



# Scaling Credit for Prior Learning in California

Vision 2030 and the MAP Initiative

How California Community Colleges are  
working together to grow CPL capacity  
and opportunity for 6.8 million veterans,  
working adults, and apprentices

California Community College Chancellor's Office and  
California Mapping Articulated Pathways (MAP) Initiative  
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# Table of Contents

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Executive Summary . . . . .	2	Call to Action from Chancellor Christian . . . . .	18
Introduction . . . . .	3	MAP Initiative Status . . . . .	19
MAP Initiative. . . . .	3	CPL as a Recruiting Strategy . . . . .	20
Goals . . . . .	4	College-Branded CPL Websites . . . . .	21
Statewide CPL Support: Our Time is Now. . . . .	6	Design-Build Approach . . . . .	21
Veterans Sprint for 2024-2025 . . . . .	6	Artificial Intelligence and CPL . . . . .	22
What is CPL?. . . . .	7	Key Areas of Progress . . . . .	23
Types. . . . .	8	MAP Platform 3.0 Development . . . . .	23
Modes or Settings. . . . .	8	The CPL Process in MAP . . . . .	26
The Academic Process . . . . .	9	Implementing CPL with MAP . . . . .	29
Transparency and Adoption . . . . .	9	CPL Communities of Practice: MAP CPL Workgroup . . . . .	30
Integration with Academic Planning Tools . . . . .	10	Funding and Resources . . . . .	30
Faculty Leadership. . . . .	10	California Legal and Regulatory Background . . . . .	31
Multi-College Faculty Workgroups . . . . .	11	CPL Closes Equity and Achievement Gaps . . . . .	32
Awarding CPL. . . . .	12	CPL and California Workforce Needs . . . . .	32
Cal-GETC, CSU, UC, and CPL . . . . .	14	Influence of CPL on College Decisions . . . . .	33
Background of the MAP Initiative. . . . .	14	Military CPL . . . . .	34
Three-Part Strategy . . . . .	16	CPL and Lowering Veteran Suicide Risk. . . . .	36
Three-Part Team. . . . .	16	Economic Impact of CPL . . . . .	36
Chancellor’s Office Integration . . . . .	17	Conclusion . . . . .	38
Vision 2030 CPL Demonstration Project . . . . .	18		

# Executive Summary

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The California Community Colleges Chancellor's Office (CCCCO) has launched an ambitious initiative to expand credit for prior learning (CPL) opportunities across the system by 2030. This effort, led by the Mapping Articulated Pathways (MAP) Initiative, aims to recognize and validate the diverse learning experiences of students, particularly working adults, apprentices, and veterans.

The 2030 vision for CPL is to develop college capacity and procedures to ensure that at least 250,000 Californians, including 220,000 working adults and apprentices and 30,000 veterans, receive offers and awards of CPL leading to increased equitable college access, completion, and career attainment. The stretch goal doubles the impact to 500,000. If the colleges had optimal CPL capacity today, the impact could be far greater, with an estimated 6.5 million Californians benefiting by 2030.

The economic impact of achieving this goal is substantial. Current [projections](#) indicate a potential combined impact of \$32.5 billion, including \$3.7 billion in immediate savings and preservation of funds and \$28.8 billion in long-term economic benefits over twenty years.

Expanding CPL is crucial for creating seamless pathways from college to careers. By equating skills to college credit, colleges can accelerate progress toward degrees and certificates that align with industry needs. This effort will require unprecedented cooperation between the colleges, intersegmental partners, workforce agencies, labor unions, industry, and community partners.

To encourage such collaboration, the CCCCCO now provides CPL support, technology, and resources through the MAP team and CCCCCO personnel to all 116 colleges. A basic three-step college implementation process is recommended:

- 1. Organize:** Add CPL Update to agendas, establish a CPL team, and review AP 4235 and training materials;
- 2. Collect:** Gather sample CPL documents for working adults, apprentices, and military; and
- 3. Practice:** Meet with the MAP team to begin processing CPL.

Ongoing collaboration with the Academic Senate for California Community Colleges and local faculty is essential to ensure academic integrity. By developing rigorous, faculty-driven processes for evaluating, approving, and sharing CPL opportunities, the community college system is building a sustainable systematic approach that supports equitable access to CPL throughout the state and beyond.

This effort, which began at the colleges, will continue to be driven from the middle out and supported at all levels, involving diverse constituents and focused on bringing the colleges to their communities to build a more open and responsive education system that honors lifelong learning and supports economic mobility.

# Introduction

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The California Community Colleges Chancellor's Office (CCCCO) has enlisted the Mapping Articulated Pathways (MAP) Initiative to spearhead an ambitious effort to expand credit for prior learning (CPL) opportunities across the state. This briefing provides the vision, goals, background, and implementation strategies for scaling CPL by 2030.

## MAP Initiative

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The MAP Initiative provides culture, technology, and policy to help colleges build capacity and procedures to maximize credit for prior learning opportunities for their working adults, apprentices, and veterans, all to flip the petition process into an outreach process and significantly increase equitable access, completion, and career attainment.

### Culture

The MAP team meets with colleges to develop a simple implementation strategy, provide training resources, and recommend the business processes and administrative procedures needed to manage CPL for current and prospective students. The MAP team functions like an extension of a local college CPL team and offers support via Zoom, chat, or in-person upon request.

### Technology

The MAP platform facilitates the following:

- CPL creation, faculty approval, and adoption from other colleges.
- CPL document uploading, parsing, and verification.
- Student CPL planning—in conjunction with education planning—that allows colleges and students to monitor each step leading up to transcribing credit.
- A college-branded website that dynamically displays all implemented CPL opportunities and provides a means for prospective students to contact the college for CPL assistance.

MAP is offered at no cost to California community colleges and requires no information technology set up. All course and program data are integrated from the Chancellor's Office Curriculum Inventory.

## Policy

The MAP and CCCCO team convene the statewide CPL workgroup and collaborate with practitioners at the colleges to recommend best practices, administrative procedures, and funding resources and to collect feedback on barriers and opportunities requiring advocacy and action. The team also meets with policy makers to recommend reforms, intersegmental partners such as CSU, UC, and private institutions to align practices and ensure seamless CPL transfer, and interagency partners to share data and tools designed to make CPL accessible outside the college setting.

## Vision

A major objective of Vision 2030 is to develop college capacity and procedures to ensure that Californians regularly receive offers and awards of CPL that lead to increased equitable college access, completion, and career attainment.

## Goals

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### Goal 1

**Expand CPL opportunities and boost student success for at least 250,000 Californians, including 220,000 working adults and apprentices and 30,000 veterans.** Offer or award CPL using 1,000 statewide credit recommendations from 25 faculty and industry workgroups. Achieve 80% of CPL recipients reporting improvements in savings, belonging, well-being, completion, and career prospects, evidenced by data including 500 personal success stories documented in MAP.

#### Goal 1 Annual Milestones

METRIC	24-25	25-26	26-27	27-28	28-29	29-30
CPL Offers	34,000	55,000	90,000	120,000	150,000	250,000
Statewide Recommendations	100	300	500	700	900	1000
Faculty Workgroups	6	11	16	21	25	25
Institutions Processing CPL	115	120	123	125	130	135
Positive Student Impact Rate	In dev.	70%	75%	80%	85%	90%
Stories Documented	25	200	400	700	800	1000

#### STRETCH GOAL

*Serve 500,000, including 450,000 working adults and 50,000 veterans, utilizing 3,000 credit recommendations from 40 workgroups, with 90% reporting improvements across 1,000 success stories.*

## Goal 2

### Build a unified statewide CPL system that creates CPL-embedded outreach pathways.

The system would enable seamless credit transfer across California higher education institutions and beyond, forge 50 industry, agency, and education partnerships supporting CPL, implement a comprehensive credential registry integrating academic and industry-validated competencies into eTranscript, and ensure CPL data interoperability and visibility across related systems.

