



California  
Community  
Colleges



Credit for Prior Learning

# **Policy Implementation Toolkit**

## **Acknowledgments**

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# Introduction

Credit for prior learning (CPL) is credit awarded for validated college-level skills and knowledge gained outside of a college classroom—it's a strategy to grant students credit for what they already know and can do. Across the nation, individual institutions and systems of higher education are implementing comprehensive CPL practices to help working adults reskill and achieve quality credentials that increase their economic mobility. On September 16, 2019, the Board of Governors of the California Community Colleges approved a revision to Title 5, Section 55050 that redesigns how students at California Community Colleges receive credit for prior learning. The new regulation aims to make the process more consistent and equitable for students who come to community colleges with college-level skills and knowledge acquired in a variety of non-classroom settings. Research suggests that CPL benefits students and colleges by increasing completion and closing achievement gaps. In California, this means CPL can help the system achieve the goals outlined in the *Vision for Success* and increase college funding through improving measures on the Student Centered Funding Formula metrics.

Research indicates that students who earn CPL:

- are roughly twice as likely to complete a degree than those who do not
- accumulate more credits through coursework at the institution than their counterparts, which translates to increased enrollment for colleges
- save an average of 6-10 months in time to degree compared to their non-CPL counterparts

There are a significant number of current and potential students who could benefit from CPL. About 42% of students enrolled in California community colleges in fall 2017 were over age 25—many of whom hold industry certifications, are graduates of public service academies, and were trained for military service occupations, for example. A much broader population of potential students without degrees could also benefit:

- More than 6.8 million Californians age 25-54 have a high school diploma, some of whom attempted college but none of whom earned an associate degree or higher
- Nearly three-quarters of this population is employed, 79% of whom are working 31 or more hours per week
- On average, 8% of adults are enrolled in a postsecondary institution
- About 4% (272,000) of the target population have military experience. About 8% of the target population with military experience (21,760) are enrolled in any postsecondary institution
- More than half of the target population are people of color; using CPL to advance them towards certificates and degrees could help reduce equity gaps

CPL is an important equity imperative integrated within the *Vision for Success*. California's working adults, predominantly people of color, need on-ramps to education and off-ramps to work to stay competitive in the future workforce. CPL makes it easier for learners to get a jumpstart towards a certificate or degree; in addition, validating their skills and knowledge with credit is a valuable signal that they belong in college. As a system, we must tailor learning and supports to help Californians upskill for future jobs. This toolkit is meant to help colleges implement CPL as consistently as possible to achieve these goals.

Colleges can contribute to  
*Vision for Success* goals by  
optimizing student success  
initiatives for working learners.

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# About This Toolkit

The purpose of this toolkit is to provide resources and examples to aid implementation of CPL according to Title 5, Section 55050. College stakeholders are encouraged to view these resources and examples as a starting point. Recommendations and artifacts in this toolkit are derived from three sources:

## CPL Initiative Advisory Committee

The Lumina Foundation provided funding to the Success Center at the Foundation for California Community Colleges (FoundationCCC) to create a policy and resource infrastructure to expand CPL in our system. [The initiative](#)—led by Vice Chancellor Alice Perez with the support of the Success Center—convened a statewide CPL Advisory Committee to inform recommendations to help students have more equitable opportunities to earn CPL. Recommendations that were appropriate to implement at the state level were incorporated into [Title 5, Section 55050](#). The rest can be considered guidance for local policy and practice and are included in this toolkit (see [page 10 “Advisory Committee Recommendations”](#)). The CPL Initiative also seeded two pilots to bolster implementation of CPL.

## Palomar College Pilot

Palomar College piloted implementation of CPL through a cross-role task force operating in the 2019-20 academic year. FoundationCCC helped the Palomar team document their college-wide implementation process, captured lessons learned, and incorporated the tools and examples included in this toolkit.

## Discipline Cross-Walk Pilot

In a faculty-driven pilot supported by the Academic Senate for California Community Colleges and the Chancellor’s Office, approximately 20 faculty members in seven disciplines over the 2019-20 year considered how military training, industry certifications, and standardized exams could be considered for credit in their disciplines. In some cases, they compared (or “cross-walked”) the student learning outcomes of courses to common prior learning experiences, such as military training or industry certifications, and made recommendations based on the alignment. The cross-walks are available as starting points for other faculty to consider (see [page 27](#)).

All resources are available for download, editing, and repurposing in the CPL Community on the [Vision Resource Center](#).

# **What is CPL**

## **CPL Definition**

Credit for prior learning is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom.

Students' knowledge and skills might be gained through experiences such as:

- Military training
- Industry training
- State/federal government training
- Volunteer and civic activities (e.g. Peace Corps)
- Apprenticeships, internships, work-based learning, or other industry-based experiential learning

CPL is not awarded for knowledge and skills already assessed and awarded credit through formal education at regionally accredited in-state and out-of-state institutions.

## CPL Policy Standards<sup>1</sup>

The Chancellor's Office encourages all districts to elevate the following principles in their CPL policies in order to ensure equity in the process of students obtaining CPL, and quality, integrity and rigor in assessment of prior learning:

### **STANDARD ONE: EQUITY**

CPL policy ensures that all students have equitable access to consistent opportunities to earn credit for prior learning.

### **STANDARD TWO: PHILOSOPHY AND ACADEMIC FRAMEWORK**

CPL policy is grounded in the institution's philosophical and academic framework and is consistent with institutional mission, goals, and approaches to learning.

### **STANDARD THREE: INTEGRITY**

CPL policy ensures that all stakeholders (including faculty, institutional representatives, students, and any external contributors) promote integrity in the evaluation and documentation of prior learning.

### **STANDARD FOUR: FACULTY QUALIFICATIONS**

CPL policy assures the involvement of qualified discipline faculty and the preservation of discipline faculty purview over the awarding of credit.

### **STANDARD FIVE: STUDENT SERVICES**

CPL policy assures that students have timely and continuous access to transparent information, resources, and services to guide them on CPL.

### **STANDARD SIX: CREDIT MANAGEMENT**

CPL policy clearly identifies how credits are organized and applied to student records.

### **STANDARD SEVEN: PLANNING, RESOURCES, IMPROVEMENT**

CPL policy assures continuous improvement and scalability of processes by providing sufficient infrastructure and data to support policy implementation and review.

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<sup>1</sup> Standards based on Brewer, Patricia and Lakin, Mary Beth. (2018). Credit for Prior Learning: Putting Standards for Policy in Place. American Council on Education: Washington, D.C. Retrieved from <https://www.plaio.org/index.php/home/article/view/135/173>

# Implementing Policy

All resources outlined in this and following sections can be downloaded from the [Vision Resource Center](#) CPL Community.

## Process Flow

This suggested process flow outlines steps and tactics a college may take to develop and implement CPL policy and procedures. The step-by-step process encompasses everything from recruiting a cross-role task force to communicating CPL procedures to students.

(See [pages 14-15](#))

## Suggested Stakeholder List

The development of a successful CPL policy and procedure will take the collaboration of many stakeholders – this suggested list is a starting point to consider involving in development of a district CPL policy.

(See [page 16](#))

## Sample Board Policy and Administrative Procedures

Colleges can use Palomar's Board Policy and Administrative Procedures (BP/AP) as a reference as they work to revise their own policies to meet the needs of their students and local context. Palomar started by taking their Credit by Exam BP/AP and met with stakeholders to revise the policy to a broader context that included the other forms of prior learning assessment (PLA). As these revisions were drafted, key stakeholders were consulted to provide feedback and capture critical elements across program areas.

(See [page 17-22](#))

# Implementing Procedures

## Sample Student Process Flow

The *Vision for Success* calls on stakeholders to “design and decide with the student in mind.” Colleges should center CPL procedures on the student experience. This sample process flow outlines how students would experience the CPL process at Palomar College.

(See [pages 23-24](#))

## Course Eligibility Template

Once a CPL policy has been established on a campus, it is beneficial to put into place processes that make the policy scalable across disciplines. This sample Course Eligibility Approval template enables faculty to propose CPL for a course. The template establishes criteria for eligibility, approval procedures, and procedures to ensure that the course’s eligibility is updated in the appropriate systems.

