



National Program on Noncollegiate Sponsored Instruction *The Bulletin*

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“Translating noncollegiate learning into college credit recommendations while increasing access to Higher Education for working adults”

Reach Out to Adult Learners



studies (*yeshivos* and seminaries) focus solely on developing a high level of, and appreciation for, the wisdom and philosophy embodied in traditional Jewish scholarship. These institutions are not geared toward awarding secular degrees, although the instruction they offer may be comparable to Judaic studies coursework that would be completed at institutions of higher education in the U.S. and elsewhere. Torah Accreditation Liaison provides a means for the students of such institutions, and others who have acquired similar prior learning, to demonstrate their mastery and document for the colleges and universities, where they may wish to pursue a college degree, that they have achieved college-level knowledge.



Jerusalem, Israel and the Talmud

TAL has been growing steadily over the past three years working in conjunction with Testing and Training International (TTI), a College Level Examination Program (CLEP) testing center. The exams are proctored at U.S. sites and international centers, currently in England, Switzerland, Israel, and Canada. The exams cover subjects in Talmud, Bible, Jewish Thought, Ethics, Foreign Languages and History. Until now the Jewish Orthodox community has been the focus. TAL will expand its audience to include college and university students at U.S. institutions. The first of a series of exams is being developed as part of a joint project with a national Jewish leadership organization. Those examinations will be submitted to National PONSI with the goal of seeking college credit recommendations.

Post your Logo and Profile on the National PONSI Website <http://www.nationalponsi.org>

On the Road Again...

Judaic Studies Examinations Offered to a Global Audience

Additional Judaic studies examinations were recently evaluated stateside and recommended for college credit for [Torah Accreditation Liaison \(TAL\)](#), an organization located in Jerusalem, Israel, which develops and administers proficiency examinations. TAL was established in 2004 to provide an opportunity for interested individuals to demonstrate their Judaic knowledge on proficiency examinations that measure college comparable coursework as confirmed through an assessment by National PONSI. Most institutions that teach traditional Judaic

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Technical Assistance Helps Advance Early Childhood Care and Education

During a recent site visit to Atlanta, Georgia, a course in technical assistance was evaluated for [Quality Assist, Inc.](#) The mission of Quality Assist is to improve the quality of early childhood care and education. Its approach to this challenge is two fold: to provide the tools and training teachers and administrators need to evaluate their own programs with a commitment to achieving measurable outcomes and to offer professional development



The Art of Technical Assistance grading rubric rates engagement high when participants make meaningful contributions that advance the discussion and provoke new learning.

opportunities that promote the competence and advancement of teachers and administrators. Nationally, technical assistance has become a central strategy for increasing the quality of early care and education;

however, the standards for best practices and systems of accountability have been underdeveloped. The Art of Technical Assistance is at the forefront in establishing standards and systems to ensure that investments in technical assistance produce significant and enduring changes in the quality of early care and education.

Representing Quality Assist were Annette Sibley, President; Tracey Bankhead, Training Division Coordinator; Wanda Muhammad, Training Developer and Project Coordinator; and Michelle Adkins, Training Coordinator. Representing the National PONSI team were Penny Elkins, Associate Dean and Professor of Education, Mercer University; Jerri Kropp, Associate Professor, Child and Family Development, Georgia Southern University, and Pat Nodine, Coordinator and Instructor of Early Childhood Care and Education, Gainesville State College.

Related learning experiences, including Partners in Quality Mentor Course and the Challenging Teachers Institute, were also discussed during this site visit and will be considered for evaluation in the near future.



Professors Nodine, Elkins, and Kropp; Tracey Bankhead, Michelle Adkins, and Dr. Annette Sibley of Quality Assist (l to r)

Revalidation Reconfirms Credit Recommendations

Revalidation of credit recommendations previously established for selected courses offered by [Yeshiva Shaarei Torah of Rockland](#) was conducted as part of

National PONSI's five-year revalidation process. Curriculum materials and student completed and graded examinations were reviewed to confirm that college credit recommendations should continue to apply. The courses reviewed will now be scheduled for re-evaluation in February 2013, assuming no substantive changes.