#### Goal 2 Annual Milestones

METRIC	24-25	25-26	26-27	27-28	28-29	29-30
System Integration	Planning	Phase 1	Phase 2	Advanced	Full	Optimized
Competency Framework	Initial	2024 Exhibits	All Exhibits	eTranscript	Career Tools	Gap Align
MAP Credential Registry	Develop	Implement	Scale	Optimize	Sustain	Sustain

#### STRETCH GOAL

*Achieve full system integration, 100% institutional participation, and 95% stakeholder engagement with best practices.*

## Goal 3

**Establish clear CPL policies, sustainable resources, professional development, and best practices** by reviewing and revising laws and regulations to remove CPL barriers, implementing sustainable funding models, developing research-backed best practices, offering professional and technical assistance to all stakeholders, and recognizing high-performing colleges and partners.

#### Goal 3 Annual Milestones

METRIC	24-25	25-26	26-27	27-28	28-29	29-30
Law & Regulation Review	Develop	Implement	Scale	Optimize	Sustain	Sustain
College Recognition & Funding	Develop	Implement	Scale	Optimize	Sustain	Sustain
CPL Training & Best Practices	Develop	Implement	Scale	Optimize	Sustain	Sustain

#### STRETCH GOAL

*Eliminate 100% of barriers, secure permanent operational and incentive funding for CPL, and achieve widespread adoption of best practices across all institutions of higher education and agency segments.*

# Statewide CPL Support: Our Time is Now

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In 2024, the CCCCCO devoted resources to make it possible for all 116 California community colleges to implement MAP and receive no-cost professional development and CPL support.

Colleges interested in getting started should complete the [MAP Implementation form](#). MAP Program Manager Calvin Gloria at [calvin.gloria@rccd.edu](mailto:calvin.gloria@rccd.edu) will then contact the local team representative to schedule an introductory meeting to plan next steps in the process. Next steps are listed in “[Addendum A: MAP Implementation Steps](#).”

California State University and University of California campuses interested in participating should contact MAP Program Manager Calvin Gloria at [calvin.gloria@rccd.edu](mailto:calvin.gloria@rccd.edu) for assistance.

## Veterans Sprint for 2024-2025

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In addition to opening support for CPL statewide, the CCCCCO has set an ambitious 2024-2025 goal to ensure that all 30,000 veterans studying in the system will have their Joint Services Transcripts (JSTs) processed for college credit. This sprint will assist colleges in complying with Title 5 §55050 and significantly enhance equitable access, opportunity, and completion rates for veteran students.

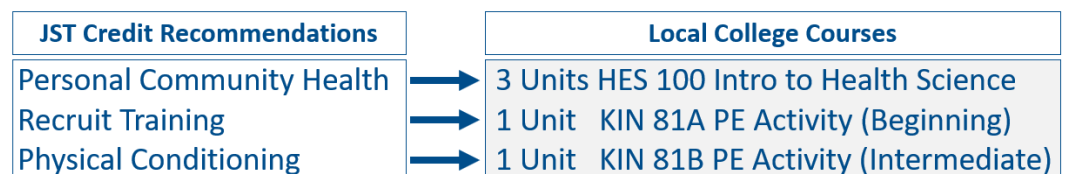
### Veterans Sprint PHASE 1

Focus on systemwide course credit for basic training, which will result in a rapid and significant increase in credits awarded to veterans.

#### STRETCH GOAL

*A minimum of 4 to 6 credits awarded to all veterans enrolled in California community colleges.*

**Example:** Rather than waive CSU General Education Area E based submission of a DD-214—a frequent practice among colleges—colleges are encouraged to award local course credit based on submission of a JST, which lists credit recommendations and basic training that should be aligned with courses, such as the following:



## Veterans Sprint PHASE 2

Focus on articulating JST credit recommendations for student veterans enrolled at local colleges. To accomplish this goal, the CCCCO will utilize AI capabilities to produce a preliminary recommendation for the potential credits each student veteran could receive.

This recommendation will then go through a faculty review process with Academic Senate for California Community Colleges. After recommendations are reviewed, colleges will be provided with these recommendations for their review and approval and subsequent transcription of credit.



If the Veterans Sprint Phase 1 goal is achieved, and one assumes that 30,000 veterans are awarded an average of five units each, the combined impact is estimated at \$1.6 billion.

Value of 5 Units CPL Leading to College Credential and Career Attainment for	Per-Unit Value		Veterans Sprint 30,000
	1	5	
PF & Savings	1741	8705	\$261M
20-Year Impact	9000	45000	\$1350M
<b>Combined</b>	<b>10741</b>	<b>53705</b>	<b>\$1.6B</b>

### SOURCE

Beacon Economics (2024). [Expected Economic Benefits of CPL in California.](#)

## What is CPL?

Credit for prior learning, or prior learning assessment (PLA) as it is alternately known, is college credit awarded for validated skills and knowledge gained outside of coursework at a regionally accredited institution of higher education.

The following sections of the California Code of Regulations, [Title 5, Division 6, Chapter 6, Subchapter 1, Article 5 Alternative Methods for Awarding Credit](#) regulate CPL:

### Title 5 §55050 Credit for Prior Learning

- Title 5 §55051 Articulation of High School Courses (CPL Type: Credit by Exam)
- Title 5 §55052 Advanced Placement Examinations (CPL Type: Standardized Assessment)
- Title 5 §55052.5 International Baccalaureate and College Level Examination Program Examinations (CPL Type: Standardized Assessment)

# Types

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Title 5 §55050 subsection (a) identifies five types of CPL but is not limited to the following:

- Credit by examination (including high school articulation);
- Joint Services Transcripts (military training);
- Student created portfolios;
- Industry-recognized credential documentation;
- Standardized exams (AP, IB, CLEP, etc.).

# Modes or Settings

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The learning associated with CPL may be acquired in a variety of modes and settings, such as the following:

- Military training.
- Industry and workplace training.
- High school coursework via articulation agreements based on credit by exam.
- Noncredit, ROP, adult school, community education, and contract education.
- Apprenticeships and internships.
- Proprietary and non-accredited learning, often state agency authorized.
- State and federal government training, and professional development.
- Self-study, exam preparation, and life experience.
- Justice involved coursework.

**FIGURE 1**

*Modes and Settings for Prior Learning*



The categorization of modes and settings is not intended to be exhaustive or limiting; it provides colleges with a means to note common settings where learning that could merit CPL might take place. By designating a mode when CPL is awarded to a student, colleges and the system can better track where CPL is happening and where it is not happening but could. For example, students may be enrolled in a noncredit course that has equivalent instruction and learning outcomes as a credit course. To create a CPL opportunity, colleges follow the [academic process](#) to determine if an alternate form of credit is merited. Faculty assess the learning to determine if it is equivalent to a credit course. In this case, the college could use the CPL type credit by exam or portfolio review to assess the learning. A common approach is for noncredit faculty to confer with credit counterparts to agree on a summative exam that demonstrates mastery of the student learning outcomes for a course.