(See [page 25](#))

## Cross-Walk Template

The Cross-Walk Template can be used to identify the types of prior learning assessments that could be used to award credit in courses. The template suggests various prior learning assessment methods and can be used in conjunction with the sample cross-walks developed in the statewide pilot (see [page 27](#)). The Cross-Walk Template is a useful tool for larger groups such as CPL task forces or by individual or small faculty discipline teams.

(See [page 26](#))

## Cross-walks

Cross-walks are a mechanism to help faculty examine common learning experiences offered by government agencies or professional organizations and compare (or “cross-walk”) the competencies achieved in those experiences with student learning outcomes of aligned courses. Faculty can access [credit recommendations](#) of third-parties such as the American Council on Education (ACE), which has [evaluated](#) thousands of military training programs. The goal of developing cross-walks is to get as much consistency as possible in credit awards for common learning experiences. The cross-walks provided in this toolkit were developed by California community college faculty participating in the statewide pilot and can be used as a starting point for college faculty to consider. The cross-walks are available for download in the CPL Community on the [Vision Resource Center](#).

## **SUGGESTED STEPS TO DEVELOP YOUR OWN CROSS-WALK:**

### **STEP 1**

Convene discipline faculty and student learning outcomes experts at your college.

### **STEP 2**

Ask faculty to identify common prior learning experiences in their discipline such as aligned industry certifications, military training programs, public service academies, workplace training, civic service, etc.

### **STEP 3**

Ask faculty to consult third-party credit recommendation guides like [American Council on Education \(ACE\)](#), or consult industry experts, workplace trainers, or other educators to learn about what competencies students achieve in the identified prior learning experiences.

### **STEP 4**

Identify courses where the student learning outcomes might be aligned with those competencies. If faculty have already completed their CPL Cross-walk, use that document as a resource in the discussion.

### **STEP 5**

Compare the competencies achieved in the prior learning experiences to the student learning outcomes in aligned courses.

### **STEP 6**

Consider what is required in the course for the student to demonstrate “sufficient mastery.” If “sufficient mastery” can be demonstrated through participation in the prior learning experience, then determine how faculty should assess the student for credit (note: keep in mind that the student’s burden of proof should be just enough to demonstrate sufficient mastery). This might include showing documentation such as test scores, certificates of completion, or Joint Services Transcript, or completing a skills demonstration, a portfolio, or another type of assessment that the faculty deems appropriate.

### **STEP 7**

Outline the recommended prior learning assessment method and credit recommendation on the CPL Cross-walk form.

(See [pages 27-31](#))

## **FAQ**

This Frequently Asked Questions (FAQ) template provides a starting point of questions to expect to answer as you develop and implement CPL policy on your campus. Having clear and consistent answers will assist in building support for the work among stakeholders and reduce points of confusion.

(See [pages 32-33](#))

# **Assessing Prior Learning**

## **Portfolio Assessment Rubric**

This sample rubric, developed by faculty at Palomar College, provides an example of how portfolios can be assessed to determine if credit should be awarded for prior learning. The rubric can be used as a starting point for colleges to consider and modify based on their student learning outcomes and criteria of learning. Discipline faculty and student learning outcome experts are encouraged to participate in the development and/or approval of rubrics.

(See [pages 34-35](#))

# CPL Initiative Advisory Committee Recommendations

After reviewing CPL policies and practices from systems across the country, the CPL Advisory Committee made the following recommendations:

## Awarding Credit

- Students' educational goals should be the guiding factor in the award of credit.
- Students should be able to have their prior learning assessed early in their educational journey and prior to registering for a course.
- They should be able to access clear timelines and processes toward receiving a credit recommendation.
- When setting limits on CPL, rely on existing minimum/maximum credit allowances already stipulated in transfer policy.
- Follow accreditation requirements.
- If a student seeks credit for a course that a college does not have in its catalog (i.e. Russian language), consider connecting the student to faculty at a college where the course is offered. The student may be eligible to complete a prior learning assessment there.
- Students should be advised of the recommended credit before it is officially awarded. Title 5 Section 55050 allows students to accept, decline, or appeal decisions on assessments in order to protect their financial aid or veteran's benefits.
- Students, informed by a counselor, should decide when credit is applied.
- Each district should consider whether its faculty will assess prior learning of students who are not yet enrolled. CPL can be a benefit to attract potential students.
- Each district should consider setting a time limit for how long prior learning remains valid and eligible for assessment for credit.

## Transparency and Accessibility

- Students have a right to receive information on CPL; doing so puts the burden on institutions to be transparent.
- Engage stakeholders early and often in the development of CPL policy, which could increase buy-in.
- CPL policies and communications should stipulate that CPL should be transparent and accessible to all stakeholders, including current and potential students, faculty, staff, administrators, industry, and other community partners.
- Stakeholders should clearly understand how CPL impacts student success, college completion rates and enrollment, course scheduling, and student diversity.
- CPL should be clearly identified as curriculum under faculty purview per title 5.
- Clear guidelines for faculty in prior learning assessment will help them trust their colleague's credit award decisions.
- Students need easy access to a resource on CPL at a college, such as a website that explains CPL, why and how it's available, who to contact, what process to expect, what types of prior learning might qualify for credit, etc.

## **Student Supports**

- Counselors should be at the center of informing students about CPL.
- Inform students about CPL during matriculation and placement activities or processes.
- Integrate prior learning assessment advising into educational planning.
- Integrate CPL with Guided Pathways. Identify opportunities for CPL within mapped pathways and make that information available to students. For example, a CompTIA certification might make a student eligible for credit in the Information Technology certificate and degree pathways.
- Develop a clear process flow for students, including steps and timeline, so that students can manage their expectations.
- Within the process flow, identify key decision points for the student so that institutions know when action is required by internal stakeholders.
- Assign staff to operate as a CPL coordinator at each college. There may be an opportunity to leverage staff formerly assigned to assessment and placement.

## **Professional Development**

- Provide professional development (PD) training and webinars so that faculty are equipped to identify opportunities for CPL, conduct crosswalks to determine credit recommendations, and apply the credit consistently for all students.
- Incorporate PD on CPL into Guided Pathways professional development.
- Work with your local Academic Senate representatives to set standards for faculty in conducting prior learning assessment. Clear guidelines for faculty in prior learning assessment will help them trust their colleague's credit award decisions.
- All stakeholders on campus who are affected by CPL (admissions, registrar, institutional research, faculty, etc.) should be aware of their roles and responsibilities related to CPL and should be able to advise students on process. Consider convening a CPL conference or workshop for faculty or staff involved with CPL.
- Consider holding a CPL conference or workshop for faculty or staff involved with CPL.
- Make faculty training on CPL a part of “flex day” programming.
- Find resources through organizations such as the Council on Adult and Experiential Learning (CAEL) and the American Council on Education (ACE).

## **Transfer**

- Colleges should recognize and accept CPL awarded at other California community colleges.
- Colleges are encouraged to work closely with their intersegmental partners to ensure credit will be accepted for transfer.

## **Finance**

- Use existing funding from programs where objectives are aligned. Colleges could leverage existing program funds such as Student Equity and Achievement (SEA) Program, Guided Pathways, and Strong Workforce, among others.
- Leverage funding from community industry partners, particularly when awarding credit for industry certifications.

## **Policy Review**

- Title 5 Section 55050 requires that policies be reviewed every three years. Therefore, local policy language should set some expectation for an evaluation process, potentially including elements such as a review timeline, stated goals, and what factors will be assessed.
- CPL review should include qualitative data from students and “content experts” such as faculty.
- Successful review processes include active involvement from key stakeholders such as Academic Senate, the Associated Student Government, and allow for local flexibility.
- Evaluation methods should enable greater understanding of the impact of CPL on equity gaps.

# **Appendix**

The resources are not depicted in their entirety in this Appendix due to their size and complexity. The full resources are available for download from the [Vision Resource Center](#) CPL Community.

## **Implementing policy**

- Process Flow
- Suggested StakeholderList
- Sample Board Policy and Administrative Procedures

## **Implementing procedures**

- Sample Student Process Flow
- Course Eligibility Template
- Cross-walk Template
- Cross-walks
- FAQ

## **Assessing prior learning**

- Portfolio Assessment Rubric

This process flow outlines steps and tactics a college may take to implement credit for prior learning—a strategy using students' previously acquired skills and knowledge to accelerate their paths to completion. Find more resources, including templates (underlined below), in the Credit for Prior Learning Community on the Vision Resource Center.

Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>GOAL</b> Develop a College Credit for Prior Learning (CPL) Workgroup.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Identify <u>stakeholders</u> on campus with varying expertise and perspectives, such as:           <ul style="list-style-type: none"> <li>Student services faculty</li> <li>Instructional faculty</li> <li>Administrators</li> <li>Student Learning Outcome (SLO) coordinators</li> </ul> </li> <li>Identify a CPL lead to be responsible for advancing the outcomes of the workgroup. Be realistic about the time this person will commit and consider institutionalizing the position.</li> <li>Marshall resources to support the workgroup and campus CPL efforts, such as Guided Pathways or Student Equity and Achievement Program funds.</li> <li>Consider using GP or SEA funds.</li> </ul>	<p><b>GOAL</b> Develop an engagement plan to enable multi-directional dialogue about CPL.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Identify affected stakeholders and develop suggested roles for them in CPL implementation.</li> <li>Involve accreditation representation.</li> </ul>	<p><b>GOAL</b> Develop meeting cadence and key communication artifacts for stakeholder engagement.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Hold brainstorming sessions to address challenges, opportunities, questions, and concerns about engaging identified stakeholders.</li> <li>Use group meetings to develop shared goals for the workgroup and for CPL implementation.</li> <li>Develop an <u>FAQ</u> to answer stakeholder questions and provide consistency.</li> <li>Develop a Frequently Identified Concerns (FIC) document to identify future issues, demonstrate willingness to hear stakeholders and intent to increase buy-in.</li> </ul>	<p><b>GOAL</b> Draft a Student Services CPL Process.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Hold meetings to analyze procedures for CPL intersections.</li> <li>Identify existing student data needed for CPL and what new data variables should be created to track success of CPL impact.</li> <li>Develop a list of CPL data elements.</li> <li>Use lean process mapping to check for redundancies or conflicts.</li> <li>Build consensus around a central entry point for implementing CPL.</li> <li>Develop a CPL intake form.</li> </ul>	<p><b>GOAL</b> Develop a plan to communicate with students about CPL.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Meet with the campus IT team to discuss information systems infrastructure.</li> <li>Establish when/where student data will be gathered, and when/where it will be linked to other student data.</li> <li>Determine how the process can be automated or completed electronically.</li> </ul>

## Step 6

## Step 7

## Step 8

## Step 9

## Step 10

<p><b>GOAL</b> Develop a timeline for board policy and administrative procedure development and adoption.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Identify the date that final revisions need to be completed.</li> <li>Develop a schedule working backwards from the final revisions date.</li> <li>Identify any dependencies that could affect the timeline.</li> </ul>	<p><b>GOAL</b> Create a cross-walk of courses eligible for CPL and the types of prior learning assessments required.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Develop a <a href="#">CPL cross-walk template</a> to be used across meetings and individual work.</li> <li>Collaborate with faculty to identify types of prior learning assessments that would be required to award CPL in select courses. This requires considering how the assessment reveals whether a student acquired the course's student learning outcomes.</li> <li>Use the cross-walk template when working with faculty to identify courses that could be awarded through the various types of CPL.</li> </ul>	<p><b>GOAL</b> Advance revised <a href="#">board policy and administrative procedures</a> through shared governance processes.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Share with key stakeholders and incorporate feedback.</li> </ul>	<p><b>GOAL</b> Develop a process for <a href="#">CPL assessment development</a> and approval with reviews from faculty, administrators, IT, evaluators, and Student Learning Outcome subject matter experts.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Build consensus for collaborative development of prior learning assessment processes.</li> <li>Develop <a href="#">rubrics</a> for assessments, such as evaluating portfolios or Joint Services Transcripts. Highlight the need for professional development for faculty.</li> <li>Brainstorm and build consensus for the process.</li> <li>Schedule a recurring review process aligned to program evaluations or changes from CSU and UC.</li> <li>Use lean process mapping to check for redundancies or conflicts, and revise processes as needed.</li> </ul>	<p><b>GOAL</b> Develop a plan to communicate with the campus community about CPL.</p> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Develop resources such as a website, short videos, or workshops <a href="#">to explain</a> CPL opportunities to students, using language that is accessible and easy to understand.</li> <li>Use existing infrastructure to send information, such as student newsletters, text or email, clubs, etc.</li> <li>Use ACC &amp; JC standards to continually inform your process.</li> </ul>
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# Suggested Stakeholder List

The development of a successful CPL policy and procedure will take the collaboration of many stakeholders – this suggested list is a starting point to consider involving in development of a district CPL policy.



## Suggested Stakeholder Starting Point

- Student Services Faculty
- Instructional Faculty
- Administration Allies (ideally in a leadership role)
- Student Learning Outcomes Subject Matter Expert (SME)
- Articulation SME
- CTE SME
- Veterans Services
- Records/Registrar Staff
- Evaluator
- Dean of Strong Workforce
- Chair of Counseling
- Research and Policy (R&P) Director
- Curriculum Chair
- Senate President and Vice President
- Professional Development Coordinator
- Director of IT

## Additional Key Stakeholders for Policy Review

- Transfer Center SME
- Union President
- Faculty Senate Representatives on Policies and Procedures
- Veterans Certifying Official
- Financial Aid SME

# Sample Board Policy and Administrative Procedures

Colleges can use Palomar's Board Policy and Administrative Procedures (BP/AP) as a reference as they work to revise their own policies to meet the needs of their students and local context. Palomar started by taking their Credit by Exam BP/AP and met with stakeholders to revise the policy to a broader context that included the other forms of prior learning assessment (PLA). As these revisions were drafted, key stakeholders were consulted to provide feedback and capture critical elements across program areas.



## INSTRUCTIONAL SERVICES | BP 4235 CREDIT FOR PRIOR LEARNING

### References:

Title 5 Section 55050

Credit for prior learning may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment. Authorized assessments may include the evaluation of approved external standardized examinations, Joint Services Transcripts, student-created portfolios, and credit by examination. The Superintendent/President shall consult with the Faculty Senate and rely primarily on the recommendations of the Faculty Senate to establish administrative procedures to implement this Board Policy.

Date Adopted: 4.12.2011; Revised: 12.11.2018; Revised: 12.17.2019  
(Replaces all previous versions of BP 4235)

1



## INSTRUCTIONAL SERVICES | AP 4235 CREDIT FOR PRIOR LEARNING

### References:

Education Code Section; 66025.71, 66700, 70901, Sections 70901 and 70902  
Title 5 Sections 55002, 55023, 55021, 55025, 55052, 55052

Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on an Advanced Placement (AP) examination
- Achievement of a satisfactory score on a high level International Baccalaureate (IB) examination
- Achievement of a satisfactory score on the College Level Examination Program (CLEP)
- Evaluation of Joint Service Transcripts (JST)
- Achievement of an examination administered by other agencies approved by the district
- Evaluation of industry-recognized credential documentation
- Evaluation of student-created portfolios
- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog

### Determination of Eligibility for Credit for Prior Learning

- The student must be in good standing in the district
- The student must have previously earned credit or noncredit from the district or be currently registered in the district
- Current students must have an education plan on file
- The course is listed in the current college catalog
- The student is not currently enrolled in the course to be challenged
- Credit by Examination: The student is registered in the district and not currently enrolled in nor received credit for a more advanced course in the same subject (may be waived by department)

Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits. Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an associate's degree.

Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019  
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

1

### **Prior Learning Assessment Grading Policy**

- Grading shall be according to the regular grading system in accordance with
- [insert name of administrative procedure/policy] Grading and Academic Record Symbols
- Students shall be offered a "Pass/No Pass" option, in accordance with
- [insert name of administrative procedure/policy] Pass/No Pass Grading Option, if that option is ordinarily available for the course
- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to AP
- 4230 Grading and Academic Record Symbols and AP 4231 Grade Changes

### **Transcription of Credit for Prior Learning**

- The student's academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning

### **Advanced Placement**

See [insert name of administrative procedure/policy] Advanced Placement Credit

### **International Baccalaureate**

Students requesting Credit for Prior Learning using International Baccalaureate shall receive credit for completing a satisfactory score on a district approved high-level International Baccalaureate (IB) examination under the following circumstances:

- Official IB transcripts must be on file in the Records Office
- The student achieved a minimum acceptable score on the IB examination a recommended by the district's IB equivalency guide

### **College Level Examination Program**

Students requesting Credit for Prior Learning using the College Level Examination Program shall receive credit for completing a satisfactory score on a district-approved College Level Examination Program (CLEP) under the following circumstances:

- Official CLEP transcripts must be on file in the Records Office
- The student achieved a minimum acceptable score on the CLEP examination as recommended by the district's CLEP Equivalency Guide

Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019  
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

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### **Credit for Military Service/Training**

Students interested in Credit for Prior Learning using Joint Service Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of the college under the following circumstances:

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office
- Official transcripts must be on file in the Records Office. These may include Joint Services Transcript (JST), Sailor/Marine American Council on Education Registry Transcript (SMART), Army and American Council on Education Registry Transcript Service (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI), DANTES/USAFI, Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), DLPT Examinee Results, DA Form 330 Language Proficiency Questionnaire, or verified copies of DD214 or DD295 military records.
- Credit course equivalency shall be determined by the faculty of the appropriate discipline

### **Industry Recognized Credentials**

Students interested in Credit for Prior Learning using industry recognized credential(s) shall receive credit as recommended by the appropriate department chair or faculty designee:

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records office
- Enrollment services shall grant credit for industry recognized credential(s) that have already been evaluated and approved by the appropriate department chair or faculty designee
- If an industry recognized credential(s) has not yet been evaluated and approved by the appropriate faculty:
  - The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) assessment
  - The student submits all industry recognized credential documents to the department chair or faculty designee for assessment of prior learning
  - If the department chair or faculty designee determine the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents to the Records Office to be kept on file and recorded on the student transcript

Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019  
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

3

### **Student-Created Portfolio Assessment**

Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

- A department approved portfolio assessment rubric for the course is on file
- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office
- The student meets with the department chair or faculty designee to receive further instructions for student-created portfolio assessment
- The student submits all portfolio documents to the department chair or faculty designee for assessment of prior learning
- If the department chair or faculty designee determine the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to the Records Office to be kept on file and recorded on the student transcript

### **Credit by Examination from Within the District**

The department chair or faculty designee shall determine whether or not a student requesting Credit by Examination is sufficiently well prepared to warrant being given this opportunity. This determination is based upon a review of previous course work and/or experience.

Students wishing to take a course through Credit by Examination are encouraged to informally discuss the matter with the department chair or faculty designee and instructor prior to initiating the formal process. All steps must be completed in the order listed or the Petition for Credit by Examination shall not be processed. The Petition for Credit by Examination must be completed prior to the end of the current semester or session.

The district will award college course credit for successful completion of a district examination administered by the appropriate departmental faculty under the following circumstances:

- Achievement of a grade that qualifies for Credit by Examination through the Career and Technical Education (CTE) Transitions program
- Credit by satisfactory completion of an examination administered by the district in lieu of completion of a course listed in the Palomar College Catalog

Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019  
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

4

### **The District Credit by Examination Process**

In order to permit students to demonstrate that they have met the objectives of a course through experience in the work place, foreign language proficiency, or some other process outside the conventional academic setting, students may earn credit by receiving a passing grade on an examination administered by the appropriate instructional department/program. The completion of Credit by Examination may require the demonstration of other skills or the completion of assignments in addition to an examination.

Upon completion of an education plan, students interested in Credit for Prior Learning using Credit by Examination shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

#### **The Credit by Examination Procedures**

- Student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office
- Student meets with the department chair or faculty designee further instructions for Credit by Examination
- If the department chair or faculty designee determine the Credit by Examination assessment measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade and forward to the Records office to be kept on file and recorded on the student transcript. Completed exam materials must remain on file with the department/program for three years

Office of Primary Responsibility: Instructional Services

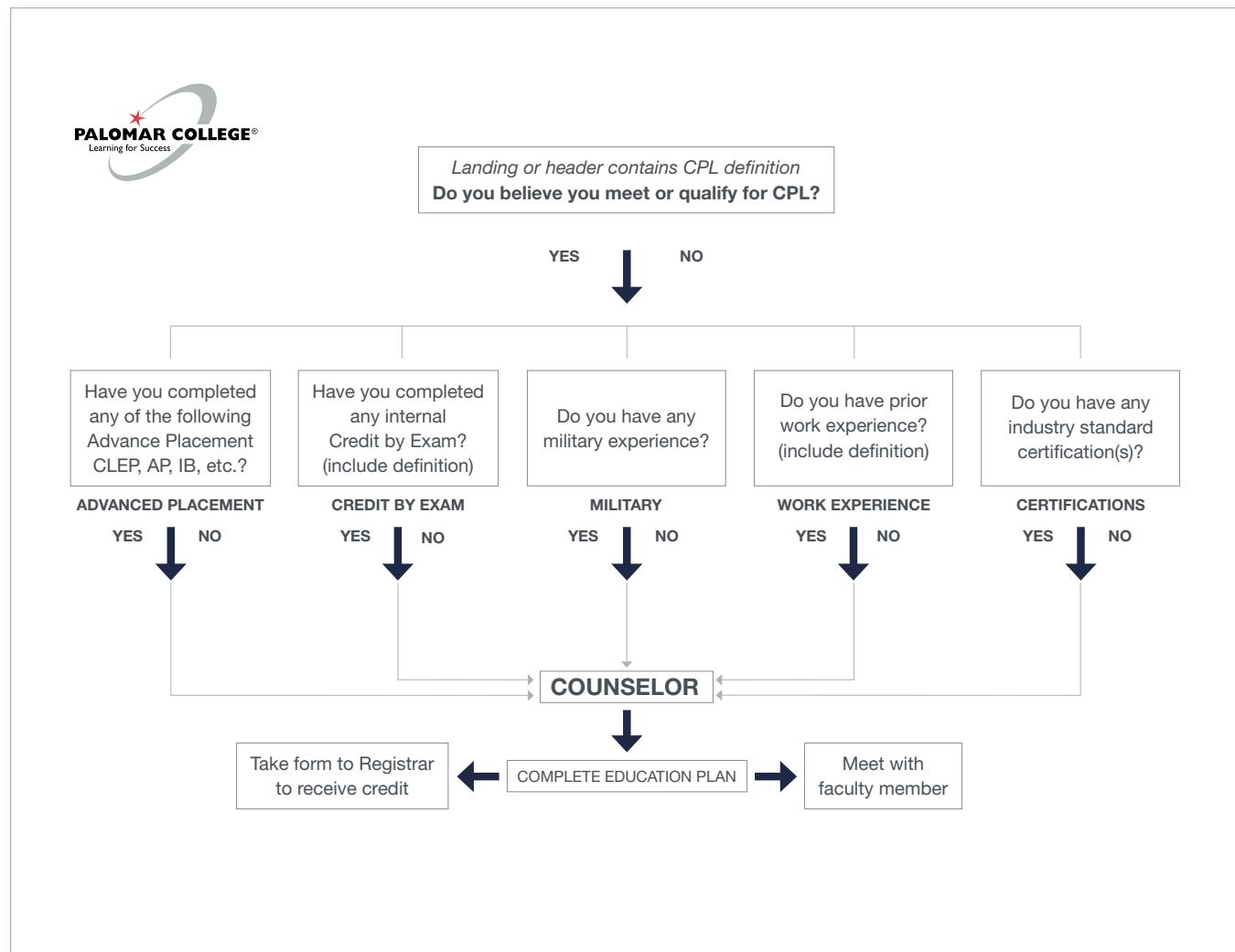
Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019  
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

