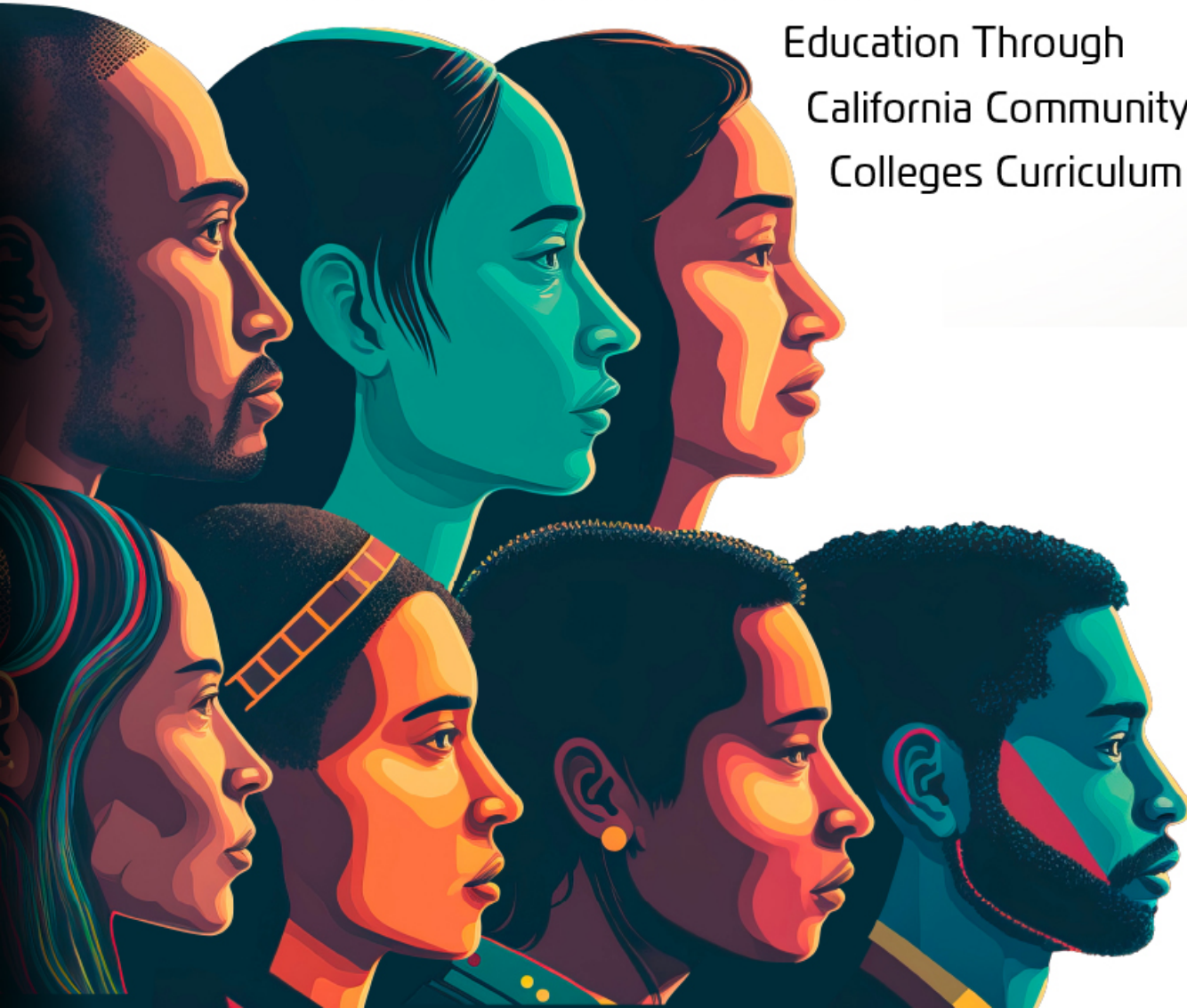**CURRICULUM INSTITUTE**

JULY 12-15, 2023 | HYBRID EVENT | RIVERSIDE CONVENTION CENTER

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Delivering on the Promise of Higher Education Through California Community Colleges Curriculum

Competency Based Education & Credit for Prior Learning

ASCCC Curriculum Institute 2023

Presenters

Leticia Barajas, East Los Angeles College

Randy Beach, Southwestern College

Stephanie Curry, ASCCC Area A Representative

Dr. Sigrid Williams, Norco College

Terence Nelson, (via Zoom) CA MAP Initiative

Breakout Description

Career technical education (CTE) has been given a boost by legislation and funding to close both the skills and employment gaps anticipated in California's future. While classroom instruction is a critical component of programs that prepare students for the general and job-specific demands of occupations, work-based learning through credit and noncredit work experience education, apprenticeships and competency-based education (CBE) are equally critical. Join this session to learn about proposed legislative updates and how your college may provide students an opportunity through Credit for Prior Learning (CPL) to be well-equipped to enter the workforce as aspiring employees by gaining on-the job experience through both credit and noncredit work-based learning and learning through direct assessment of mastery.

Direct Assessment CBE: Who Will Benefit?