The outcomes for the noncredit and credit courses should be aligned based on the determination of the faculty. Provided that the credit faculty have confidence in the noncredit exam process and results, students who pass the noncredit summative exam would qualify for CPL for the credit course based on the CPL type credit by exam.

## The Academic Process

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In the California Community Colleges system, credit may be granted for prior learning based on the assessment of a qualified faculty member from the college at which the credit is to be awarded. Except for AP, IB, and CLEP exams, which are governed by Title 5 §55052 and §55052.5, processes for awarding CPL are locally determined and governed. As an academic and professional matter, processes for awarding CPL fall under the purview of local academic senates and, per [Title 5 §53206](#), the Academic Senate for California Community Colleges.

All articulation requests made in the MAP platform must be approved by designated faculty and reviewed or approved by articulation officers before they are implemented and made available to students as CPL opportunities. The MAP approval process is like the curriculum approval process at a college, which time stamps each approval step and stores the decisions in an audit log, all to ensure the integrity of the academic process.

## Transparency and Adoption

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Implemented articulations are publicly displayed on the [CPL Dashboard](#). CPL transparency is an important part of a student-centered strategy to ensure equitable access to CPL throughout the system and beyond. A key feature of the MAP initiative approach is allowing colleges to adopt the articulations. When articulations are adopted, they are only implemented when faculty at the adopting college approve the requests. Once approved, the adoptions are implemented and made available to the public and college community on the CPL Dashboard and college-branded CPL Portals.

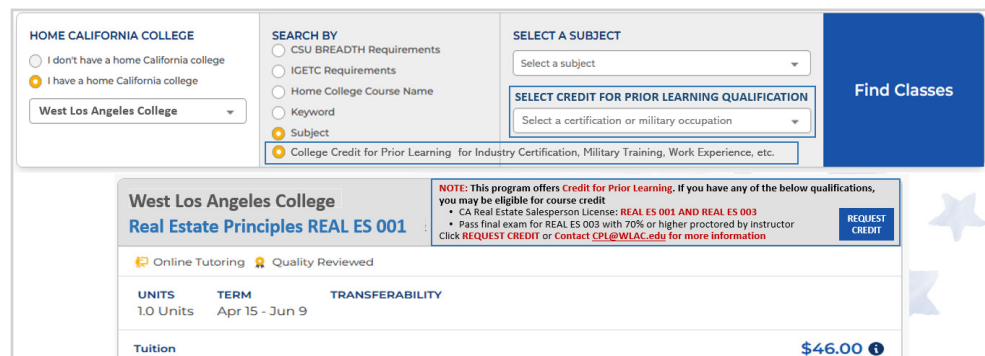
# Integration with Academic Planning Tools

In addition to other planned integrations, approved articulations will also soon be visible on academic planning tools such as [Program Pathways Mapper](#) and [California Virtual College](#) courses. To ensure maximum visibility and interoperability, the MAP team collaborates with CCCCO representatives from all operational areas to integrate efforts and adopt common data standards.

**FIGURE 2**  
Mockup of Program Pathways Mapper with CPL



**FIGURE 3**  
Mockup of California Virtual Campus Course with CPL



# Faculty Leadership

The Academic Senate for California Community Colleges (ASCCC) has long been a CPL advocate. In 2011, the ASCCC passed [Resolution 18.04](#) encouraging colleges to offer CPL in recognition of prior learning. More recently, a 2024 ASCCC Rostrum article by CTE representative Sigrid Williams titled "[Advocating for Student Access and Success: Credit for Prior Learning through the California MAP Initiative](#)" led to a wider discussion about CPL and the passage of [Resolution 105.03](#), which endorsed the activities of the MAP Initiative and the CCCCO in scaling up efforts using a coordinated, faculty-led process. From these actions as well as other resolutions and legislation, faculty have led the effort to establish the CPL standards and guidelines contained in California Education Code [§66025.71](#) and Title 5.

# Multi-College Faculty Workgroups

A key strategy to scale efforts is based on developing [statewide credit recommendations](#) made by multi-college faculty workgroups. These workgroups typically convene subject matter experts (SMEs) from five to eight colleges to analyze industry certificates, military credit recommendations, and potential credit by exam or portfolio review opportunities. The group members and a member of the MAP team select a faculty workgroup chair who facilitates and provides administrative support. The SMEs typically receive a monthly stipend for their efforts, which is funded by the MAP Initiative.

The workgroups create MAP exhibits to document their credit recommendations, which are based on an alignment of the skills and competencies required for the training or certification and the student learning outcomes and objectives of the college courses. The following example shows the credit recommendations from the workgroup on Peace Officer Standards and Training (POST) Basic Academy Certificate:

**Table 1: POST Exhibit Credit Recommendations and Articulations**

CREDIT RECOMMENDATION	UNITS	C-ID	C-ID TITLE	UNITS
Intro to Administration of Justice	3	AJ 110	Intro to Criminal Justice	3
Criminal Law	3	AJ 120	Concepts of Criminal Law	3
Criminal Procedures	3	AJ 122	Criminal Court Process	3
Criminal Evidence	3	AJ 124	Legal Aspects of Evidence	3
Community Relations	3	AJ 160	Community & the Justice System	3
Criminal Investigation	3	AJ 140	Criminal Investigation	3
Juvenile Law and Procedures	3	AJ 220	Juvenile Procedures	3
Introduction to Corrections	3	AJ-200	Corrections	3
Introduction to Policing (Elective Course)	3	ELECTIVE	No C-ID	3
Physical Training and Health Education (CSU GE Area E)	3	AREA E	No C-ID	3

A collection of statewide credit recommendations, or MAP exhibits, completed to date may be found on the MAP website at <https://map.rccd.edu/statewidecpl/>. The following workgroups are either underway or in development:

### Underway and ongoing:

- [Administration of Justice](#) for Peace Officer Standards and Training (Corrections, Parole, CHP underway);
- [Automotive Technology](#) (previously completed by the CCC Foundation Success Center in 2019);
- [Computer Information Systems and Cyber Security](#)
- [Emergency Medical](#) (Emergency Medical Technician/Services, Paramedic)
- [Firefighter and Fire Technology](#)
- [Real Estate](#)

### In Development:

- Business
- Early Childhood Education
- Building Trades: Electrician, Carpentry, etc.
- Allied Health
- World Languages
- California Service Corps: AmeriCorps, Climate Corps, and Youth Services Corps

For more information on faculty workgroups or to participate, one may contact MAP Director of Academic and Institutional Partnerships Terence Nelson at [Terence.Nelson@rccd.edu](mailto:Terence.Nelson@rccd.edu).

## Awarding CPL

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While CPL may be awarded for course credit, general education area credit, or elective credit, the CCCCCO recommends that it be awarded as course credit, which preserves the most transfer options.

When course credit is not possible or appropriate, general education area or elective credit may be awarded. Colleges are encouraged to provide guidance to students through the counseling process, which should include a review of the student's CPL plan.

[Title 5 §55050 Credit for Prior Learning](#) delineates the regulations governing CPL in the California Community Colleges system. Specific guidance on awarding CPL is contained in the February 9, 2024

Chancellor's Office memo titled "[Credit for Prior Learning – Updated Guidelines and Reporting Requirements.](#)"

## Course Credit

Title 5 authorizes colleges to award CPL for courses listed in the college catalog. Faculty assess prior learning artifacts—e.g., POST Academy Certificate—to determine if the prior learning and course outcomes are equivalent. If so, an articulation is approved in MAP and applied to the students’ MAP CPL Plan.

