
Ms. Mary Hanrahan (Early Childhood, AL) reminded the committee that, as approved by the Administrative Council in 2007, students who complete the Army Child and Youth Services Training Program are eligible to receive credit that can be applied to the Early Childhood Development program. Approximately 30 students have taken advantage of the current advanced standing. The specific courses for which students may receive credit need to be changed because the Early Childhood Development curriculum changed in Fall 2008. The Early Childhood faculty reviewed the training materials and compared them with courses in the new curriculum. The Early Childhood Development Advisory Committee endorses the new alignment, although it will grant fewer credits than the old arrangement did.

It is probable that advanced standing will be requested for the similar training provided at Quantico. If so, the faculty will review the training materials carefully and independently of the current proposal.

The Advanced Standing Committee approved the revisions to the specific courses for which students who complete the Army Child and Youth Services Training Program are eligible to receive credit, effective upon final approval. This recommendation will be forwarded to the Curriculum Committee.

2. **Advanced Standing for Training by the Fairfax County Office for Children**

Ms. Hanrahan and Ms. Ludlow explained that staff of the Fairfax County Office for Children presented a description of the School Readiness Certificate to the Early Childhood faculty at their January 2009 cluster meeting. Unique to Fairfax County, this very large program provides comprehensive training, during which current and prospective early childhood personnel learn to prepare young children for later success in school. All instructors have master’s degrees.

Ms. Ludlow and Ms. Hanrahan reported that the Early Childhood faculty reviewed the extensive training modules covered during the 45 hours of training and examined sample portfolios of participants in the training. The faculty worked with the Office for Children staff to align training modules with the course objectives for CHD 120 Introduction to Early Childhood Education (3 credits). The Early Childhood Development Advisory Committee endorses the proposal to grant advanced standing...
to students who present the Office for Children certificate showing that they successfully completed the School Readiness training. If approved, this advanced standing would be reviewed every two years to be sure that the training remains consistent with the content of CHD 120.

The Advanced Standing Committee approved the proposal to grant credit for CHD 120 Introduction to Early Childhood Education to students who present a School Readiness Certificate from the Fairfax County Office for Children, to be effective immediately. This recommendation will be forwarded to the Curriculum Committee.

3. National PONSI

Dr. Robertson asked if anyone was familiar with National PONSI (Program On Noncollegiate Sponsored Instruction). According to their website,

"The National Program on Noncollegiate Sponsored Instruction (National PONSI) is conducted by the Board of Regents of The University of the State of New York, the most comprehensive educational organization in the nation. The University encompasses and has responsibility for all educational concerns in the State, including public and private institutions of higher learning, elementary and secondary schools, museums, libraries, historical societies, and other agencies whose primary function is education. The Regents and the Commissioner of Education determine the State's educational policies and establish standards for maintaining quality schools. Among other things, they charter educational institutions and organizations, approve and supervise academic programs leading to college degrees, and regulate the preliminary educational requirements for admission to the practice of most professions in the State. The New York State Education Department is the executive and administrative arm of the Board of Regents. The Department's Office of Higher Education, which regulates postsecondary education and accreditation activities in the State, also oversees the administration of National PONSI.

"The National Program on Noncollegiate Sponsored Instruction was established by the Board of Regents in keeping with its aim of increasing access to higher education for working adults. National PONSI reviews formal courses and educational programs sponsored by noncollegiate organizations, makes appropriate college-level credit recommendations for the courses and programs evaluated, and promotes academic recognition of these learning experiences to the nation's colleges and universities. Descriptions of evaluated learning experiences and credit recommendations have been published up until 2002 in the print publication College Credit Recommendations and now in CCR Online. The credit recommendations are intended to guide college officials as they consider awarding credit to persons who have successfully completed evaluated noncollegiate sponsored instruction.

"National PONSI is based on the position that it is sound educational practice to grant academic credit for high quality educational programs conducted by noncollegiate organizations, provided that these experiences are at the college level, and that the credit is appropriate to an individual's degree program. Moreover, experience has shown that the awarding of credit for prior learning will in many cases motivate students to enroll in formal postsecondary programs of study. Many college officials use College Credit Recommendations or CCR Online to identify and actively recruit nontraditional students who have completed noncollegiate learning evaluated by National PONSI.

"National PONSI serves noncollegiate organizations throughout the country. These include corporations, labor unions, professional and voluntary associations, government agencies, hospitals, proprietary vocational schools, and other nondegree granting
organizations. The courses and programs that have been evaluated cover a wide variety of subject areas, including accounting, art, auditing, banking, botany, computer science, counseling, criminal justice, early childhood education, electrical engineering, finance, health services administration, insurance, information technology, management, mathematics.

No one on the committee knows about it, but felt it might be worth looking into as a way to assist with decisions on advanced standing for training. **NOTE that the above information from the PONSI website was not presented at the meeting; it is added here as a way to follow up on the committee’s discussion.**

4. **PLACE**
The committee expressed concern that PLACE is not available at every campus. Adjunct Rusty ??? stated that he will make sure PLACE will continue to be available at the college, and said that it is desperately needed at Annandale Campus. Ms. Oandasan offers it at the Manassas Campus. Rusty stated that part-time counselor Jackie Hillman offers it at the Loudoun Campus. Ms. Short noted that her students would benefit greatly, but she has no PLACE contact at the Annandale Campus. Mr. Sullivan added that Woodbridge Campus plans to offer PLACE after another counselor is added to their staff.

5. **Standard Level IB**
Dr. Robertson described the process that will be required in order to evaluate Standard Level IB courses to see if we should grant advanced standing for them. The committee indicated that a form would help. It should include a discipline contact person, signatures and a date.

6. **CLEP**
Accounting, English and math were identified as potential problem areas. As with IB, the committee thought that creating a form might help the faculty respond to requests to evaluate new CLEP tests. We could also invite cluster chairs to present to this committee if they do not respond to email requests to evaluate CLEP tests.

7. **DSST**
Ms. Jemison discovered some updated courses; the advanced standing manual had become rather out of date in this area. It was noted that the Manassas campus of Strayer University gives DSST tests.

8. **Contacts for External Agencies**
Ms. Ellis reported that she is listed on the IB website as the college contact for NOVA. However, other committee members stated that IB and AP transcripts do come directly to them as well.

9. **MOS**
Ms. Oandasan asked about bringing in MOS. Dr. Harper stated that transcript evaluators should look at SMART transcripts and the ACE Guide for NERs. This information should be added to the advanced standing manual.
10. Courses that Appear to be Equivalent but are Not
   The committee discussed the problems with students who come to NOVA from
   Strayer University. Mr. Dennis noted that he has many students who took English
   there but are not well prepared for other courses. ADJ and math also seem to be
   problems coming from Strayer. Other committee members reported problems with
   students who took math at the University of Phoenix. Students appear to be doing
   this because NOVA’s standards are higher. Because both are regionally accredited
   institutions, there is no easy way to avoid accepting these courses that, at least on
   paper, appear to be equivalent to NOVA courses.

11. Committee Membership for 2009-10
   All members present indicated that they would like to remain on the committee for
   another term.