5

## Sample Student Process Flow

## Version A

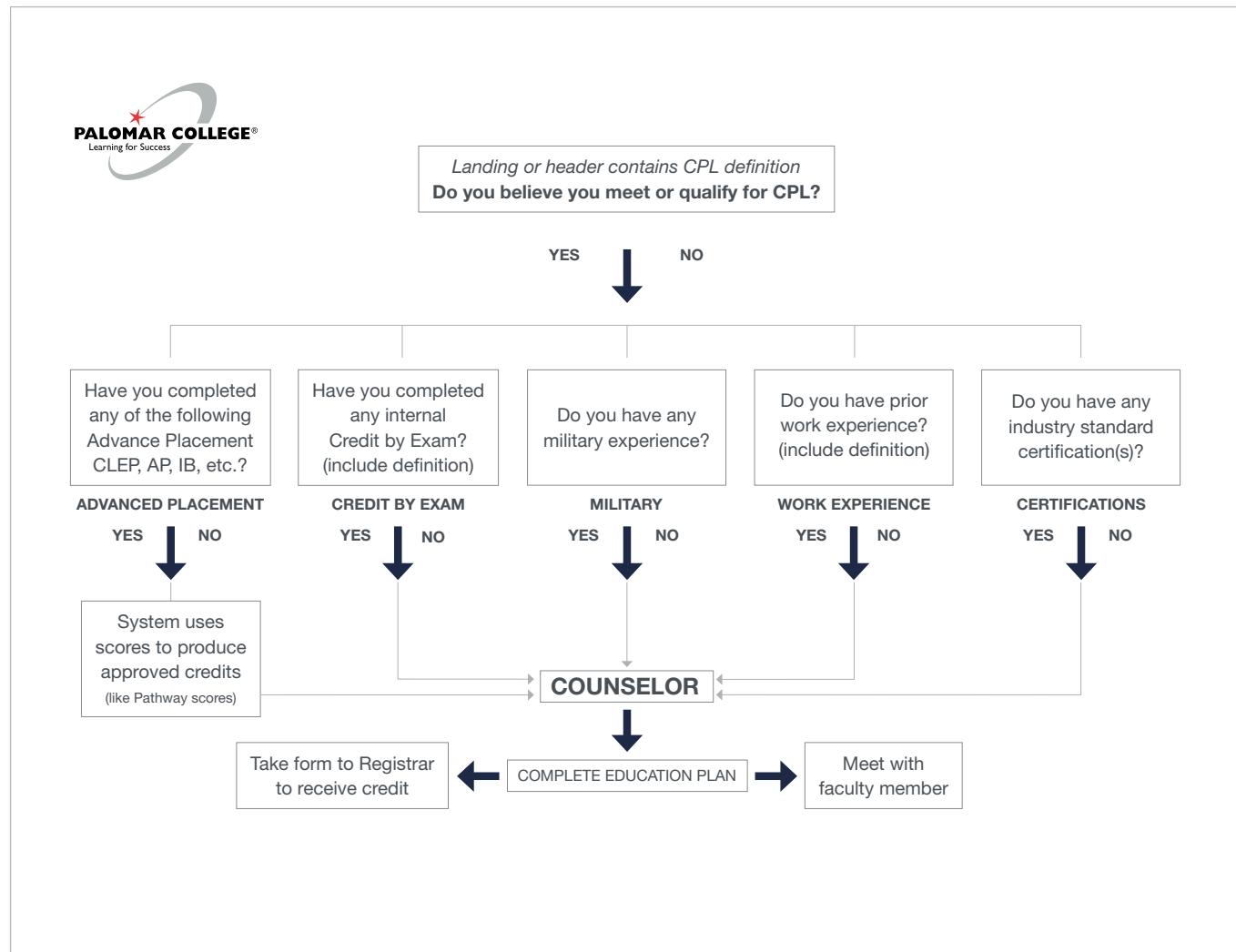
The *Vision for Success* calls on stakeholders to “design and decide with the student in mind.” Colleges should center CPL procedures on the student experience. This sample process flow outlines how students would experience the CPL process at Palomar College.



# Sample Student Process Flow

## Version B

The *Vision for Success* calls on stakeholders to “design and decide with the student in mind.” Colleges should center CPL procedures on the student experience. This sample process flow outlines how students would experience the CPL process at Palomar College.



# Course Eligibility Template

Once a CPL policy has been established on a campus, it is beneficial to put into place processes that make the policy scalable across disciplines. This sample Course Eligibility Approval template enables faculty to propose CPL for a course. The template establishes criteria for eligibility, approval procedures, and procedures to ensure that the course's eligibility is updated in the appropriate systems.

 <p><b>CREDIT FOR PRIOR LEARNING COURSE ELIGIBILITY APPROVAL FORM</b></p> <p>Course ID      Course Title      Course Units</p> <p><b>Credit for Prior Learning Eligibility - Check all that apply:</b></p> <p><input type="checkbox"/> Credit by Exam <input type="checkbox"/> Industry Certification <input type="checkbox"/> Portfolio <input type="checkbox"/> Military Joint Service Transcripts <input type="checkbox"/> College Level Exam Program (CLEP) <input type="checkbox"/> Advanced Placement (AP) <input type="checkbox"/> International Baccalaureate (IB)</p> <p>Per accreditation policy on assessing prior learning, in making the determination whether to award college credits, certificates, and degrees to students for prior learning, the following should be considered:</p> <ul style="list-style-type: none"><li>• Credit or its equivalent should be awarded only for learning, and not for experience</li><li>• Assessment should be based on standards and criteria for the level of acceptable learning that are published</li><li>• Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes</li><li>• The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts</li><li>• Credit or other credentialing should be appropriate to the context in which it is awarded and accepted</li><li>• All faculty involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform</li><li>• Prior learning assessment should be regularly monitored, reviewed, evaluated, and revised as needed for currency</li></ul> <hr/> <table><tr><td><b>Discipline Faculty Expert</b></td><td>Signature</td><td>Date</td></tr><tr><td><b>Department Chair</b></td><td></td><td></td></tr><tr><td><b>Articulation Officer</b></td><td></td><td></td></tr><tr><td><b>CPL Coordinator</b></td><td></td><td></td></tr></table>			<b>Discipline Faculty Expert</b>	Signature	Date	<b>Department Chair</b>			<b>Articulation Officer</b>			<b>CPL Coordinator</b>		
<b>Discipline Faculty Expert</b>	Signature	Date												
<b>Department Chair</b>														
<b>Articulation Officer</b>														
<b>CPL Coordinator</b>														

## Cross-Walk Template

The Cross-walk Template can be used to identify the types of prior learning assessments that could be used to award credit in courses. The template suggests various prior learning assessment methods and can be used in conjunction with the sample crosswalks developed in the statewide pilot (see [page 27](#)). The Cross-walk Template is a useful tool for larger groups such as CPL task forces or by individual or small faculty discipline teams.

1. Ask faculty to identify common prior learning experiences in their discipline such as aligned industry certifications, military training programs, public service academies, workplace training, civic service, etc.
  2. Ask faculty to consult third-party credit recommendation guides like [American Council on Education \(ACE\)](#), or consult industry experts, workplace trainers, or other educators to learn about what competencies students achieve in the identified prior learning experiences.
  3. Identify courses where the student learning outcomes might be aligned with those competencies. If faculty have already completed their CPL Cross-walk, use that document as a resource in the discussion.
  4. Compare the competencies achieved in the prior learning experiences to the student learning outcomes in aligned courses.
  5. Consider what is required in the course for the student to demonstrate “sufficient mastery.” If “sufficient mastery” can be demonstrated through participation in the prior learning experience, then determine how faculty should assess the student for credit (note: keep in mind that the student’s burden of proof should be just enough to demonstrate sufficient mastery). This might include showing documentation such as test scores, certificates of completion, or Joint Services Transcript, or completing a skills demonstration, a portfolio, or another type of assessment that the faculty deems appropriate.

# Sample Cross-walks

Cross-walks are a mechanism to help faculty examine common learning experiences offered by government agencies or professional organizations and compare (or “cross-walk”) the competencies achieved in those experiences with student learning outcomes of aligned courses. Faculty can access credit recommendations of third-parties such as the American Council on Education (ACE), which has evaluated thousands of military training programs. The goal of developing cross-walks is to get as much consistency as possible in credit awards for common learning experiences. The cross-walks provided in this toolkit were developed by California community college faculty participating in the statewide pilot and can be used as a starting point for college faculty to consider. The cross-walks are available for download in the CPL Community on the Vision Resource Center.