EXHIBIT	CATALOG COURSE	UNITS
POST Academy Certificate	AJ-200 Introduction to Corrections	3

## CSU and Local Degree General Education Area Credit

California community colleges and California State University have a longstanding practice of awarding CSU GE and local GE area credit in recognition of prior learning assessed by faculty and determined as equivalent to the appropriate area outcomes. Area credit may be warranted in cases in which student skills meet area learning outcomes but are not equivalent to a college catalog course.

For example, a student who is proficient in a language not offered by the college—such as Arabic—may be granted credit for Arts and Humanities Area C2 (Languages Other than English) outcomes based on a faculty-approved articulation.

JST CREDIT RECOMMENDATION	GE AREA TITLE	UNITS
5 Units Intermediate Arabic	CSU GE AREA C - C2 Languages Other than English	5

## Elective Credit

A variety of California community colleges and CSUs also have a longstanding practice of awarding elective credit in recognition of transfer-level prior learning, particularly when no corresponding college course or GE area exists. Elective credit can be useful to students who need to satisfy the 60-unit degree requirement.

Best practices require that college counselors award elective credit sparingly and in consideration of the transfer destination and program goals of the student, who should be given the opportunity to accept or deny CPL before it is transcribed.

The practice of auto-awarding CPL upon admission is discouraged, as it can impact students’ financial aid and limit course taking options in the future. Once credit is transcribed, it can only be changed by exceptional action petition.

In the following example, either elective credit or course credit may be awarded:

EXHIBIT	COURSE	TITLE	UNITS
POST Academy Certificate	ELEC	Introduction to Policing (Elective Course or Elective Credit)	3

# Cal-GETC, CSU, UC, and CPL

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According to Title 5 [§55050 Credit for Prior Learning](#), California community college students may earn course or area credit toward CSU GE Breadth, local GE, and IGETC through CPL. The CSU recognizes this credit without a secondary review (see [CSU Credit for Prior Learning Policy Article 3](#) Section B.2); however, the University of California only recognizes transcribed CPL based on credit by exam, AP, and IB without secondary review (see [UC Transfer Credit Practices Credit for Prior Learning section](#)). This policy includes CPL based on military training and ACE credit recommendations. UC policy is silent on other forms of CPL, such as that based on industry certification and portfolio review.

For community college students who wish to expand transfer options beyond CSU, such as to the UC, accepting CPL may not be a viable choice other than for credit by exam, which is recognized by the UC without a secondary review. Such students often find themselves having to repeat prior learning, resulting in additional time to completion that can exhaust financial aid and other resources needed to complete their education.

While not expressly stated in the Intersegmental Committee of Academic Senates (ICAS) [Cal-GETC Standards Version 1.2](#) Section 6.4 Other Exams, colleges understand that CPL—apart from credit by exam—will not be accepted for Cal-GETC course or area requirements. If this CPL prohibition is formalized, California community college students who are CPL eligible and who intend to transfer to CSUs will be impacted.

Recognizing the importance of this matter, the ASCCC passed [Resolution 15.04 Allowing the Use of Credit for Prior Learning on Cal-GETC](#). The MAP team and the CCCCO are advocating with ICAS to consider expressly supporting transcribed California community college CPL of all types, a policy and practice that is consistent with CSU's current policy.

## Background of the MAP Initiative

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A 2016 equity study at Norco College revealed that veterans were not enrolling or completing at the same rate as other populations. Credit for military training was seen as a promising strategy to address this gap.

Unfortunately, no viable technology was available at the time to facilitate the creation and approval of CPL for outreach and pathway acceleration, especially technology that would support community college governance and provide the flexibility and scalability needed to meet the needs of staff and faculty on the ground.

### Phase 1 design and development

The MAP project began in 2017 at Norco College and was initially funded by a Prop 98 grant sponsored by Assemblymember Sabrina Cervantes and the California Latino Legislative Caucus. MAP originally stood for Military Articulation Platform. A beta version of MAP was operational in early 2018.

## Phase 2 Expansion

In the summer of 2018, the project was funded for expansion by the Inland Empire Desert Regional Consortium of the Strong Workforce Project to serve the twelve Inland Empire regional community colleges.

## Phase 3 MAP Cohort and MAP 1.0

In 2020, the MAP project was redefined as the California MAP Initiative and adopted a three-part strategy—culture, technology, policy—to guide its mission. Further expansion supported by an additional California Proposition 98 allocation saw the creation of a MAP cohort of 55 colleges.

## Phase 4 Mapping Articulated Pathways and MAP 2.0

In 2022, federal funds in the form of a FIPSE grant supported further expansion to 76 colleges, and the initiative scope was officially broadened to support all forms of CPL, not just military experience.

The MAP acronym was changed to Mapping Articulated Pathways, which describes the core process facilitated by the MAP platform and the mission of the larger initiative.

- **Mapping** refers to the process of equating prior learning—skills or competencies—with college courses.
- **Articulated** refers to the analysis and approval process of local discipline faculty validating the prior learning as equivalent to local college courses.
- **Pathways** refers to the clear listing of courses needed for degree and certificate completion, with each course on the pathway denoting all CPL options and the certifications and qualifications needed to merit credit.

## Phase 5 Scaling Statewide and MAP 3.0

In 2024, the MAP Initiative partnered with the CCCCO and was designated a Vision 2030 demonstration project. The CCCCO provided one-time funding to support all 116 California community colleges to implement MAP and receive no-cost professional development and CPL support. An additional \$6 million in funding was allocated to support three key expansion areas:

- Development of MAP 3.0 platform features and integrations with academic planning tools and systems;
- Support for multi-college faculty workgroups to develop statewide credit recommendations;
- CPL support for other Vision 2030 demonstration projects.

# Three-Part Strategy

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The approach to developing CPL capacity in the California Community Colleges system and beyond is neither top down nor technology driven. While executive-level support at the college and system levels is critical, and technology facilitates much of the day-to-day CPL processing, the real drivers of the effort are subject matter experts at local colleges, multi-college faculty workgroups, industry and agency partners, counselors, veterans resource centers, and admissions and records personnel. This position is the reasoning behind a three-part strategy that focuses on the following:

- 1. Culture:** MAP culture involves professional development, multi-college faculty collaboration, training with local colleges, and engagement with the ASCCC and a variety of academic, industry, agency, civic, and institutional partners.
- 2. Technology:** The MAP platform with AI-enabled features serves as a centralized tool for creating, approving, planning, adopting, and awarding CPL as well as documenting and integrating prior learning with academic and career planning tools and systems.
- 3. Policy:** Advocacy efforts focus on aligning policies across segments, removing barriers, ensuring CPL is recognized and seamlessly transferable, advocating for sustainable funding to support college efforts, and promoting laws and policies that incentivize credit mobility.

# Three-Part Team

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Having led the project from its inception, Dr. Samuel Lee now serves as Senior Advisor to the Chancellor for CPL in addition to his role as Chief Ambassador of the MAP Initiative. In this hybrid role, Lee works to integrate diverse constituent efforts while ensuring that the vision is achieved throughout the colleges and guided and supported by the CCCCCO working in collaboration with key partners.

The MAP Initiative has a college-based team that partners with a technology-based vendor team and works alongside the CCCCCO CPL team.