Current students:

- More than 800,000 currently enrolled students over age 25 of 2.1 million.
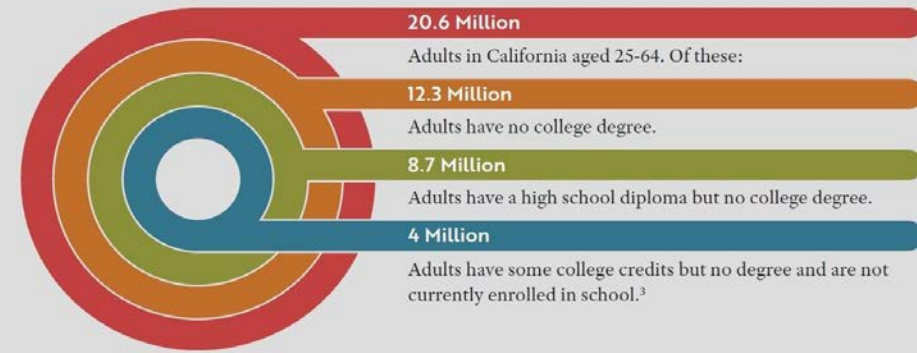
Potential students:

- 6.8 million California workers aged 25-54 with high school diploma or some college but no degree
- 79% work 31 or more hours per week
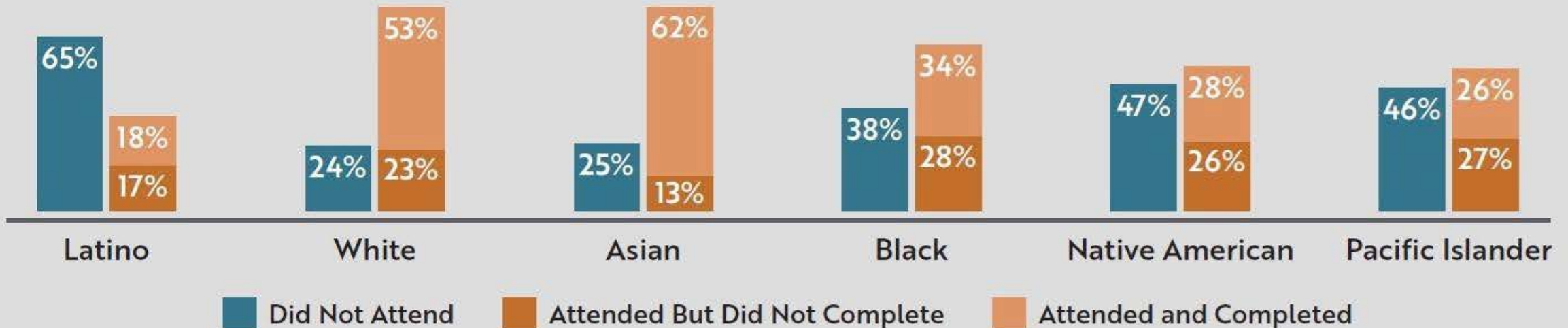
Direct Assessment CBE: Who Will Benefit?

Figure 1. Adult Educational Attainment by the Numbers

20.6 Million
Adults in California aged 25-64. Of these:

12.3 Million
Adults have no college degree.

8.7 Million
Adults have a high school diploma but no college degree.

4 Million
Adults have some college credits but no degree and are not currently enrolled in school.[3]

Sources: California Competes' calculations of American Community Survey Public Use Microdata Sample (PUMS) 2016 five-year estimate data and the National Student Clearinghouse

Figure 4. College Attendance Vs. Completion for California Adults (25-64 years old)

About half of Latino, Black, Native American, and Pacific Islander Californians who attempted college did not complete.

Latino: 65% Did Not Attend, 18% Attended But Did Not Complete, 17% Attended and Completed

White: 24% Did Not Attend, 23% Attended But Did Not Complete, 53% Attended and Completed

Asian: 25% Did Not Attend, 13% Attended But Did Not Complete, 62% Attended and Completed

Black: 38% Did Not Attend, 28% Attended But Did Not Complete, 34% Attended and Completed

Native American: 47% Did Not Attend, 26% Attended But Did Not Complete, 28% Attended and Completed

Pacific Islander: 46% Did Not Attend, 27% Attended But Did Not Complete, 26% Attended and Completed

Legend: Did Not Attend | Attended But Did Not Complete | Attended and Completed

What's the Why?

- Our students need freedom and flexibility from the rigidity of the Carnegie hour demands and arbitrary use of time as a measure of learning

- Direct assessment leads to more personalization of instruction at the student's pace

- Student self-pacing leads to more affordability for students

- Direct assessment promises more personalized student support from faculty and staff (case management approach)

- Students work with a trusted local institution rather than national provider

- CBE programs are developed with the local community workforce needs and the institution's equity mission in mind

The Direct Assessment CBE Pilot

- Eight colleges participating in design and implementation of a direct assessment CBE program since Summer 2021
  - Bakersfield College
  - Coastline College
  - East LA City College
  - Madera College
  - Merced College
  - Mt. San Antonio College
  - Shasta College
  - Southwestern College
- Support from Jobs for the Future; Competency-Based Education Network (C-BEN); Volta Learning Group; Various CBE SMEs and practitioners, others

How Does Direct Assessment Work?