## Sample Cross-walk — Automotive

Subject	Course Description	Credit Hours/Units	Industry Certification	CBE Grade
AUTO	Introductory	3-4	C1 or G1	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Quick Service	3-4	G1	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Engine Repair	3-4	ASE A1	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Automatic Transmissions	3-4	ASE A2	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Manual Drivetrains	3-4	ASE A3	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Suspension and Steering	3-4	ASE A4	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Brakes	3-4	ASE A5	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Electrical/Electronic Systems	5-7	ASE A6	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Heating and Air Conditioning	3-4	ASE A7	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Engine Performance	6-8	ASE A8	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F
AUTO	Advanced Engine Performance	3-4	ASE L1	100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F

### Industry Certification - ASE

TOTAL LECTURE HOURS: 32 – 36 hours or 25%-33% of total hours

TOTAL LAB HOURS: 96 – 108 hours or 66%-75% of total hours

Evaluations: Accept the following as Credit for Prior Learning/Credit By Exam

ASE Certifications – the student will provide documentation from the National Institute of Automotive Service Excellence including a Detailed Score Report (for grade purposes: 100-90% = A, 89-80% = B, 79-70% = C, 69-0% = F) and current certificate status. In the case the student has not met the work experience requirement for ASE, the student must provide proof of 96 hours\* of work experience directly related to the area/course that is being requested.

\*Combination of classroom/computer based training and verifiable competency skills as required by the ASEEF MAST task list for area being requested.

Brian Ramirez  
Exton, PA

 National Institute for AUTOMOTIVE SERVICE EXCELLENCE

 Pass

Test Date: Apr 20, 2019  
Confirmation Number: 000000000721324  
ASE ID: ASE 5691 8735

A4 Automobile: Suspension and Steering

Your score is 36 (Pass). The total score needed to pass A4 Automobile: Suspension and Steering is 26 out of 40.

	Questions Answered Correctly	Total Number of Scored Questions
A. Steering Systems Diagnosis and Repair	0	12
B. Suspension Systems Diagnosis and Repair	7	12
C. Wheel Alignment Diagnosis, Adjustment, and Repair	10	11
D. Wheel and Tire Diagnosis and Service	1	5
Total	36	40

Most ASE tests include some non-scored research questions that are not counted in your total score. Keep in mind that you pass or fail based on your total score. Your test results are subject to review by ASE. If ASE finds that your test results do not reflect your true knowledge level in this test result, ASE reserves the right to cancel any test score, bar participation in the ASE program, or revoke certification if there is any reason to suspect the validity of the score or any information on your application.

 [Visit https://www.ase.org/prometric](https://www.ase.org/prometric) to validate.

This exam was delivered by 

Page 1 of 2

WORK EXPERIENCE REQUIREMENT  
To become ASE certified, you must pass an ASE test and have the required relevant hands-on work experience. You can access important information, instructions, and the work experience requirements at [www.ase.org/certification](https://www.ase.org/certification).

CONFIDENTIAL  
If you passed this test and have fulfilled the corresponding work experience requirement, expect to receive your certificate within approximately 3 weeks from your test date to allow for processing and mailing. If you have questions, please contact ASE Customer Service at [contact@ase.org](mailto:contact@ase.org) or 703-669-0509.

 [Visit https://www.ase.org/prometric](https://www.ase.org/prometric) to validate.

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Page 2 of 2

## Sample Cross-walk — Business

College Name: Palomar Community College															
Subject	Course Number *** Indicates course part of ADT/ASSIST)	California State C-ID Number, <a href="https://c-id.net">https://c-id.net</a>	Course Name	Unit Value	Cal State University (CSU) transfer	University of California (UC) transfer	Credit By Exam Pass (CBE-P)	Joint Service Transcript Pass (JST-P)	Portfolio (P)	Industry Certification (IC)	International Baccalaureate (IB)	Advanced Placement (AP)	College Level Exam Program (CLEP)		
ACCT	101		Bookkeeping	3			X	X							
ACCT	104		Accounting Spreadsheet Concepts	2			X	X							
ACCT	105		Individual Income Taxes	4			X	X							
ACCT	107		Taxation of Business Entities	4			X	X							
ACCT	110		QuickBooks	2			X	X			X (1)				
ACCT	115		Employee Benefits	2			X	X							
ACCT	201***	ACCT 110	Financial Accounting	4											
ACCT	202***	ACCT 120	Managerial Accounting	4											
BMGT	101		Introduction to Management				X	X							
BMGT	105		Small Business Management	3			X	X							
BMGT	153		Entrepreneurship	3			X	X			X (2)				
BUS	100***	BUS 110	Introduction to Business	3											
BUS	104***	BUS 140	Business Information Systems	3											
BUS	110		Business Mathematics	3			X	X							
BUS	117***	BUS 120	Legal Environment of Business	3											
BUS	125		Business English	3			X	X							
BUS	129		Introduction to Logistics	3			X	X			X (3)				
BUS	130		Supply Chain Management	3			X	X			X (3)				
BUS	136		Money Management	3			X	X							
BUS	150		Advertising	3			X	X			X				
BUS	152		Social Media for Business	3			X	X			X				
BUS	155		Marketing	3			X	X			X				
BUS	157		E-commerce	3			X	X							
BUS	165	BSOT120X	Beginning Keyboarding	2			X	X							
BUS	166	BSOT130X	Intermediate Keyboarding	2			X	X							
BUS	170	BSOT111X	Word for Business - Basic	1			X	X			X (4)				
BUS	171	BSOT121X	Word for Business - Advanced	1			X	X			X (4)				
BUS	173		Job Search	1			X			X					
BUS	175	BSOT112X	Excel Basic	1			X	X			X (4)				
BUS	176	BSOT122X	Excel Intermediate	1			X	X			X (4)				
BUS	177	BSOT132X	Excel Advanced	1			X	X			X (4)				
BUS	204***	MATH 110	Quantitative Business Analysis	4											
BUS	205***	BUS 115	Business Communications	3											
LS	121***		Legal Studies	3											
LS	145		Legal Ethics	3			X								
LS/POSC	240***		Civil Liberties and Procedures	3											
RE	100		Coming Soon! - Vetting closed.												
RE	105	<a href="https://c-id.net/mgt">https://c-id.net/mgt</a>	Introduction to Real Estate	3			X	X			X				
RE	110		Real Estate Finance	3			X	X			X				
RE	115		Real Estate Appraisal	3			X	X			X				
RE	120		Real Estate Practice	3			X	X			X				
RE	140		Legal Aspects of Real Estate	3			X	X			X				
			Introduction to Property Mgt.	3			X	X							
1 = QuickBooks Certport		Definitions:	Credit By Exam Pass (CBE-P)	Passing (credit) grade given upon completion of an examination on the subject given by the Department. This will generally not satisfy the UC/CSU transfer requirements											
2 = Small Business Entrepreneurship			Credit By Exam (CBE-G)	Letter grade given upon completion of an examination on the subject given by the Department. This may satisfy UC/CSU transfer requirements											
3 = ScPro Fundamentals			Joint Service Transcript Pass (JST-P)	potentially award college credit for military training.											
4 = MOS			Portfolio (P)	Submission of a portfolio showing experience and competency											
Faculty determine recency.			Industry Certification	Attainment of a recognized certificate in the industry											
			International Baccalaureate (IB)	Awarding of the degree.											
			Advanced Placement (AP)	Passing grade of 4 or more on AP exam											
			College Level Exam Program (CLEP)	Exams given by the College Board to assess college-level skills											

## Sample Cross-walk — Cybersecurity

CyberSecurity			Inventory of Prior Learning Opportunities Related to Each Course				Other Considerations to Note about the course:
Subject	Course #	Course name	Industry Certification	Military Training	Accreditation/Certification	Diploma/Certificate of Completion (Academy, Workplace Training)	
COSN	5	Computer Hardware Fundamentals	CompTIA A+				C-ID IITS 110
COSN	10	Networking Fundamentals	CompTIA Network+				C-ID IITS 150
COSN	205	UNIX/Linux Fundamentals	CompTIA Linux+				
COSN	225	Microsoft Windows Client	MD-100 Windows 10				
COSN	230	Microsoft Windows Server	70-740 Installation, Storage, and Compute with Windows Server 2016				
COSS	271	Network Security Fundamentals	CompTIA Security+				CID IITS 160
COSS	272	Digital Forensics	Certified Forensic Computer Examiner (CFCE)				CID IITS 165
COSS	273	Ethical Hacking	CompTIA PenTest+; CEH;				CID IITS 164