**The college-based team** is the primary contact for colleges regarding CPL training, operations, best practices, articulation processes, and general procedures. The college team members are as follows:

- Chief Ambassador Samuel Lee;
- Program Manager Calvin Klein Gloria;
- Director of Academic and Institutional Partnerships Terence Nelson;
- Faculty CPL Coordinator Sigrid Williams;
- Executive Advisor for Learning Assessment and Documentation Clive Roberts;
- Counseling and Evaluations Coordinator Janelle Brekke;

- Project Expert and CPL Analyst Malone Dunlavy (technology, communication, articulation); and
- Project Expert and CPL Analyst Yvonne Zaragoza (pathways, evaluations, articulation).

**The technology team** from vendor Information Technology Partners International develops and hosts the MAP platform on behalf of the MAP Initiative. Colleges are supported with technology training by success managers who assist users via chat and in meetings with colleges.

- Chief Architect Pedro Campos;
- Chief Technology Officer Alex Campos;
- Chief Operating Officer Christopher Sferidis;
- Director of Support Natalie Powell;
- Success Manager Chelsea Marada; and
- Success Manager (TBA).

**The Chancellor’s Office team** is part of the division of Equitable Student Learning, Experience, and Impact (ESLEI). CCCCO personnel often wear many hats, and the CPL team is no different.

While CPL is an important focus, the CCCCO must balance it alongside other important Vision 2030 goals and activities. The team focuses on CPL accountability, policy, coordination with other CCCCO divisions, and communication with various constituents and CCCCO demonstration projects.

- Vice Chancellor of Educational Services John Stankas;
- Assistant Vice Chancellor of Strategy and Operations Gina Browne;
- Dean of Educational Services & Support Erin Larson;
- Specialist Michael “Billy” Wagner;
- Visiting Assistant Vice Chancellor Michelle Smith (ESLEI);
- Visiting Executive Virginia “Ginni” May; and
- Senior Advisor to the Chancellor for CPL Samuel Lee.

## Chancellor’s Office Integration

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In 2024, the MAP Initiative was incorporated into the organization of the CCCCO to lead the efforts to build CPL capacity at colleges and institutions, all to promote economic opportunity through college to career pathways. The MAP team works on behalf of the Chancellor’s Office and in close collaboration with the colleges, the ASCCC, intersegmental and interagency partners, and a variety community, student, and industry constituents.

# Vision 2030 CPL Demonstration Project

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Aligned with the integration of the MAP Initiative in the CCCCO is the designation of CPL as a Vision 2030 demonstration project. As such, funding has been allocated to scale MAP support to all California community colleges and select CSU and UC campuses, which includes resources for regional and statewide convenings, support for the MAP platform implementation and continued development, support for multi-college faculty workgroups developing statewide credit recommendations, and collaborative opportunities with the other [Vision 2030 demonstration projects](#).

## Call to Action from Chancellor Christian

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Chancellor Sonya Christian's [call to action](#) was delivered in the closing moments of the 4th Annual CPL Summit in November of 2023. The following is a transcription of her remarks:

“Credit for prior learning is a powerful completion tool that leads to more equitable outcomes. The time is now to act. I encourage all our colleges to achieve the following seven objectives:

- Prioritize resources to implement CPL in outreach, onboarding, counseling and educational planning and transcribing. This includes designating a CPL coordinator and CPL counselor at your college.
- Clarify your Administrative Procedures and eliminate any unnecessary obstacles to CPL.
- Support your discipline faculty experts to participate in MAP CPL evaluations which produce credit recommendations that can be implemented at any college.
- Record all CPL transactions in MAP so we can share articulations and create an equitable CPL statewide ecosystem for our students.
- Ensure that each CTE program identifies CPL opportunities and makes these known to industry and workforce partners.
- Engage with your local CSU to create 2+2 pathways with embedded CPL.
- Share what you learn along the way with your colleagues in your CPL community. We are all learning how to do this together.”

# MAP Initiative Status

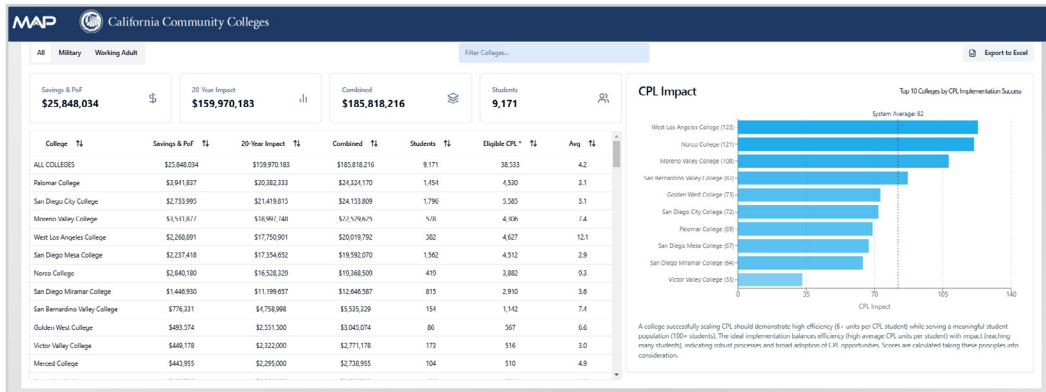
## Now Supporting All California Community Colleges— Fall 2024

The CCCCCO, through the MAP Initiative, is now extending support to all 116 California community colleges and the two continuing and adult education campuses. Services—which include professional development, MAP platform use, support resources, and ongoing platform development based on college feedback—are all provided at no cost to the colleges. The CCCCCO provides initiative funding along with other state and federal appropriations and grants.

## Approved CPL Opportunities and CPL Dashboard

Current CPL opportunities or articulations are listed on the [CPL Dashboard](#) and the [MAP Approved CPL Opportunities](#) list, which is a beta version of a more robust and student-friendly credential registry—prior learning portfolio builder—that is scheduled to be released in December of 2024.

**Figure 4** is a screenshot of the MAP Dashboard, which displays a number of the top performing colleges and the statewide total of more than 9,100 CPL awards for more than 38,000 units yielding savings, preservation of funds, and a 20-year impact exceeding \$185,000,000. Goals for 2024-2025 include documenting at least 10,000 CPL awards and increasing the average units per student to six. The composite CPL Impact indicator is a measure of each institution’s CPL impact and effectiveness.



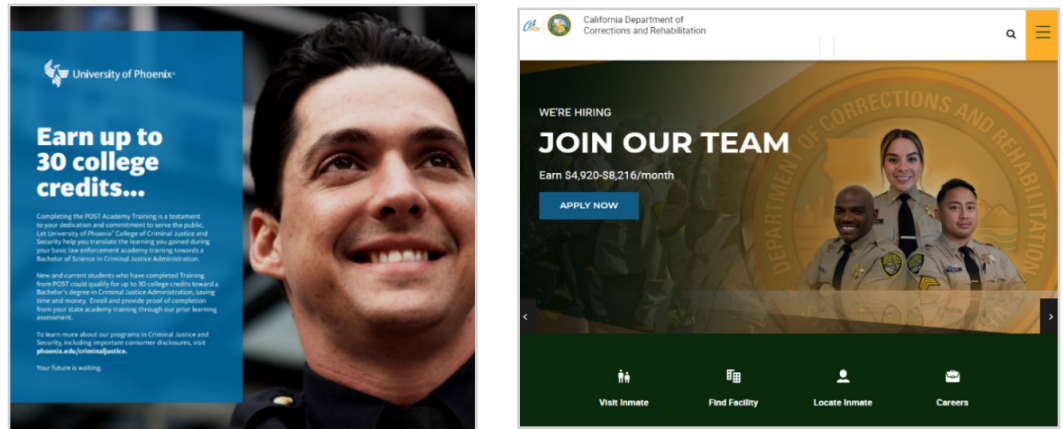
**FIGURE 4**  
August 2024 Documented  
CPL in MAP

# CPL as a Recruiting Strategy

CPL is not a new idea. Private and for-profit institutions have long used CPL as an important outreach and recruitment strategy. Purdue Global evaluates all incoming students for potential CPL, offers [portfolio development courses](#) that award an average of 33 units of credit, and reports that they have awarded over [one million units](#) of transfer and prior learning assessment credit.