- Students enroll in a program of competencies, not courses
- Competencies are faculty-written statements of knowledge, skills, and abilities relevant to the discipline, often industry-recognized
- Learning is defined by demonstration of knowledge, skills, abilities and not seat time
- Demonstration of "Mastery" level of achievement of summative assessments for each competency is the required proof of learning
- Rigor is increased because mastery (or higher) is required for ALL competencies
- Students move as quickly or slowly as needed; moving quickly through content they understand, slower when more support is needed
- Students receive a competency transcript and a traditional course transcript

What's different in CBE for Learners?

Student Success Consideration	Traditional	DA CBE	Impact on the Learner
Equity: Access	Synchronous	Asynchronous (though program-dependent)	Expanded (24/7) services and support
Equity: Agency	Faculty-centered	Student/faculty partnership	More clear expectations
Pace of learning	Deadlines driven by syllabus	Self-directed with "guide on the side"	Realistic milestones integrated with life
Assignments	Primarily summative	Formative/summative	Emphasis on feedback as teaching"

What's different in CBE for Learners?

Student Success Consideration	Traditional	DA CBE	Impact on the Learner
Term Length	Semester/quarter	Student paced and self-regulated	Honors knowledge, emphasizes planning
Grading/Rigor	Traditional	Mastery (Y/N) or higher	Learning is ensured at a higher level
Progress (Dual Transcripts)	GPA or course completion	# of competencies mastered	Learning more concrete/visualized
Belonging	Arbitrary groups in courses	"Day One" access to like-minded peers	Networking and social connections

Title 5 Regulations around CBE

- Series of regulations specifically for CBE (§55270 - § 55270.13)
- Considered "Alternative Instructional Methodologies" but much more…
- Regulations define the following:
  - CBE direct assessment definitions and standards of "course-to-competency" equivalence
  - Program approval requirements
  - Academic standards for local curriculum approval
  - Faculty selection and workload
  - Expectations for regular and substantive interaction
  - Standards of student support for direct assessment instruction
  - Grading and recordkeeping symbols
  - Student repetition of instructional work
  - Academic calendar requirements

Faculty Roles and Competency-Based Education

- CBE offers opportunity for new instructional models
- Faculty duties can be split across a team of faculty; referred to as "unbundled faculty"
  - Faculty curriculum designers (writing competency statements)
  - Faculty instructional designers (creating instructional content)
  - Assessment faculty (formative and summative assessment)
  - Coaching faculty (student progress monitoring and relationship-building)
  - Others…?
- Requires reimagining of traditional approaches to faculty compensation and extensive professional development that supports collaborative work

Responsibilities of the Academic Senate

- Senates or Curriculum Committees, when delegated, develop standards for instruction and approval processes
    a) Competency approval (competencies are crosswalked to traditional credit-bearing courses)
    b) Documentation of program competencies
    c) Professional development needs
    d) Standards of regular and substantive interaction
    e) Program evaluation
- Senate involvement in general education conversation and graduation requirements expected in CBE programs
- Faculty leadership involved in conversations regarding transfer and the required "CBE Transcript"

Major Conversations for Your College

- Technology infrastructure for instruction (Canvas), tracking student enrollment, competency completion, and MIS reporting for funding

- Financial aid policies and processes for tracking satisfactory academic progress, aid disbursement and Return to Title IV policies (R2T4)

- "Redirection" policies to support students who decide to return to traditional courses without losing credit for the competencies they've completed (requires curriculum crosswalks between competencies and traditional courses)

- Student supports for the nontraditional CBE student who works at their own pace

- Metrics for measuring success and impact will differ from traditional program evaluation

Side by Side: Comparing Credit for Prior Learning and Competency-Based Education

As Californians work to rebuild the world's fifth-largest economy during and after the COVID-19 pandemic, the state's workforce will need flexible and affordable pathways to degrees, credentials, and career opportunities. State leaders need alternative approaches through underused tools to close educational gaps and promote economic gains, especially for those who are most vulnerable to being left behind. Two such tools to boost attainment are credit for prior learning (CPL) and competency-based education (CBE). Although both tools assess valuable knowledge and skills to accelerate the attainment of valuable postsecondary credentials, there are major differences to both as outlined below. The table on the following pages underscores these differences in credentialing knowledge and compares them to traditional seat-time based education.

Credit for Prior Learning and Competency-Based Education Definitions

Credit for Prior Learning (CPL) awards and evaluates eligible credit to students for previous collegiate-level learning gained outside of a recognized college classroom. Types of people who would benefit include::

Competency-Based Education (CBE) allows students to earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace. Types of people who would benefit include:

Military Veterans

Tradespeople

Health Professionals

Working Parents

Resources

- [What is Competency-Based Education?](#) (C-BEN, 1:35 video)
- [Title 5 Regulations for CBE § 55270 - 55270.13](#)
- [Competency-Based Education Network](#)
- [Canvas CBE Hub](#)
- [CBE vs. CPL Infographic and Article](#)

Credit for Prior Learning (CPL)

Dr. Sigrid Williams, Ed.D., MPA
CPL Coordinator, Norco College
Associate Professor in ADJ

Terence Nelson, MEd., MS
Director of Academic Programs & Inst. P'ships
CA MAP Initiative

California Ed. Code, Title 5, Section 55050

(a) The governing board of each community college district **shall** adopt and publish policies pertaining to credit for prior learning. The **policies shall be transparent and accessible to all stakeholders**, published at least in college catalogs…

California Ed. Code, Title 5, Section 55050

(d) Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter **similar** to that of the individual's prior learning, and only for a course listed in the catalog of the community college.

