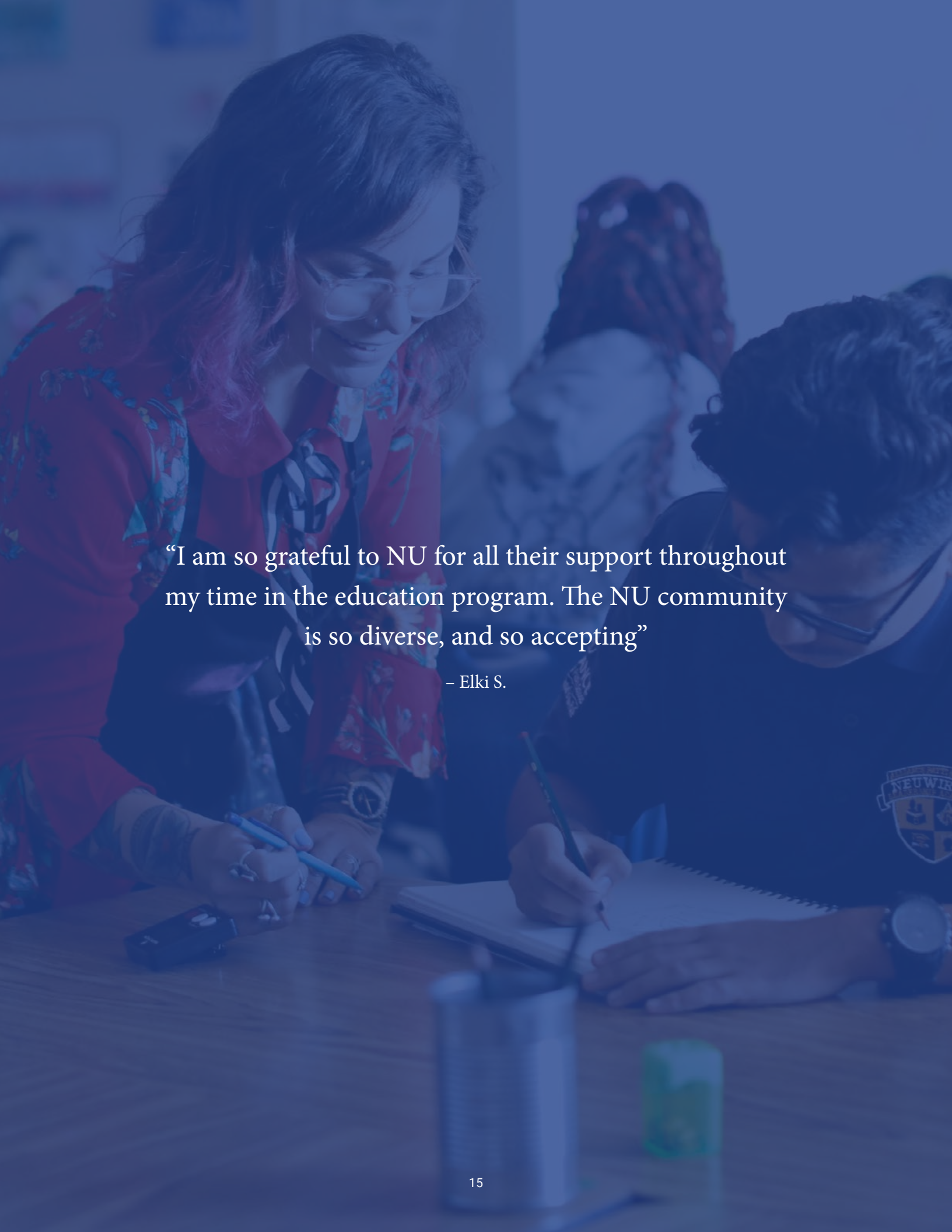
4. **Dean's Office**

- a. The Dean's Office will review the appeal, considering all submitted materials. The Dean's Office may consult with relevant faculty or staff as needed.