**FIGURE 5**

Advertisement on [the California Department of Corrections and Rehabilitation website](#)



Public institutions in other states are well ahead of California public higher education regarding CPL. A notable example is the Massachusetts Community Colleges' [My Experience Counts program](#).

Fortunately, MAP Initiative colleges are beginning to use CPL for outreach.

Moreno Valley College recently began circulating flyers offering CPL for certifications in paramedic, fire, and administration of justice.

**FIGURE 6**

Excerpt from the Paramedic CPL Flyer (see link for full version and other examples from around the state.)

**2023-2024**

**Are you currently a PARAMEDIC?**

Your career serving the public requires dedication to intense academy preparation and on-the-job training. You may be eligible to earn up to 38.5 units toward your associate degree in Paramedic (MAS585) with completion of General Education courses. RCCD residency must be met.

**Possible Units Earned**

Credit Recommendation	MVC Course	CSU Transferrable	Units
Patient Assessment and Airway Management	EMS-60	Yes	4
Introduction to Medical Pathophysiology	EMS-61	Yes	3
Emergency Pharmacology	EMS-62	Yes	4
Cardiology	EMS-63	Yes	4

# College-Branded CPL Websites

In addition to the public-facing MAP Dashboard, colleges now have college-branded CPL websites automatically populated from MAP and customizable to fit the needs of each college. These websites display the approved articulations for the college and provide a CPL front door for students to upload their documents, which creates a student record in MAP and provides a clear pathway for students to enter the college with a potential head start.

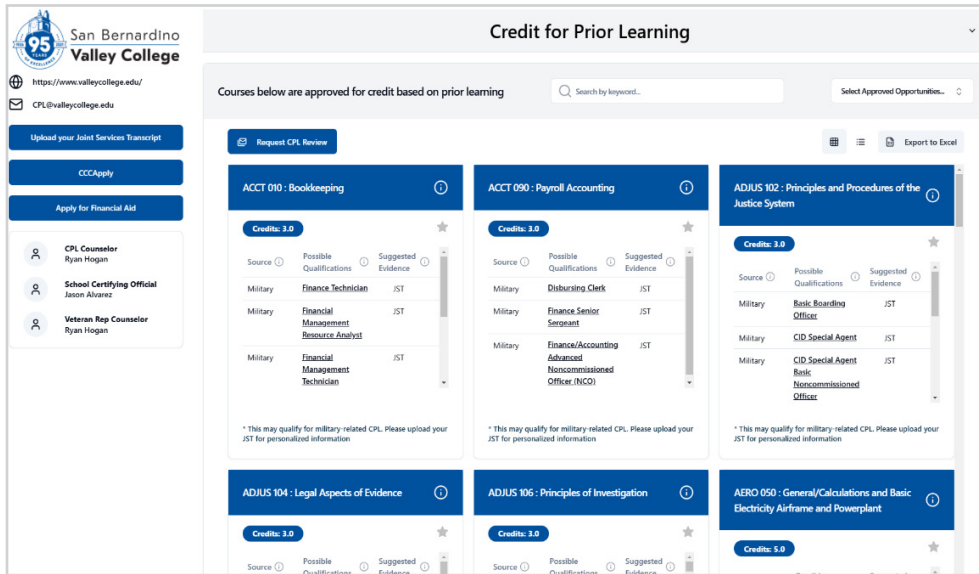


FIGURE 7

Example of College-Customizable CPL Landing Page

MAP 3.0 is designed to flip the CPL petition process—a barrier to equitable college access—and replace it with a CPL outreach process, featuring shortened, CPL-embedded pathways designed to attract working adults, apprentices, and veterans to a college and career attainment future. See the linked Paramedic Flyer developed by Moreno Valley College for an example.

The San Bernardino Valley College CPL Student Portal may be found at the following URL: <https://map.rccd.edu/cpl-student-portal/sanbernardino>

## Design-Build Approach

The California community colleges are learning from experiences in other states and innovating scalable solutions that are compatible with California’s legal, regulatory, academic, labor, and workforce requirements.

As such, the MAP Initiative takes a design-build approach to implementing its strategy, which enables rapid iteration of technical solutions based on real-time feedback from end users. While this approach can be messy at times, it allows the team to develop CPL processes that meet real-time needs at the colleges, eliminate duplicative work, and leverage system-wide collaboration and wide CPL visibility and interoperability.

While the design-build approach offers significant advantages, it also presents challenges. The product is never quite finished, as it continuously evolves to meet newly discovered needs of the institutions, industry, agencies, students, and prospective students. This constant evolution can lead to more frequent bugs and fixes and makes developing comprehensive training materials a challenge.

While users may occasionally experience frustration due to these rapid changes, the long-term benefits—a more responsive, user-centered system that truly meets the needs of diverse student populations and aligns with California’s unique educational landscape—will ultimately outweigh temporary inconveniences.

By remaining agile and responsive to feedback, the California Community Colleges system is creating a scalable, flexible CPL ecosystem, rooted locally and supported systemically, that can adapt to the changing needs of the 116 community colleges, intersegmental and workforce partners, and prospective students throughout the state and beyond.

## Artificial Intelligence and CPL

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Artificial intelligence (AI) holds great promise to speed and facilitate advances in each strategic area. The MAP Initiative currently uses AI in the Joint Services Transcript parsing process and is developing solutions to enable parsing of all CPL artifacts or documents.

When incorporating AI into technology or procedures, MAP is careful to ensure that key decision points require action by the qualified faculty and staff entrusted with authority over academic and professional matters aligned with their discipline area, counseling duties, or administrative oversight.

**The following is a list of eight AI use cases** the MAP Initiative is working on:

- Enhancing upcoming student CPL portal and college-branded CPL landing pages with adaptive screening processes;
- Generating common course crosswalks based on CA Common Course Numbering data standards to facilitate articulation adoptions statewide;
- Automating the analysis and matching of credit recommendations with college courses;
- Identifying sample pathways incorporating CPL in college catalogs;
- Creating tailored study guides for transfer-bound students who need credit by exam CPL;
- Analyzing workforce trends to prioritize sector-specific CPL development at colleges;
- Integrating CPL data into transfer planning tools;
- Reviewing relevant laws, policies, and regulations to identify opportunities and challenges.

These AI-driven projects aim to streamline the CPL process, improve articulation across institutions, support student success, and align educational offerings with workforce needs, all while maintaining the essential role of human expertise in academic decision-making.