CSU CPL Policy - Article 3.A.

"Students shall be granted credit toward the degree for the following types of learning acquired outside of traditional higher education:

1. **Completion of learning acquired outside traditional higher education**, such as recommended by American Council on Education's National Guide.

1. **Successful completion of other learning outside of traditional higher education** that utilizes prior learning assessment methods such as portfolio assessment, attempted independently or as part of a course."

SCO Handbook Language/Title 38 (VA Benefits)

"One of the criteria for approval of any school for Veterans' training is that it reviews prior credit and grant credit as appropriate to a VA student's current program. This is found in Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(C)(4). In essence, this requires **every** approved school to have and enforce a policy with regard to transfer courses, credits, and previous experience."

UC CPL Policy (Credit by Exam Preferred)

"UC may award lower-division (freshman/sophomore level) units for military courses completed if the courses are consistent with University policy on awarding transfer credit when there is an equivalent course taught at a UC campus. UC will consult the ACE recommendations for information regarding course content and as a guide to the awarding of credit. Credit for military courses is determined after matriculation at UC."

How CPL is Awarded

- Advanced Placement Examination (AP)
- International Baccalaureate Examination
- College-Level Examination Program (CLEP)
- Industry-Recognized Credential
- Student-Created Portfolio
- Credit by Examination in lieu of…
- Assessment Approved

Impact on Students

- Equity Bump: Latinx +24%, Black +14% , Enrolled in community college +25%, Pell recipients +19%

- Reduced time to degree: 9-14 months

- Savings: $1,500 to $10,200. $68K for Vets.

- Completion Bump: 49% vs. 27%

- When analyzed in isolation, CPL increases the likelihood of higher ed completion by more than 17% in adult learners.

- Validation and Motivation!

CCCCO Vision for Success
Core Commitments Alignment

1. **Focus relentlessly on students' end goals.**
2. **Always design and decide with the student in mind.**
3. **Pair high expectations with high support.**
4. **Foster the use of data, inquiry, and evidence.**
5. **Take ownership of goals and performance.**
6. **Enable action and thoughtful innovation.**
7. **Lead the work of partnering across systems.**

MilCPL- The Ideal Start for CPL

American Council on Education (ACE) Recommendations from Discipline Faculty

- Faculty Driven
- Proven Track Record
- Validation and Review Process
- Clear Recommendations

Equity and MilCPL Veterans

- Half of post-9/11 veterans say it was "somewhat or very difficult" for them to re-adjust to civilian life after military service.

- Only 25% of veterans believe they receive the college credits they deserve.

CA MAP Initiative and CPL Workgroup Efforts

- Broad group of CPL professionals from various systems including faculty, staff and administrators
- Meeting since Summer 2022
- Recommendations and sharing of best practices
- Guide in CA MAP Initiative direction and trainings
- Recommend and advise on workgroups for policy and CPL crosswalks

Example: IBEW Electricians and Norco College

Faculty determine that a certificate, license, course, work experience, portfolio, etc. is equivalent to college course(s).

- Based on work experience, Electrician Apprentice enters in year 4 of a 5-year certificate program.

- Equate work experience and training with required courses.

YEAR 1	ELE 400	Introduction to the Electrical Trades and Construction Safety	3.5
	ELE 401	Introduction to Electrical Theory, Basic Math Concepts, and the National Electric Code	3.5
YEAR 2	ELE 402	Advanced DC Circuit Concepts, Intro to 3-Phase AC Circuits, Test Equipment, and National Electric Code Applications	3.5
	ELE 403	AC Circuit Concepts, Applied Electronics, and National Electric Code Applications	3.5
YEAR 3	ELE 404	Digital Logic Circuits, Conductor Characteristics, Applications, and National Electric Code	3.5
	ELE 405	Electrician Blueprint Reading with Code Applications for National Electrical Code	3.5

Example: ASE & Automotive Tech Pathways

Faculty determine that a certificate, license, course, work experience, portfolio, etc. is equivalent to college course(s).

COLLEGE COURSE			EXHIBIT CREDIT RECOMMENDATION	
COURSE	COURSE TITLE	UNITS	CREDIT RECOMMENDATION	UNITS
AUTO 156G	Engine and Related Systems	4	A1 Engine and Related Systems	4
AUTO 161G	Basic Electricity and Electrical Systems Fundamentals	4	A6 Basic Electricity and Electrical Systems Fundamentals	4
AUTO 165G	Engine Performance	4	A8 Engine Performance	4
AUTO 167G	Advanced Engine Performance	4	L1 Advanced Engine Performance	4
AUTO 169G	Climate Control Systems	4	A7 Climate Control Systems	4
AUTO 172G	Manual Drive Train and Axles	4	A3 Manual Drive Train and Axles	4
AUTO 174G	Automatic Transmissions/ Axles	4	A2 Automatic Transmissions/ Axles	4
AUTO 176G	Automotive Brake Systems	4	A5 Automotive Brake Systems	4
AUTO 178G	Suspension, Steering and Handling	4	A4 Suspension, Steering and Handling	4
	Total	**36**	**Total**	**36**