5. **Final Decision:** The Dean's Office will render a final decision on the appeal. Students will be notified of the outcome within 30 days of the appeal submission.

For instructions on how to submit an appeal request, please visit [Students Appeals Process](#).





“I am so grateful to NU for all their support throughout my time in the education program. The NU community is so diverse, and so accepting”

– Elki S.

Internal Procedures

Staff and Faculty Articulation Request Policy

Overview

This policy outlines the procedure for staff and faculty to request new articulations for credit for prior learning (CPL) through the Solutions Center. The goal is to ensure a streamlined process that recognizes diverse learning experiences and facilitates credit transfer for students.

Recognizing that students may acquire knowledge and skills outside of traditional educational settings, our institution is committed to providing pathways for these experiences to be evaluated for academic credit. Staff and faculty can initiate requests for new articulations to enhance our credit for prior learning offerings.

Required Documentation for Review

- Course title
- Course code
- Course description
- Program and course learning outcomes
- Syllabi
- Training manual (if applicable)
- Program description
- Total program hours
- Hours per each course or module
- Program modality

Procedure for Requesting New Articulations

1. Request Submissions:

- a. All faculty and staff may submit requests for review of new potential articulations.

2. Submission Process:

- a. Requests must be submitted through the [Solutions Center](#). A standard request form must be completed, including:
 - i. Name of the faculty or staff member submitting the request
 - ii. Course details (title, code, description)
 - iii. Program and course learning outcomes
 - iv. Training manual or course guide (if applicable)
 - v. Program and course descriptions
 - vi. Additional documents to support the request



3. Review Process:

- a. Upon submission, the request will be sent to the credit for prior learning director, who will oversee the review process, collaborating with internal and external stakeholders.
- b. The credit for prior learning director will work with the appropriate academic department to evaluate the request based on:
 - i. Alignment with program learning outcomes.
 - ii. Alignment with course learning outcomes
 - iii. Alignment with NU's established academic standards
 - iv. Assessment of effort and outcomes
 - v. Whether the material meets college-level learning standards

4. Decision:

- a. The academic department, in consultation with the credit for prior learning director, will make a recommendation regarding the request.
- b. If course alignment has been determined and approved, the Course Lead and Dean's Office will sign the Articulation Request Form
 - i. The credit for prior learning director and Registrar's Office will review the request form and documentation to ensure alignment and adherence to accreditation and institutional policies and standards.
 - ii. Once reviewed and approved, the articulation will be added to the CPL Repository and made available to faculty, staff, and students.
- c. If course alignment cannot be achieved and the request is denied, the Course Lead or Dean's Office will provide a detailed explanation in the CPL request form.
 - i. The CPL Director will add the request form to the CPL Repository and indicate the request was denied in the status column.

To view the procedures for staff and faculty, please visit [CPL Internal Procedures](#).

To view the repository, please visit [CPL Repository](#).

Review Cycle for Credit for Prior Learning Articulation Procedures

Overview

This policy establishes a systematic review cycle for Credit for prior learning (CPL) articulations to ensure their continued course and program alignment between National University coursework and the prior experience. The aim is to maintain the integrity of CPL offerings and support student success.

Articulation Review Cycle Procedure

1. Frequency of Review:

- a. CPL articulations will be reviewed every three years, unless an “emergency review” is required (see below).
- b. The review schedule will be established by the credit for prior learning director and communicated to relevant stakeholders

2. Review Process:

- a. The credit for prior learning director will initiate the review process by notifying the respective academic departments of upcoming reviews.
- b. Departments will assess each articulation for:
 - i. Continued alignment with program learning outcomes between NU coursework and the prior learning experience being reviewed
 - ii. Continued alignment with course learning outcomes between NU coursework and the prior learning experience being reviewed
 - iii. Relevance of the prior learning experience
 - iv. Updates to curriculum or course content from NU or the prior learning experience being reviewed
 - v. Changes in accreditation standards or industry practices