# Key Areas of Progress

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- Implementation of MAP 2.0, the second-generation platform that includes integrated AI parsing of uploaded JSTs, simplified faculty email approval processes, student CPL Plan tracking, CPL dashboard of approved articulations, college articulation sharing and adoption module, multi-college district approval queues, and audit logs of articulation approvals.
- Establishment of bi-annual—Aug. 8-9, 2024 and Jan. 30, 2025—CCCCO executive planning sessions on CPL in collaboration with agency partners and college, academic, and industry leaders.
- Formation of multi-college faculty workgroups to create [statewide CPL recommendations](#).
- Completion of a ground-breaking [economic impact study](#) qualifying the savings, preservation of funds for higher degree attainment, and twenty-year economic impacts associated with CPL awards leading to degree completion.
- Completion of an independent security assessment of the MAP platform and IT infrastructure, ensuring that colleges safeguard the information within their systems by adhering to industry best practices and guidelines, including those set by the National Institute of Standards and Technology and the Center for Internet Security. Security measures encompass robust encryption protocols, continuous monitoring, and regular assessments to ensure the integrity, confidentiality, and availability of data, protect against emerging threats, and ensure the safety of the institutions' information and that of their students.
- Development of partnerships with industry and workforce agencies such as the [California Labor and Workforce Development Agency](#).
- Integration efforts with other California Community Colleges systems and initiatives, including support of all [Chancellor's Office demonstration projects](#).
- Planned integration of MAP and CPL in the expanded scope of eTranscript California and the Career Education Master Plan.

## MAP Platform 3.0 Development

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While MAP 2.0 focused on providing the colleges with tools needed to create, approve, plan, award, and track CPL, version 3.0 will leverage CPL for outreach and equitable access, empowering working adults, apprentices, and veterans to discover and understand their CPL potential and facilitate the connection to college and career pathways aligned with their goals and qualifications.

**MAP 3.0 projects for 2024-2026** focus on equitable student access and success, workforce alignment and economic development, system integration and collaboration, and continuous improvement and best practices. The following is a partial list of key new functionality:

## **CPL Impacts and Student Stories**

This module will facilitate the documentation of CPL impacts and transformative student stories. College personnel and students will complete brief survey prompts during the CPL planning process. The responses will support annual reporting on CPL impacts and opportunities.

## **Credit by Exam and Portfolio Module**

This module will support expansion and integration of credit by exam and portfolio development options for colleges and students. Integration with the widely used Canvas learning management system will simplify the assessment process and support student-level documentation of the outcome.

## **Credential Registry or Student CPL Portal**

This repository includes documented learning artifacts that have been or could be articulated with equivalent local college courses. These artifacts will include industry certifications, licenses, portfolios, training and work experience documentation, standardized exam scores, and more.

Currently, more than 77,000 credentials are listed in the [Credential Engine](#) repository. Each credential could merit CPL if it were assessed by community college faculty and articulated to a local college course.

The registry will provide a single point of entry or exploration for prospective students looking for approved CPL opportunities or looking to have their documentation evaluated for CPL at a local college.

Since MAP colleges may adopt articulations made at other colleges, the MAP Credential Registry will also facilitate the adoption process, enabling more equitable access to CPL throughout the system and supporting the ongoing effort to assess existing credentials held by working adults, apprentices, and veterans.

## **CCN and C-ID for CPL Portability**

California Education Code [§§66725-66725.5](#), which are based on Assembly Bill 1111 (Berman, 2021), require the development of a common course numbering (CCN) system across the California Community Colleges. While the development of the formal CCN catalog and the conversion of local college courses will unfold over the coming years, an immediate need exists for a common course crosswalk.

When local colleges articulate a local course with a certification, it is publicly displayed and available to other colleges to adopt. However, the adoption process is often complicated by the variation in course identifiers among the 116 California community colleges.

For example, thousands of California veterans qualify for three hours in leadership or three hours in supervision. Most of the colleges offer three-hour courses in supervision or leadership, but the titles vary widely. If a faculty-validated common course crosswalk were available—akin to an informal common course number or title—local colleges would be able to readily adopt each other’s articulations and students would enjoy more equal access to CPL throughout the state.

To fill this gap, MAP 3.0 will incorporate a MAP common course crosswalk compatible with C-ID and the template and requirements established by the [Common Course Numbering Project](#).

MAP crosswalks will be validated by discipline faculty during the MAP Exhibit creation process. The goal is to have MAP crosswalks available for all courses in the CCCC Curriculum Inventory that can be reasonably matched as equivalent.

Artificial intelligence will be used to generate a temporary catalog, and faculty discipline workgroups will have an opportunity to revise and validate crosswalk listings. MAP crosswalks will not be binding, nor will they be transcribed when CPL is awarded. The MAP crosswalks will sit alongside local courses, which will continue to be the source of credit for students.

## Integration and Interoperability

MAP 3.0 also aims to integrate CPL data with other critical student tools such as Program [Pathways Mapper](#), [California Virtual Campus](#) courses, [CaliforniaColleges.edu](#), [Assist.org](#), [Career One Stop](#), [CSU Transfer Planner](#), and the planned [CA Career Passport](#), the latter being a key outcome of the governor’s [Cradle to Career Initiative](#).

Other integrations will make CPL visible at career development services agencies, such as the [California Labor and Workforce Development Agency](#), [Employment Development Department](#), [Department of Apprenticeship Standards](#), California Health and Human Services, and [California Department of Health Care Access and Information](#).

## Competency Framework

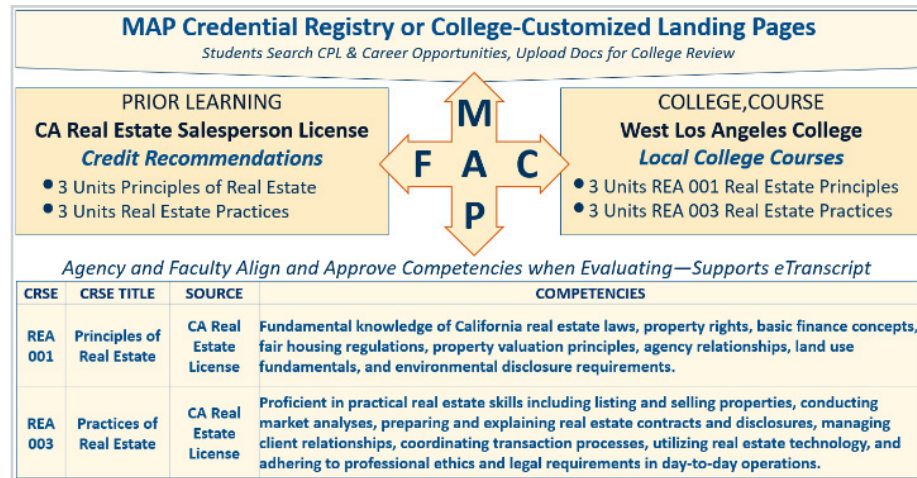
No process currently exists to align industry and academic learning through competencies. While industry certifications often define skills, knowledge, and abilities held by those who are certified, and academia defines the student learning outcomes, no system or procedure is in place to align and validate outcomes or competencies of non-academic and academic learning. The academic process used to articulate CPL can fill this need.

The development in MAP of a competency framework will leverage the local college CPL approval process to align and validate industry skills with academic learning outcomes. When articulations are created and approved by faculty, competencies will also be defined and validated. These competencies will be sourced from a taxonomy, or framework, linking codes for Standard Occupational Classifications (SOC) and Classification of Instructional Programs (CIP).