Founded in 1977, Yeshiva Shaarei Torah of Rockland offers a rigorous, comprehensive program of Judaic and Talmudic studies. It is dedicated to promoting traditional Jewish scholarship by providing quality curricula in classical Talmudic and Jurisprudential studies and research, in a climate that encourages intellectual growth and self-improvement, under the auspices of a distinguished faculty of scholars. By maintaining a quality program in the Jewish humanities, Yeshiva Shaarei Torah educates qualified Judaic scholars and authorities prepared to address the needs of American and world Jewry. It ensures that its graduates, whatever their alternate professions, will have intensive and extensive knowledge, and a mature understanding, of Talmud, *halacha*, the fundamentals of Judaic thought and its application to daily life.

Did You Know...

• In September 2007, the U.S. Department of Education's National Center for Education Statistics released a new report, *Status and Trends in the Education of Racial and Ethnic Minorities*. Among the findings on educational attainment and outcomes were the following: 1) Women received more degrees than men across all races and ethnicities. This trend was most striking among black students. Black women's degree attainment was twice that of their male peers at the associate's, bachelor's, and master's level. 2) Black women with a bachelor's degree had the highest median annual income (\$45,000) of all women with bachelor's degrees, followed by Asian and Pacific Islander women (\$43,600), white women (\$42,000), American Indian and Alaskan Native women (\$40,000), and Hispanic and Latina women (\$38,000). However, Asian and Pacific Islander women with graduate degrees earned more than women of other races and ethnicities at the same educational level.

http://www.aacu.org/ocww/volume36_3/inbrief.cfm

Quotes of the Month...

"I am always willing to learn, however I do not always like to be taught." **Winston Churchill**

"There is no knowledge that is not power."
Ralph Waldo Emerson

"The price of ignorance is far greater than cost of an education." **Anonymous**



Churchill



Emerson



These Colleges and Universities have Profiles on our Website that Highlight the Special Degree Options and Services They Offer to Working Adults and Nontraditional Students

[Arkansas State University](#)

State University, AR

[Bethel University](#)

St. Paul, MN

[Biola University](#)

La Mirada, CA

[Briarcliffe College](#)

Bethpage, NY

[California Coast University](#)

Santa Ana, CA

[Central Michigan University](#)

Mt. Pleasant, MI

[Charter Oak State College](#)

New Britain, CT

[Chestnut Hill College](#)

Philadelphia, PA

[Chicago State University](#)

Chicago, IL

[Cleveland Institute of Electronics](#)

Cleveland, OH

[Columbia Southern University](#)

Orange Beach, AL

[Delaware County Community College](#)

Media, PA

[Dowling College](#)

Oakdale, NY

[Empire State College](#)

(State University of New York)

Saratoga Springs, NY

[Excelsior College](#)

Albany, NY

[Golden Gate University](#)

San Francisco, CA

[Immaculata University](#)

Immaculata, PA

[Indiana University](#)

Bloomington, IN

[LaRoche College](#)

Pittsburgh, PA

[Manhattan College](#)

Riverdale, NY

[Marian College of Fond Du Lac](#)

Fond Du Lac, WI

[Marist College](#)

Poughkeepsie, NY

[Mercy College](#)

Dobbs Ferry, NY

[Molloy College](#)

Rockville Centre, NY

[Monmouth University](#)

West Long Branch, NJ

[Montana State University-Billings](#)

Billings, MT

[The New School for General Studies](#)

New York, NY

[Northeastern University School of Professional and Continuing Studies](#)

Boston, MA

[Nova Southeastern University](#)

Ft. Lauderdale, FL

[Nyack College](#)

Nyack, NY

[Oakland City University](#)

Oakland City, IN

[Saint Joseph's College of Maine](#)

Standish, ME

[Siena College](#)

Loudonville, NY

[Skidmore College - University Without Walls](#)

Saratoga Springs, NY

[Thomas Edison State College](#)

Trenton, NJ

[University of Baltimore](#)

Baltimore, MD

[University of New Orleans](#)

New Orleans, LA

[Upper Iowa University](#)

Fayette, IA

[Viterbo University](#)

La Crosse, WI

[Western International University](#)

Phoenix, AZ

[Western New England College](#)

Springfield, MA

[World College](#)

Virginia Beach, VA



National PONS I helps bridge the gap between industry and academia through its active involvement with both.

Who we are: Created in 1973 as a program of the Board of Regents of The University of the State of New York, the National Program on Noncollegiate Sponsored Instruction (**National PONS I**) evaluates courses and examination programs offered by noncollegiate organizations nationwide and internationally and makes recommendations on their comparability to college-level instruction.