3. Documentation:

- a. Departments will complete a review report for each articulation, including:
 - i. Summary of findings
 - ii. Recommendations for revisions or updates
 - iii. Supporting documentation for the revisions and updates
 - iv. This report must be submitted to the credit for prior learning director within 30 days of notification

4. Approval of Changes:

- a. If revisions or updates to articulations are required, the reviewing faculty will submit a new articulation request form and will submit it to the credit for prior learning director
- b. The credit for prior learning director will review the updated form and ensure the APD, Dean, and Registrar’s Office have signed for approval.
- c. The CPL Director will update the CPL database to reflect any approved changes



5. Emergency Reviews:

- a. If significant curriculum changes, accreditation updates, or industry standards occur, an emergency review of relevant articulations may be initiated outside the regular review cycle
- b. The credit for prior learning director will lead this expedited review process

To view the procedures for the CPL Review Cycle, please visit [CPL Review Process](#).

To view the Articulation Review Form, please visit [CPL Review Cycle Form](#).

PACE CPL Procedures

Overview

This policy ensures that the development of new PACE programs includes a structured process for exploring, establishing, and implementing CPL articulations. Early involvement of faculty in program design ensures that CPL pathways are integrated from the start, providing transparent and consistent methods for awarding academic credit for prior learning.

1. Early Program Development and Planning Initial Discussion with Faculty and Dean's Office:

As part of the initial stages of developing a new PACE program, product managers should meet with the Dean's Office and program faculty to discuss the potential for incorporating CPL into the program. These discussions will focus on:

- a. Understanding the proposed learning outcomes of the PACE program and how prior learning can align these outcomes with academic courses/programs
- b. Identifying specific courses within the program that may allow for CPL articulations
- c. Collaborating to modify PACE course outcomes for better alignment with academic courses/programs as needed
- d. Identifying if there are other core concepts or opportunities to address within the PACE program to better meet the needs of learners who may use CPL as a pathway into the program

2. Collaboration with the CPL Director:

The CPL Director should be consulted to ensure that the program design includes a clear plan for assessing and awarding CPL prior to the program being approved for development. The CPL Director will:

- a. Provide guidance on the development of the articulation crosswalk, assisting Product Managers with creating the detailed crosswalk of how the PACE course/program aligns with the academic course/program.
- b. Once the Product Managers have submitted the crosswalk document to the faculty and dean's office for signature, the CPL director will review and submit the final, approved articulation to the Registrar's Office.





- c. Maintain the CPL repository, ensuring all approved PACE articulations are cataloged and stored in the institution's centralized CPL repository for easy access and reference

3. Curriculum Mapping and CPL Opportunities:

- a. Identifying CPL Pathways: As the curriculum is developed, product managers will identify courses or content areas where CPL is applicable. These should be mapped to specific competencies or learning outcomes that can be assessed through CPL methods. Throughout the development process, Product Managers will hold biweekly or monthly status updates with the appropriate Dean's office representative(s) and program faculty to ensure alignment and adjust as needed.
 - i. For example: A student with a project management certification from PACE may be granted CPL credit for an academic program course on project management fundamentals.

4. Creating Articulation Opportunities:

- a. The faculty, in collaboration with the product manager, will finalize the crosswalk to document that the learning outcomes and competencies of the PACE offering are aligned with the proposed academic courses. Faculty may identify additional coursework that was not previously included on the crosswalk.

5. Crosswalk Approval Process

- a. Once the crosswalk has been reviewed and finalized by faculty and the Product Manager, the following parties must approve it, following the standard CPL approval process:
 - Academic Program Director (APD)
 - Dean's Office
 - CPL Director
 - Registrar's Office

For more information, please visit [PACE Procedures](#).