## Sample Cross-walk — Fire Technology

FIRE TECHNOLOGY CROSSWALK								
Inventory of eligible courses			Inventory of Prior Learning Opportunities Related to Each Course				Other Considerations to Note about the course:	
Subject	Course # (credits)	Course name	Course Description	Industry Certification	Military Training	Accreditation/Certificate(s)	Diploma/Certificate of Completion (Academy, Workplace Training)	
FT	300 (3)	Organization	fire protection and emergency knowledge relating to the field	Certificate from State	Service		Certification as Firefighter I	Transferable GE: CSU Breadth Area
FT	301 (3)	Technology	knowledge relating to the features of design and				Fire Inspector 1A, 1B, 1C, 1D and Hazardous Materials Fire Responder	Transferable GE: CSU Breadth Area
FT	302 (3)	Equipment and	construction for building construction that				Fire Protection Systems or ProBoard Installed Fire Protection Systems	Transferable GE: CSU Breadth Area
FT	303 (3)	Construction for	how and why fires start.				Construction 16 hours and Combustible Construction 16 hours	Transferable GE: CSU Breadth Area
FT	304 (3)	Combustion	history related to the national				fundamentals of how and why fires start, spread, and are controlled.	Transferable GE: CSU Breadth Area
FT	305 (3)	and Survival	fighting practices related to	course which meets or	Service	Operations Level or greater	Certification in Hazardous Materials Awareness and Hazardous Materials	Transferable GE: CSU Breadth Area
FT	110 (3)	Fire Apparatus	This course covers various aspects of fire apparatus. Topics include design, typing, specifications, construction, performance capabilities, and maintenance. This course includes principles and techniques for maintaining and operating fire service pumping and other mobile apparatus. The course includes fire service equipment and apparatus troubleshooting; principles and techniques of preventive maintenance; construction and operation of fire service pumps and pump accessories; basic highway operating techniques for fire apparatus; fire apparatus specifications and testing procedures. Also included are warning devices and the utilization of apparatus in fire service emergencies. Effective utilization of equipment on the fireground will be the focus with emphasis on practical applications.				International Fire Service Accreditation Congress (IFASAC) or Pro-Board Certification as Driver/Operator	California SFT or CFSTES equivalent: Fire Apparatus Driver/Operator Aerial and Fire Apparatus Driver/Operator Pump Apparatus - IFASAC Certified
								International Fire Service Accreditation Congress (IFASAC) or Pro-Board Certification as Driver/Operator
FT	130 (3)	Fire Company Organization and Management	An in-depth review of the operation, organization and planning concepts of today's fire departments. Emphasizes the functions of management including budgeting, time management, delegation, motivation, and discipline. Explores concepts of continuous improvement, team-building, and principles of quality management, relative to fire service operations.				NFA Course: Command and Control of Incident Operations (R0312) [Should only be used for FT130 or FT190. Not intended as double substitution]	

# Sample Cross-walk – Information Technology

## Information Technology

Inventory of eligible courses			Inventory of Prior Learning Opportunities Related to Each Course				Other Considerations to Note about the course:	
Subject	Course #	Course name	Industry Certification	Military Training	Accreditation/Certificate	Diploma/Certificate of Completion (Academy, Workplace Training)		
BSOT	100	Introduction to Business Information Worker	ICS		Certificate of Completion/Achievement (Workplace Training)	This is a CTE Course and it is not part of GE		
BSOT	101	Computer Literacy			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	102	MS Outlook	MOS exam		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	110	Keyboarding I			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	111	MS Word I	MOS exam		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	112	MS Excel I	MOS exam		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	113	MS Access I	MOS exam		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	114	MS PowerPoint I	MOS exam		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	115	Practical Math for Business and Consumers			Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE		
BSOT	120	Keyboarding II			Certificate of Completion / Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	121	MS Word II	MOS exam		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	122	MS Excel II	MOS exam		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	123	MS Access II	MOS exam		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	124	MS PowerPoint II	MOS exam		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	125	MS Word III	MOS Expert		Certificate of Completion / Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	126	MS Excel III	MOS Expert		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	127	MS Access III	MOS Expert		Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE		
BSOT	150	Business Information Professional			Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE		
GIS	201	Introduction to Computer Science	MCSD Exam 70-480			C-ID COMP 112		
CIS	203	iOS Development I	Certiport App Development with Swift Certification Level 1			This is a CTE Course and it is not part of GE		
CIS	204	iOS Development II				This is a CTE Course and it is not part of GE		
CIS	207	Android Development I	Google Associate Android Developer Certification			This is a CTE Course and it is not part of GE		
CIS	208	Android Development II	Google Associate Android Developer Certification			This is a CTE Course and it is not part of GE		
UGS	211	C Programming	U.S. Programming Language Certified Associate			This is a CTE Course and it is not part of GE		
CIS	220	Introduction to Cloud Computing	AWS Cloud Practitioner			Transfer support course similar to ENGR 120		
CIS	221	Cloud Programming	AWS Cloud Developer - Associate			This is a CTE Course and it is not part of GE		
CIS	222	Cloud Databases	AWS Big Data					
CIS	226	Cloud Architecture and Security	AWS Solutions Architect - Associate, AWS Security					
CIS	231	Fundamentals of Computer Science I						
CIS	232	Fundamentals of Computer Science II						
CIS	233	Fundamentals of Computer Science III						
CIS	240	Microcomputer Architecture and Programming	AR-1402-0043 v2					
CIS	241	Discrete Structures						
CIS	277	Computer Game Design						
COSN	5	Computer Hardware Fundamentals	CompTIA A+					
COSN	10	Networking Fundamentals	CompTIA Network+					
COSN	20	Microsoft Office Suite	Office 365 Linux+					
COSN	22	Microsoft Windows Client	MS-101 Windows 10					
COSN	23	Microsoft Windows Server	70-740 Installation, Storage, and Compute with Windows Server 2016					
COSS	271	Network Security Fundamentals	CompTIA Security+					
COSS	272	Digital Forensics	Certified Forensic Computer Examiner (CFCE)					
COSS	273	Ethical Hacking	CompTIA PenTest+, CEH,					

Course # and name	Prior Learning Experience	Unit Value	Competencies/Student Learning Outcomes of course	Competencies/Student Learning Outcomes of experience	Evidence required for credit
BSOT 100: Introduction to Business Information Worker		3	Apply communication techniques, and strategies for effective verbal and written communication at work, in teams, and in a multi-cultural business environment. Prepare a variety of business communication including letters, reports, presentations, and other messages that are clear, complete, and grammatically correct. Solve workplace communication problems through planning, problem solving, organizing, writing, and listening. Apply appropriate strategies for creation of resumes and employment documents.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student has to pass a test assessment that includes all the components listed on the SLO objectives.
BSOT 105: Computer Literacy		1	Demonstrate fundamental knowledge of computer hardware and software functions to perform basic computing tasks. Research and use programs to create and edit introductory word processing, spreadsheet, and presentation software files, including MS Office.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the IC3 Certification exam.
BSOT 106: MS Outlook		1	Create rules to manage incoming mail by using folders. Compose, send, and respond to e-mail messages, including using attachments and manage contacts and groups.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in Outlook.
BSOT 110: Keyboarding I		1	Key straight-copy alphanumeric material including symbols and punctuation using correct touch technique at a minimum rate of 15 words per minute (wpm) or better on a 2-minute timing. Identify and perform correct ergonomics for body position at a computer workstation.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Students can type alphanumeric material including symbols and punctuation using correct touch techniques at a minimum rate of 15 words per minute (wpm) or better on a 2-minute timing using the correct ergonomics for body position at a computer workstation.
BSOT 111: MS Word		1	Plan, create, edit, and complete production of business software features. Analyze document requirements and apply word processing software features. Determine and apply appropriate problem-solving techniques.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in Word.
BSOT 112: MS Excel I		1	Plan, create, edit, and print spreadsheet files using basic spreadsheet features for cells, worksheets, and workbooks. Apply formulas and functions to produce solutions. Create a variety of charts and graphs to represent data. Determine and apply appropriate problem-solving techniques.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in Excel.
BSOT 113: MS Access I		1	Explain basic relational database concepts, structure, and components. Create a database including tables with primary keys, fields with appropriate properties, and defined relationships. Manage a database including backup, compacting, and converting. Plan, design, build, modify, and print basic database tables, forms, queries, and reports.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in Access.
BSOT 114: MS PowerPoint I		1	Create and edit a slide show, and use formatting tools. Create a table, insert graphics, print, and perform file management. Produce advanced animations, self-running presentations, kiosk browsing, and packaging for a CD. Integrate PowerPoint with other programs including importing, embedding, linking with Word and Excel, and exporting handouts to Word. Determine and apply appropriate problem-solving techniques in the slide presentation production process.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in PowerPoint.