Example: POST Cert/ADJ-110 Intro. to ADJ

C-ID	C-ID Descriptor	C-ID Objectives	C-ID Content	Loc	Course	College SLOs	POST Learning Domain (Domain (Number). Learning Need (Roman Numeral). Learning Objective...	Articulated Certificate	Articulated ACE ID and Credit Recommendation
AJ 110 Introduction to Criminal Justice	This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principals and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies.	Demonstrate an understanding of criminological theories used to explain crime and criminality; Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime; Understand the history, development, and structure, and function of American police, courts, and corrections; Demonstrate an understanding of the history, structure, and function of the police; Convey an understanding of the process of adjudication; Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails; Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development; Critically analyze and discuss issues of crime and justice from varying perspectives; Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice; Demonstrate the ability to raise critically relevant questions based on independent reading of criminal justice literature; Effectively follow the appropriate writing style practiced in the social sciences; Explain the definitions of crime; and Understand the extent of the crime problem in America.	Understanding the Criminal Justice System Crime and Victimization Law Enforcement Courts and Sentencing Punishment and Corrections The Future of the Criminal Justice System	Palomar	AJ 100	1. Analyze the Criminal Justice process from investigation through trial to appeal. 2. Examine and differentiate between an adversarial and inquisitorial system of criminal justice trails. 3. Distinguish at least three of the major significant differences between criminal and civil law. 4. Distinguish between the three major components of the criminal justice system in the United States and summarize the major responsibilities of each.	LD2.I.A,B, LD2.II.A, LD2.III.A-C, LD2.IV.A-C	POST Basic Academy Completion; Or Commission on Peace Officer Standards and Training Basic Certificate	ACE ID: MC-1728-0012 V03 (Include Credit Recommendation)
				RCCD	ADJ 1	1. Demonstrate an understanding of criminological theories used to explain crime and criminality. 2. Demonstrate an understanding of the history, development, structure, function of the police. 3. Demonstrate an understanding of the process of adjudication from the role of prosecutor to the finalization of the trial process. 4. Demonstrate an understanding of Corrections, the function of jails, prisons, probation, parole and the community.	LD3: Principled Policing in the Comm. LD3.I.A-I, K,P, LD3.II.A,C,F,G, LD3.III.B-E, H,	31B Military Police (Include ACE ID and Credit Recommendation)	
				San Mateo	ADMJ 100	A. Explain the history, structure, and function of the key components of the Criminal Justice System.B.	LD5: Intro. to Criminal Law LD5.I.A, LD5.III.A, LD5.IV.A,C		MC-1728-0012 Criminal Justice (3); Introduction to Law Enforcement (3); Law Enforcement Operations (3)
				Skyline	ADMJ 100	with the history, development, and structure of the criminal justice system, using research methods to explore key aspects of course content. B. Compare, contrast, and discuss the functions and roles of the major components of the criminal justice system, including law enforcement, courts, and corrections, at the federal, state, and local levels, and the criminal justice systems of other countries. C. Analyze and assess the criminal justice system's effectiveness in crime prevention, peace-keeping, order maintenance, and the strategies being used to address a variety of contemporary community concerns, such as quality of life and social disorder.	LD6: Property Crimes LD6.I.A.1,2,4, LD6.I.B (???) LD11: Juvenile Law and Procedures LD11.I.A, LD11.II.A-E	POST Basic Academy Completion; Or Commission on Peace Officer Standards and Training Basic Certificate	MC-1728-0012 Criminal Justice (3); Introduction to Law Enforcement (3); Law Enforcement Operations (3)
				Miramar (SDCCD)	ADJU 101	1. Analyze the major components of the U.S. criminal justice system.2. Compare and contrast U.S. crimir	LD15: Law of Arrest LD15.I.A,B, LD15.II.A, LD15III.A-E, LD15IV.A,C		
				Bakersfield	CRIM B1	1. Upon successful completion of the course, the student will be able to identify and illustrate the orderl	LD16: Search and Seizure LD16.I.A,B,E, LD16IV.A, LD31: Custody		

C-ID	C-ID Descriptor	C-ID Objectives	C-ID Content
AJ 110 Introduction to Criminal Justice	This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principals and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies.	Demonstrate an understanding of criminological theories used to explain crime and criminality; Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime; Understand the history, development, and structure, and function of American police, courts, and corrections; Demonstrate an understanding of the history, structure, and function of the police; Convey an understanding of the process of adjudication; Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails; Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development; Critically analyze and discuss issues of crime and justice from varying perspectives; Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice; Demonstrate the ability to raise critically relevant questions based on independent reading of criminal justice literature; Effectively follow the appropriate writing style practiced in the social sciences; Explain the definitions of crime; and Understand the extent of the crime problem in America.	Understanding the Criminal Justice System Crime and Victimization Law Enforcement Courts and Sentencing Punishment and Corrections The Future of the Criminal Justice System