Glossary of Terms

Academic Credit	A unit that quantifies the amount of academic work required to complete a course or the number of credit hours or units a course is worth.
Academic and Finance Counselor	Team member assigned to provide academic and financial support to students. This includes support for financial aid and other funding options, course scheduling and schedule adjustments, balance resolution, policy clarification, at-risk outreach, and connection with other university services. Academic and finance advisors support varying student populations based on their AFA team; this includes a live chat team, on-demand call queue teams, and dedicated advising teams aligned by school. Dedicated AFCs have an assigned student population, unlike the chat and on-demand teams.
Academic Department	An academic unit within a school concerned with a specific area of instruction or study.
Articulation	The process of comparing the material (syllabi, outcomes, competencies, descriptions, hours) of courses or training that are transferred between postsecondary institutions and noncollegiate entities.
Certificate	A credential awarded by a training provider or educational institution based on completion of all requirements for a program of study, including coursework, tests, or other performance evaluations. Certificates are typically awarded for life. Certificates may be for or not for credit.
Certification	A credential awarded by a certifying body based on an individual demonstrating required competencies, including predetermined knowledge, skills, and abilities. Certification may include written, oral, or performance-based examination. Generally, certification is a time-limited credential that will need to be renewed through a recertification process.
Class	A class is a unique and specific occurrence or section of a class/course that the student is scheduled in. Class can also be used when referring to the framework of content leading to learning outcomes in a particular subject.

Course	A course is commonly used to describe the framework of content leading to learning outcomes in a particular subject. Course can also be used when referring to a unique and specific occurrence or section of a course that the student is scheduled in.
College-Level Learning	College-level learning means applying what you know in one situation to other situations, both within and outside the field. It also includes the learner's ability to get new information, engage in critical research, analyze, synthesize, and integrate the information, place the knowledge in a larger context, and show that they can use what they have learned.
Course Credit	A unit that quantifies the amount of academic work required to complete a course or the number of credit hours or units a course is worth.
Credential	In higher education, a "credential" refers to an umbrella term used to describe a qualification, certificate, degree, or other official document that verifies that an individual has completed a specific course of study or achieved a certain level of competency in a particular field. Credentials can include diplomas, associate degrees, bachelor's degrees, master's degrees, doctorates, and various types of professional certifications, certificates, badges, microcredentials, or licenses. They serve as evidence of an individual's knowledge, skills, and qualifications in the academic or professional domain.
Credential-Rich Pathways	Structured educational or career journey that emphasizes acquiring various credentials and qualifications that enhance learners' employability and allow them to demonstrate expertise and advancement in their chosen field, with industry-valued opportunities.
Department	A department is an optional element of a school defined by academic and intellectual content, as well as by disciplinary needs or professional curricular requirements.
Industry-Valued	Learning that is purpose-built to align with industry needs, standards, and requirements.

Joint Service Transcript	The Joint Services Transcript is a collaborative program that replaces previous transcript programs. The JST describes your military schooling and work history in civilian terms, as a standard form, making it easier for colleges to read and recommend credits. It translates military experience into civilian language and gives potential employers a chance to see the real-world value of a soldier's/Veteran's experience, allows academic counselors a better understanding of a military members' skills, and saves time and money by awarding academic credits for military experience.
License/Licensure	A process by which a governmental agency grants time-limited permission to an individual to engage in a given occupation after verifying that they have met predetermined and standardized criteria. Practice in a licensed occupation is restricted to those possessing a license. The requirements for licensure vary by state, based on legislative and regulatory requirements (ex: nursing/legal).
Military Experience	There are multiple types of credit that can be found on a service member's Joint Services Transcript. Some may be evaluated as transfer credit while other instances will need to be evaluated for proficiency credit by faculty or staff of the receiving institution.
Prior Learning Assessment	Prior learning assessment (PLA) is one type of credit for prior learning practice that involves the evaluation and assessment of an individual's life learning for college credit, certification, or advanced standing toward further education or training. PLA is often associated with military, work experience, community service, informal online learning, and other learning acquired outside traditional academic institutions.
Prior Learning Credit (Work, Military Experience)	Credits accepted on transfer via nontraditional learning experiences such as employment, military training, and experience, noncollegiate training programs, advanced placement exams, and self-development.
Program	A program is an organized sequence of courses offering academic credit, the successful completion of which leads to the awarding of a degree, credential, or certificate.