# Frequently Asked Questions Template

This Frequently Asked Questions (FAQ) template provides a starting point of questions to expect to answer as you develop and implement CPL policy on your campus. Having clear and consistent answers will assist in building support for the work among stakeholders and reduce points of confusion.



## Frequently Asked Questions

### 1. Won't CPL hurt enrollment in my course?

CPL should increase enrollment in more advanced courses in your discipline as a result of students' learning recognized in requisite curricula.

### 2. Why should we be interested in CPL?

CPL increases a student's self-efficacy, creates a sense of direction, and increases focus on their goals. As a result, student retention is increased, time to completion is decreased, and program completion is increased.

### 3. How are we granting college-level credit for employment experience?

CPL is not granting credit for experience; rather, CPL is granting credit for experiential learning. CPL faculty assess the learning from the student's experience and crosswalks that learning to the student learning outcomes and objectives of the course outline of record.

### 4. Will four year universities honor CPL?

Intersegmental discussions are ongoing with the CSU and UC systems. Many private universities will honor CPL from the community colleges. Students will need to make informed decisions with counselors based upon their educational and career goals.

### 5. How will a student know to request CPL?

Title 5 requires students to have an education plan on file before requesting CPL. The goal is to ensure the education plan is current and matches the student's career and educational goals.

**6. Is my discipline required to do CPL?**

Title 5 requires districts to have a Board Policy and Administrative Procedure on file addressing CPL; however, disciplines are not required to award credit via CPL. There are many disciplines where CPL may not be appropriate. It's important to consider all stakeholders including outside accreditation agencies and licensure organizations.

**7. Is there a limit to the number of CPL units awarded?**

Title 5 does not specify any limitations in the number of units awarded for CPL. This is a local decision of each district.

**8. Who is involved in deciding CPL?**

The entire college is engaged in CPL for successful implementation. This should remain a faculty driven effort with the support of administration and classified professionals.

**9. CPL sounds like it fits into guided pathways. How do we start?**

CPL is an excellent fit for guided pathways. It helps students enter and stay on the path when their learning is recognized and faculty ensure learning took place in the assessment of prior learning. Guided pathways is an excellent platform to secure funding for a faculty guided pathways coordinator on partial release time or funded via a stipend. This coordinator can then find CPL champions ready to examine possibilities and form stakeholder groups to begin policy and procedure development and implementation guidelines.

# Portfolio Assessment Rubric

This sample rubric, developed by faculty at Palomar College, provides an example of how portfolios can be assessed to determine if credit should be awarded for prior learning. The rubric can be used as a starting point for colleges to consider and modify based on their student learning outcomes and criteria of learning. Discipline faculty and student learning outcome experts are encouraged to participate in the development and/or approval of rubrics.



## PORTFOLIO ASSESSMENT RUBRIC

STUDENT:	STUDENT ID:	COURSE ASSESSED:	
FACULTY ASSESSOR:	FACULTY ASSESSOR SIGNATURE:	DATE:	GRADE:

### I. Portfolio Rubric

CRITERIA	LONGER DESCRIPTION	MAXIMUM POINTS PER CRITERION
<b>Criterion #1:</b> Examine and compose evidence of learning	The portfolio demonstrates critical thinking, high level communication skills, is well organized, coherent, and includes college level thinking, writing, and/or speaking.  The student integrates each of the objectives in the course outline of record throughout the portfolio and emphasizes student-learning outcomes in the opening and closing statements of the portfolio.	40
<b>Criterion #2:</b> Identify, discuss, and apply learning	Artifacts, exhibits, and other relevant documentation provide evidence of learning.  Applied learning could be demonstrated in various ways to include but not be limited to: an interview; college level MLA, APA, or Chicago style report; a hands-on skills demonstration format; an exhibit or show.	30
<b>Criterion #3:</b> Describe and reflect learning	The student is able to integrate into the portfolio a reflective narrative that contextualizes their learning as it relates to the field of study.	30

Adapted from: Council for Adult and Experiential Learning, Learning Counts Portfolio Assessment Rubric (2019)

04/22/2022

Adapted from: Zane State College Rubric for Portfolio Based Credit, PLA with a Purpose Network, Ohio Department of Higher Education (2016)  
[https://my.zanestate.edu/ICS/icfs/PLA\\_Rubric\\_for\\_Portfolio\\_Based\\_Credit\\_\\_Portfolio\\_.pdf?target=1bca6e28-2925-436b-8869-78076da1843d](https://my.zanestate.edu/ICS/icfs/PLA_Rubric_for_Portfolio_Based_Credit__Portfolio_.pdf?target=1bca6e28-2925-436b-8869-78076da1843d)

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## PORTFOLIO ASSESSMENT RUBRIC

**II. Rubric and Mastery Level:** Includes three essential criteria (down) for determining the level of mastery (across).

CATEGORY	A. SUPERIOR	B. GOOD	C. SATISFACTORY	D. LESS THAN SATISFACTORY	E. FAILING
<b>1. Examine and Compose evidence of learning</b>	The portfolio is well organized with all learning outcomes and course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating critical thinking, with minimal grammatical errors; proper citations (i.e., MLA, APA, Chicago) are used.	The portfolio is organized with all learning outcomes and the majority of course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating good critical thinking skills, but missing analysis, synthesis, or evaluation with minor grammatical errors; proper citations (i.e., MLA, APA, Chicago) are used.	The portfolio is organized with all learning outcomes and at least half of the course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating some critical thinking skills, but missing more than one area of analysis, synthesis, and evaluation with some grammatical errors; proper citations (i.e., MLA, APA, Chicago) are used.	The portfolio lacks organization, has insufficient learning outcomes integration and the majority of the course objectives are not integrated throughout. Written and/or oral communication is not composed at a high level and lacks skills in analysis, synthesis, and evaluation with some grammatical errors at an unsatisfactory level and improper use of citations (i.e., MLA, APA, Chicago).	The portfolio is not organized with no evidence of learning outcomes and objectives integrated throughout. Written and/or oral communication is not composed at a high level and critical thinking skills in analysis, synthesis, and evaluation are missing, with major grammatical errors and no use of citations (i.e., MLA, APA, Chicago).
<b>2. Identify, discuss, and apply learning</b>	The student provided documentation and detailed descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided concrete examples of their application.	The student provided documentation and descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided sound examples of their application.	The student provided satisfactory documentation and descriptions of the learning experiences related to the majority of the learning outcomes demonstrating acquisition of the knowledge and skills gained from the course outcomes with sufficient examples of their application.	The student provided inadequate documentation and descriptions of the learning experiences related to the learning outcomes demonstrating limited knowledge and skills gained from the course outcomes.	The student did not provide documentation and descriptions of the learning experiences related to the learning outcomes demonstrating no knowledge and skills gained from the course outcomes.
<b>3. Describe and reflect learning</b>	The student described in detail an understanding of the learning outcomes with an in depth reflection of how prior learning experience is related to each outcome and provided concrete examples.	The student described a sound understanding of the learning outcomes and reflected upon how prior learning experiences are related to the majority of the outcomes and provided examples that were mapped to the outcomes.	The student described a basic understanding of the learning outcomes and included minimal reflection of prior learning experience related to the majority of the outcomes and provided examples.	The student described the learning outcomes but provided inadequate understanding of the learning outcomes and included minimal reflection of prior learning experience related to the learning outcomes and provided examples.	The student did not provide a description and understanding of the learning outcomes and did not reflect prior learning experience related to the outcomes and provided no examples.