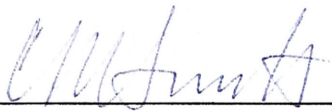


Senate Policy 23-25 Policy on Credit for Prior Learning

Motion: To approve the Policy on Credit for Prior Learning

Passed at the May 14, 2024 meeting of the Academic Senate

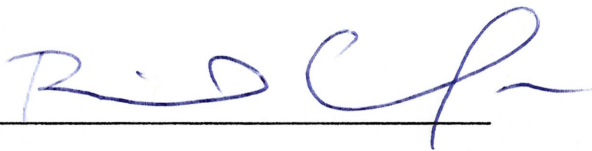
Approvals:



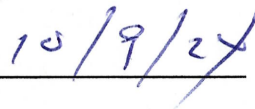
Christina Smith, PhD (for Jason Miller)
Chair, Academic Senate



Date



Richard Yao, PhD
President



Date



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS POLICY MANUAL

Division of Academic Affairs

Policy Number: SP 23-25

Approved By: Academic Senate

Effective Date: Fall 2024

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Policy on Credit for Prior Learning

PURPOSE:

To establish a Credit for Prior Learning Policy at CSUCI in alignment with CSU systemwide policy.

BACKGROUND:

This is the first CSU Channel Islands policy on Credit for Prior Learning.

APPLICABILITY:

All CSU Channel Island students.

DEFINITION(S):

Credit for Prior Learning - Academic credit granted for demonstrated college-level equivalencies gained through learning experiences outside of the college classroom, using one of the well-established methods for assessing extra-institutional learning, including third-party validation of formal training or individualized assessment, such as portfolios (ACE). Credit for prior learning is a practice used by institutions, typically at or near the time of a student's enrollment, to recognize or award credit for demonstrated college-level learning gained in settings outside of higher education.

Prior learning assessment is one type of credit for prior learning practice: "the evaluation and assessment of an individual's life learning for college credit, certification, or advanced standing toward further education or training. Prior learning assessment is often applied to military and work experience, as well as community service, informal online learning, and other [college-level] learning acquired outside traditional academic institutions" (CAEL). Prior learning and prior learning assessment are often used interchangeably with credit for prior learning.

Experiential Learning - A teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities (Association of Experiential Education).



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Policy on Credit for Prior Learning

Competency-Based Education – Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student (US Department of Education). By enabling students to master skills at their own pace, competency-based learning systems help to save both time and money. Depending on the strategy pursued, competency-based systems also create multiple pathways to graduation, make better use of technology, support new staffing patterns that utilize teacher skills and interests differently, take advantage of learning opportunities outside of school hours and walls, and help identify opportunities to target interventions to meet the specific learning needs of students. Each of these presents an opportunity to achieve greater efficiency and increase productivity.

Competency-Based Education assesses students' skills or knowledge acquired without a direct connection to traditional course structures. CBE strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. CBE represents a transition from seat time to a structure that creates flexibility, allowing students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded and provide students with personalized learning opportunities. This type of learning can lead to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student (US Department of Education). By enabling students to master skills at their own pace, competency-based learning systems help to save both time and money. Depending on the strategy pursued, competency-based systems also create multiple pathways to graduation, make better use of technology, support new staffing patterns that utilize teacher skills and interests differently, take advantage of learning opportunities outside of school hours and walls, and help identify opportunities to target interventions to meet the specific learning needs of students. Each of these presents an opportunity to achieve greater efficiency and increase productivity.



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Policy on Credit for Prior Learning

POLICY:

CSU Channel Islands shall apply toward admission and/or the degree, academic credit earned from (1) examinations, (2) learning, skills, and knowledge acquired through experience, (3) learning acquired outside of formal higher education and/or (4) education, training and service provided by the Armed Forces of the United States.

Awarding academic credit for prior learning promotes access for fair and equitable recognition of prior learning, helps support student retention and persistence, reduces time to graduation and assures quality and equity across various academic experiences.

Section 1: Academic Credit for Credit for Prior Learning (CPL) that has already been evaluated.

A. Standardized Examinations

1. CSUCI shall award credit to be applied toward the degree and/or admission eligibility for students who pass a standardized examination such as Advanced Placement (AP) Tests, International Baccalaureate (IB), and College Level Entrance Program (CLEP).
2. Conditions of Award of Credit for Standardized Examinations
 - a. For standardized examinations, the passing score and the minimum amount of credit awarded for the calculation of admission eligibility and toward the degree shall be uniform throughout the California State University and determined according to procedures set forth in Section 1.B.4 of the Chancellor's Office Policy on Credit for Prior Learning.
 - b. Credit for passage of standardized examinations shall not be awarded if:
 - A. it has previously been awarded.