Course	College SLOs
AJ 100	1. Analyze the Criminal Justice process from investigation through trial to appeal. 2. Examine and differentiate between an adversarial and inquisitorial system of criminal justice trails. 3. Distinguish at least three of the major significant differences between criminal and civil law. 4. Distinguish between the three major components of the criminal justice system in the United States and summarize the major responsibilities of each.
ADJ 1	1. Demonstrate an understanding of criminological theories used to explain crime and criminality. 2. Demonstrate an understanding of the history, development, structure, function of the police. 3. Demonstrate an understanding of the process of adjudication from the role of prosecutor to the finalization of the trial process. 4. Demonstrate an understanding of Corrections, the function of jails, prisons, probation, parole and the community. 5. Critically analyze and discuss current issues and trends in crime from the perspective of the police, prosecutors, courts, corrections and the community.
ADMJ 100	A. Explain the history, structure, and function of the key components of the Criminal Justice System. B. Describe theories of crime and victimization, and discuss their overall costs. C. Discuss the future of the Criminal Justice System
ADJU 101	1. Analyze the major components of the U.S. criminal justice system. 2. Compare and contrast U.S. criminal court systems 3. Identify the processes by which a criminal case progresses from investigation to appeal.
ADMJ 100	A. Summarize and describe the fundamental aspects of justice administration, including familiarity with the history, development, and structure of the criminal justice system, using research methods to explore key aspects of course content. B. Compare, contrast, and discuss the functions and roles of the major components of the criminal justice system, including law enforcement, courts, and corrections, at the federal, state, and local levels, and the criminal justice systems of other countries. C. Analyze and assess the criminal justice system's effectiveness in crime prevention, peace-keeping, order maintenance, and the strategies being used to address a variety of contemporary community concerns, such as quality of life and social disorder.
CRJU 1108	1. Upon successful completion of the course, the student will be able to identify and illustrate the orderly processing of cases through the justice system from investigation through appeal and exoneration; 2. Upon successful completion of the course, the student will be able to demonstrate a fundamental understanding of the core concepts of statutory criminal law as applied to case scenarios from both a prosecutorial and defense perspective. 3. Upon successful completion of the course, the student will be able to analyze the vital role that American constitutional values of due process, equal protection, and fundamental fairness play in policing, courts and corrections; 4. Upon successful completion of the course, the student will be able to identify and demonstrate a fundamental understanding of different cultural perspectives as they apply to the American Criminal Justice System.

POST Learning Domain (Domain (Number). Learning Need (Roman Numeral), Learning Objective	Articulated Certificate	Articulated ACE ID and Credit Recommendation	
LD2: The Criminal Justice System LD2.I.A,B, LD2.II.A, LD2.III.A-C, LD2.IV.A-C	POST Basic Academy Completion; Or Commission on Peace Officer Standards and Training Basic Certificate	ACE ID: MC-1728-0012 V03 (Include Credit Recommendation)	
LD3: Principled Policing in the Comm. LD3.I.A-I, K,P, LD3.II.A,C,F,G, LD3.III.B-E, H,	31B Military Police (Include ACE ID and Credit Recommendation)		
LD5: Intro. to Criminal Law LD5.I.A, LD5.III.A, LD5.IV.A,C		MC-1728-0012 Criminal Justice (3); Introduction to Law Enforcement (3); Law Enforcement Operations (3)	
LD6: Property Crimes LD6.I.A.1,2,4, LD6.I.B (???)			
LD11: Juvenile Law and Procedures LD11.I.A, LD11.II.A-E	POST Basic Academy Completion; Or Commission on Peace Officer Standards and Training Basic Certificate	MC-1728-0012 Criminal Justice (3); Introduction to Law Enforcement (3); Law Enforcement Operations (3)	
LD15: Law of Arrest LD15.I.A,B, LD15.II.A, LD15III.A-E, LD15IV.A,C			
LD16: Search and Seizure LD16.I.A,B,E, LD16IV.A,			
LD31: Custody LD31.I.A,E,			