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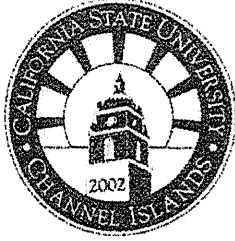
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- B. equivalent degree credit has been previously earned through regular coursework, prior learning assessment, or other instructional processes.
 - C. credit has been granted at a level more advanced than the content level in the examination.
- c. Credit shall not be duplicated because of overlapping tests, college-level courses, or both. Where there is partial overlap, the amount of examination credit shall be reduced accordingly as determined by the CSU campus at which the student matriculates.
3. Application of Credits for Standardized Examinations
- a. CSUCI shall follow CSU Systemwide policies specifying whether the credits earned by passing standardized examinations shall be applicable as general education, major, or elective credits. The current list can be found at [CSU Systemwide Credit for External Examinations](#). This list includes passing scores, minimum credits toward admission eligibility, minimum credits toward the degree, and, for transfer students seeking general education certification before matriculation, placement in CSU GE-Breadth area.
 - b. CSUCI will not allow the granting of additional credits earned by standardized examination upon matriculation beyond those outlined on CSUCI's [Transfer Credit Resources webpage](#).
 - c. Except for International Baccalaureate and Advanced Placement Tests, no more than 30 semester units shall be applied to the calculation of admission eligibility or to the degree based on passing standardized exams. AP and IB are excluded from this limit. In no case shall the number of credits granted exceed those allowed by [WSCUC](#) (no more than 25% of the credits required for a degree through prior learning assessment).



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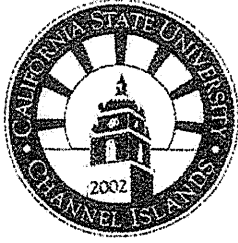
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this manner does not exempt students from completing health courses required to earn a teacher credential.

- b. Every effort shall be made to award credit for specific CSUCI degree requirements, as opposed to elective credit.
2. Documentation of education, training and service provided by the Armed Forces of the United States shall address:
 - a. Completed military courses that are documented on Community College of the Air Force (CCAF) transcripts or Joint Services Transcripts (JST) will be evaluated by the CSUCI Registrar's Office for credit.
3. Guidance for assigning academic credit for the Defense Language Proficiency Test (DLPT):
 - a. Utilizing the ACE recommendations, three lower division semester hours for language shall equate to three semester units (or their quarter equivalent) in CSU GE Breadth Subarea C2.
 - b. When assigning academic credit using the DLPT, CSUCI should refer to the ACE National Guide. Acceptable documentation for awarding DLPT GE or Course Credit includes:
 1. Official Defense Language Institute Foreign Language (DLIFLC) Transcripts
 2. Official Joint Services Transcripts (JST)
 3. Defense Manpower Data Center (DMDC) DLPT Examinee Results
 4. DA Form 330 Language Proficiency Questionnaire

Section 2: Credit for Prior Learning that Must be Evaluated, including Knowledge or Skills Acquired through Experience or Outside of Traditional Higher Education



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- A. Academic credit for learning, knowledge, or skills acquired through experience shall not be used in determining admission, unless it was previously transcribed on the student's academic record.
- B. Academic credit for demonstrated learning, knowledge, or skills acquired through experience shall be subject to the following conditions:
1. The student seeking credit for experiential learning shall be matriculated at CSU Channel Islands.
 2. The assessment of experiential learning shall be appropriate to the applicant's degree objectives and/or general education requirements.
 3. Academic credit for such experiential learning shall be awarded only when it is academically verifiable through a prior learning assessment methodology.
 4. Before academic credit earned for experiential learning becomes a part of the student's academic record, undergraduates shall complete 15 units in residence at CSUCI and graduate students shall complete three units in residence at CSUCI.
- C. Verification of and Evaluation of Learning, Knowledge, or Skills Acquired through Experience.
1. Evidence of experiential learning shall be evaluated by one or more faculty members, designated by the department chair or program director, based on subject-matter expertise. Decisions reached by the subject-matter expert(s) are final.
 2. Credit may be verified through written examinations, portfolios, personal interviews, demonstrations, and/or other appropriate means of documentation as determined by faculty with subject matter expertise in consultation with the department chair.
 3. Supporting information may be requested by the faculty subject matter expert and supplied by the applicant or a field supervisor and/or employer.
 4. It is recommended that academic departments specify which courses are available for assessment to receive academic credit through experiential learning.
 5. Academic departments shall only assess credit for courses within their academic programs.



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Section 3: Academic Records

1. The student's Transfer Credit Report shall identify the specific course or category of degree requirement for which the student has received credit for demonstrated learning, knowledge, or skills acquired through experiential learning.
2. For credit earned from Standardized Examination, the name of the examination, and credit earned shall be identified on the student's Transfer Credit Report.
3. WSCUC Guidance: Credit may be awarded for no more than 25% of total program units through prior learning assessment. 30 units for an undergraduate degree; 6 units for a graduate degree; 25% equivalent of a certificate program.

EXHIBIT(S):

American Council on Education(ACE) National Guide

American Council on Education (ACE) Military Guide

Association for Experiential Education (AEE)

Council of Adult and Experiential Learning (CAEL)

National College Credit Recommendation Service (NCCRS)

U.S. Department of Education

Western Institute Commission for Higher Education (WICHE)