Example: POST Cert/ADJ-110 Intro. to ADJ

	A	B	C	D	E	F	G	H	I	J
1	C-ID	C-ID Descriptor	C-ID Objectives	C-ID Content	Loc	Course	College SLOs	POST Learning Domain (Domain (Number). Learning Need (Roman Numeral). Learning Objective...	Articulated Certificate	Articulated ACE ID and Credit Recommendation
2	AJ 110 Introduction to Criminal Justice	This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principals and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies.	Demonstrate an understanding of criminological theories used to explain crime and criminality; Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime; Understand the history, development, and structure, and function of American police, courts, and corrections; Demonstrate an understanding of the history, structure, and function of the police; Convey an understanding of the process of adjudication; Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails; Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development; Critically analyze and discuss issues of crime and justice from varying perspectives; Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice; Demonstrate the ability to raise critically relevant questions based on independent reading of criminal justice literature; Effectively follow the appropriate writing style practiced in the social sciences; Explain the definitions of crime; and Understand the extent of the crime problem in America.	Understanding the Criminal Justice System Crime and Victimization Law Enforcement Courts and Sentencing Punishment and Corrections The Future of the Criminal Justice System	Palomar	AJ 100	1. Analyze the Criminal Justice process from investigation through trial to appeal. 2. Examine and differentiate between an adversarial and inquisitorial system of criminal justice trails. 3. Distinguish at least three of the major significant differences between criminal and civil law. 4. Distinguish between the three major components of the criminal justice system in the United States and summarize the major responsibilities of each.	LD2.I.A,B, LD2.II.A, LD2.III.A-C, LD2.IV.A-C	POST Basic Academy Completion; Or Commission on Peace Officer Standards and Training Basic Certificate	ACE ID: MC-1728-0012 V03 (Include Credit Recommendation)
3					RCCD	ADJ 1	1. Demonstrate an understanding of criminological theories used to explain crime and criminality. 2. Demonstrate an understanding of the history, development, structure, function of the police. 3. Demonstrate an understanding of the process of adjudication from the role of prosecutor to the finalization of the trial process. 4. Demonstrate an understanding of Corrections, the function of jails, prisons, probation, parole and the community.	LD3: Principled Policing in the Comm. LD3.I.A-I, K,P, LD3.II.A,C,F,G, LD3.III.B-E, H,	31B Military Police (Include ACE ID and Credit Recommendation)	
4					San Mateo	ADMJ 100	A. Explain the history, structure, and function of the key components of the Criminal Justice System.B.	LD5: Intro. to Criminal Law LD5.I.A, LD5.III.A, LD5.IV.A,C		MC-1728-0012 Criminal Justice (3); Introduction to Law Enforcement (3); Law Enforcement Operations (3)
5					Skyline	ADMJ 100	with the history, development, and structure of the criminal justice system, using research methods to explore key aspects of course content. B. Compare, contrast, and discuss the functions and roles of the major components of the criminal justice system, including law enforcement, courts, and corrections, at the federal, state, and local levels, and the criminal justice systems of other countries. C. Analyze and assess the criminal justice system's effectiveness in crime prevention, peace-keeping, order maintenance, and the strategies being used to address a variety of contemporary community concerns, such as quality of life and social disorder.	LD6: Property Crimes LD6.I.A.1,2,4, LD6.I.B (???) LD11: Juvenile Law and Procedures LD11.I.A, LD11.II.A-E	POST Basic Academy Completion; Or Commission on Peace Officer Standards and Training Basic Certificate	MC-1728-0012 Criminal Justice (3); Introduction to Law Enforcement (3); Law Enforcement Operations (3)
6					Miramar (SDCCD)	ADJU 101	1. Analyze the major components of the U.S. criminal justice system.2. Compare and contrast U.S. crimin	LD15: Law of Arrest LD15.I.A,B, LD15.II.A, LD15III.A-E, LD15IV.A,C		
7					Bakersfield	CRIM B1	1. Upon successful completion of the course, the student will be able to identify and illustrate the orderl	LD16: Search and Seizure LD16.I.A,B,E, LD16IV.A, LD31: Custody		

DRAFT

Example: POST Cert/ADJ-110 Intro. to ADJ

4. Demonstrate an understanding of the history, structure, and function of the police; (LD2.I.A-B; LD2.II.A; LD2III.A-C; LD2.IV.A-C)

5. Convey an understanding of the process of adjudication; (LD 2.IIIA-C)

6. Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions

LD2.II. Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.

   A. List the primary federal, state, and local law enforcement agencies within the criminal justice system.

LD2.III. Peace officers must understand the judicial component of the criminal justice system because much of their work results in cases that go to court

   A. Discuss the objectives of the Judicial component of the

Example: POST Certificate/CPL Possibilities

CERTIFICATION
--Southwestern College Police Academy POST Basic Academy
--Commission on Police Officer Safety and Training Basic Certificate
--Napa Valley College Criminal Justice Training Center Requalification Basic Course

COURSE	C-ID	CREDIT
ADJ 100 Intro to Administration of Justice	AJ 110	3
ADJ 101 Criminal Evidence	AJ 124	3
ADJ 102 Criminal procedures	AJ 122	3
ADJ 103 Community Relations	AJ 160	3
ADJ 104 Criminal Law	AJ 120	3
ADJ 106 Police Ethics		3
ADJ 110 Basic Criminal Investigation	AJ 140	3
ADJ 131 Juvenile Proceedings	AJ 220	3
ADJ 141 Enforcement Psychology		3
ADJ 180 Criminology	SOC 160	3
TOTAL CREDITS		30

DRAFT

Example: POST Certificate/CPL Gaps

- Community Colleges with POST academies are not offering transferable credit classes for POST graduates.
- Community colleges with POST academies are offering non-transferable AA degrees.
- Four Academies are not tied to any community college
- 42 CA CCs offer POST while 99 CA CCs offer ADJ/CJ ADTs
- For Profit and Non-Profit Universities offer pathways for POST to transfer credit in for BA/BS degrees

Example Outcomes & Activities

- 1000+ JSTs in MAP Student Intake
- 41 of 76 colleges uploaded JSTs since May 2023
- 650+ ACE Courses Articulated or Pending Approval
- 150+ College Courses Articulated
- Statewide first responder credit recommendations underway
- Non-military CPL exhibit building underway

Upcoming Professional Development and Support from the CA MAP Team

Check our MAP Webpage: https://map.rccd.edu

Contact us via email

Terence Nelson: terence.nelson@norcocollege.edu

Dr. Sigrid Williams: sigrid.williams@norcocollege.edu

4th Annual CPL Summit- November 3rd 9am-1pm (zoom & no cost)

KEY FINDINGS

1. CPL grants credit for college-level learning gained outside of the accredited college classroom, such as an employer certification or a military training course.

2. CPL is for people who learned skills before attending college, such as veterans and tradespeople.

3. CBE grants credit for students who demonstrate their knowledge and skills by engaging in learning exercises, such as by completing coursework outside a traditional classroom schedule.

4. CBE is for people who need to go through courses at their own pace, such as shift workers and parents.

CCC Mission and CPL Mandate

Mission: Educate for a Prosperous Citizenry

- At the "*Forefront in combating income inequality*" Are we maximizing CPL so adult re-entry students will access higher education and higher opportunities at a higher rate?
- "*Trailblazers in supporting social and economic mobility*" Are we recognizing prior learning and using it for an equitable and earned boost?
- "*Leading the way…on workforce development by partnering with industry and labor to create innovative skills-building initiatives*" Are we integrating work-based learning and certifications in college pathways to save time, money, and improve ties to industry?

CPL Resources

California Code of Regulations, Title 5, Section 55050 [Credit for Prior Learning, Cal. Code Regs. tit. 5 § 55050 | Casetext Search + Citator](#)

California Community College (CCC) Chancellor's Office *Memo on CPL*: https://www.norcocollege.edu/services/enrollment/vrc/cpl/Documents/ESS-20-300-001-Credit-for-Prior-Learning.pdf

California Community Colleges MilCpl Resource - Credit for prior learning [California Community Colleges - MilCpl Resource - Credit for prior learning](#)

California State University (CSU) CPL Policy: https://calstate.policystat.com/policy/9817841/latest

Statewide CCC CPL Board Policy Links: https://www.norcocollege.edu/services/enrollment/vrc/Documents/map/CCC-MilCPL-Resource-CPL.pdf

University of California (UC) CPL Policy: https://admission.universityofcalifornia.edu/counselors/files/Transfer_Credit_Practice.pdf

CPL Resources

- Association of Community College and Junior Colleges (ACCJC) *Policy on CPL*: https://www.norcocollege.edu/services/enrollment/vrc/cpl/Documents/ACCJC-Policy-on-Credit-for-Prior-Learning-June-2020.pdf
- MAP Training Resources and FAQ: https://www.norcocollege.edu/services/enrollment/vrc/Pages/map.aspx
- Norco College CPL Policies and Resources: https://www.norcocollege.edu/services/enrollment/vrc/cpl/Pages/policy.aspx
- Academic Sentate of the California Community Colleges (ASCCC) *Advocacy for CPL* (Christopher Howerton): https://youtu.be/xXdJSFY5JPU
- Credit for Prior Learning: Leveraging Past Learning to Close Present-Day Equity Gaps: https://californiacompetes.org/resources/credit-for-prior-learning-leveraging-past-learning-to-close-present-day-equity-gaps/
- Side by Side: Comparing Credit for Prior Learning and Competency-Based Education Side by Side: Comparing Credit for Prior Learning and Competency-Based Education | California Competes
- Noncredit Instruction: Opportunity and Challenge: https://files.eric.ed.gov/fulltext/ED602047.pdf

CPL Resources

California Legislation Supporting CPL and MILCPL:

2012 Block AB 2462: Specified that by July 1, 2015, the Chancellor of the California Community Colleges (CCC), using common course descriptors and pertinent recommendations of the American Council on Education, shall determine for which courses credit should be awarded for prior military experience. This has not happened because of the complexity and enormity of the task, which must rely on discipline faculty experts at each of the 115 California Community Colleges to make articulation decisions for courses paired with ACE Recommendations one at a time—and there are tens of thousands of combinations at each college.

2018 Cervantes AB 1786 Academic Credit for Military Experience: Specified that by March 31, 2019, the CCC Chancellor is to establish an initiative to expand military Credit for Prior Learning (CPL). The initiative was supposed to identify best practices for CPL, locate and collect available resources and provide professional development. The initiative also sought to identify the best practices for potential pilot programs and provide recommendations for internal system wide policy changes to expand CCC CPL. By January 1, 2020, the chancellor was to report to the Legislature on the initiative.

CPL Resources

2018 Roth CA S 1071 Community Colleges Uniform Policy to Award Credit: Requires CCC Chancellor to work with Academic Senate for California Community Colleges (ASCCC) to develop a consistent policy to award military personnel and Veterans who have an official Joint Services Transcript course credit for Intersegmental General Education Transfer Curriculum, State University General Education Breadth or local community college general education requirements.

ASCCC Resolution 18.04 (2011): Urges local academic senates to apply credit for educational experiences during military service toward the associate degree – including the fulfillment of general education, major coursework, certificates, and other degree requirements – in accordance with the recommendations listed in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services.

2023 ASCCC Curriculum Institute - CBE & CPL Session Survey

Thank you for attending our session on Competency Based Education (CBE) & Credit for Prior Learning (CPL). Please answer questions 1-7 (estimated 2-3 minutes).