This process will support CPL transparency, integration, and interoperability with workforce services and datasets. This innovative approach will leverage the CPL process to validate competencies through the academic process and list them on [eTranscript](#), which will support skill-informed hiring practices.

**FIGURE 8**

*MAP Process Representation with Competencies*



These enhancements, coupled with improved data self-import capabilities for institutions and expanded dashboard views, will significantly boost the system’s capacity to support equitable student access, success, and career attainment through CPL.

## The CPL Process in MAP

The MAP platform facilitates a comprehensive CPL process:

- Creation, approval, and adoption of articulations by college faculty;
- Student document upload, e.g., JSTs, industry certifications, and portfolio docs;
- Automated parsing of documents to identify potential credit opportunities;
- Review and approval of credit by college personnel;
- Creation of student CPL plans aligned with program goals and transfer destinations;
- Process for students to accept, deny, or appeal CPL decisions;
- Process to initiate transcribing of approved credit;
- Process to gather student qualitative data related to CPL benefits and outcomes; and
- College-branded CPL websites generated by MAP to display approved articulations.

The platform is designed to streamline the evaluation and awarding of CPL while maintaining and ensuring academic integrity and faculty oversight.

# CPL Process Use-Case

The following is a simplified use-case that illustrates how Moreno Valley College created, approved, offered, and awarded CPL to firefighters who have completed a California Firefighter Academy.

The College offers Firefighter Academy and Fire Technology programs. They want to do outreach to regional firefighters who would like to promote to the next level but need an AS degree to do so.

MAP INITIATIVE MAPPING ARTICULATED PATHWAYS All credit for prior learning on working orders & exams		Faculty Collaborative CPL Recommendations			Date Finalized: 10/14/24		
EXHIBIT	SFT State Fire Officer Certification			ID	MAPICA-SSFO-1-001		
REVIEW DATE	6/3/2024	START DATE	1/1/2024	END DATE	6/30/2030	HRS	N/A
EVIDENCE	SFT State Fire Officer (plus evidence of 2 years of full time or 4 years of part time work experience)						
AGENCY	State Fire Training						
DESCRIPTION	<p>Company Officer 2A - This course provides information on the use of human resources to accomplish assignments, evaluating member performance, supervising personnel, and integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene.</p> <p>Company Officer 2B - This course provides information on general administrative functions and the implementation of department policies and procedures and addresses conveying the fire department's role, image, and mission to the public.</p> <p>Company Officer 2C - This course provides information on conducting inspections, identifying hazards and addressing violations, performing a fire investigation to determine preliminary cause and securing the incident scene and preserving evidence.</p> <p>Company Officer 2D - This course provides information on conducting incident size-up, developing and implementing an initial plan of action involving single and multi-unit operations for various types of emergency incidents to mitigate the situation following agency safety procedures, conducting pre-incident planning, and develop and conduct a post-incident analysis.</p> <p>Company Officer 2E - This course provides information on evaluating and reporting incident conditions, analyzing incident needs, developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire, establishing an incident command post, creating an incident action plan, and completing incident records and reports.</p>						

## STEP 1

Fire Technology faculty and administrators decide whether to create a new MAP Exhibit or adopt an existing MAP Exhibit. In this case, they participated in the MAP multi-college faculty workgroup on Fire and will use the state recommendations listed on the appropriate MAP Exhibit.

Credit Recommendations		
Credit Recommendation	C-ID	Units
Human Resource Management for Company Officers	Fire 200x	3
General Administration Functions for Company Officers	Fire 210x	3
Fire Investigation and Inspection for Company Officers	Fire 220x	3
All Risk Command Operations for Company Officers	Fire 230x	3
Wildland Incident Operations for Company Officers	Fire 240x	3
Instructional Methodology	Fire 250x	1.5
Hazardous Materials Incident Commander	Fire 232x	1
Intermediate Fire Behavior	Fire 241x	2

The screenshot shows a web interface titled "Credit for Prior Learning" with a search bar and a "Select Industry Certification" dropdown. Below the header, a message states "Courses below are approved for credit based on prior learning". A grid of course cards is displayed, each with a course ID, credit value, and options for source, possible qualifications, and suggested evidence. The courses include:

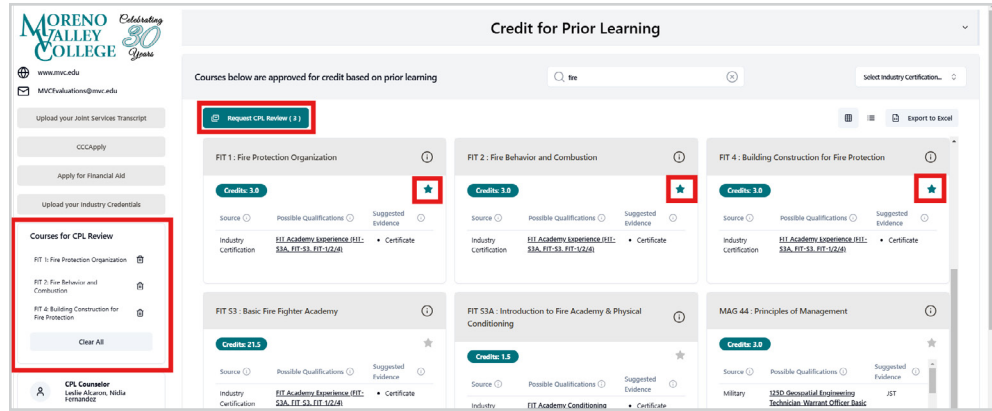
- FIT 1: Fire Protection Organization (Credits: 3.0)
- FIT 2: Fire Behavior and Combustion (Credits: 3.0)
- FIT 4: Building Construction for Fire Protection (Credits: 3.0)
- FIT S3: Basic Fire Fighter Academy (Credits: 21.4)
- FIT S3A: Introduction to Fire Academy & Physical Conditioning (Credits: 1.5)
- MAG 44: Principles of Management (Credits: 2.0)

## STEP 2

Approved CPL appears on the college-branded CPL portal and the MAP Dashboard and can be used for outreach.

### STEP 3

A firefighter discovers this CPL opportunity, completes the CCCApply process and contacts the designated Moreno Valley CPL contact to request a CPL review.



### STEP 4

The firefighter finds out he or she is eligible for 32 units and meets with the designated CPL counselor, who adjusts the MAP CPL Plan to ensure that the offered credit will apply to the student's program of study, credential goal, and transfer destination if the student is transferring. The student accepts the CPL listed on the plan.

VIEW CPL PLAN	VIEW JST	ADD/REMOVE ACE CREDIT RECOMMENDATION	ADD/REMOVE MAP EXHIBIT	CREATE NEW MAP EXHIBIT	REFRESH				
ACTION	STATUS	CREDIT RECOMMENDATIONS (Units)	COLLEGE COURSE	EXHIBIT	POTENTIAL CREDITS	CREDITS IN REVIEW	APPLIED CREDITS	TRANSCRIBED CREDITS	CPL PLA STATUS
ACTION	Implementation	3 hours in Introduction to Film Studies	FIT-1 Introduction to Film Studies(3)	MAPIC-FAE(1-001)	3.0	0.0	3.0	0.0	✓
ACTION	Implementation	3 hours in Fire Behavior and Combustion	FIT-2 Fire Behavior and Combustion(3)	MAPIC-FAE(1-001)	3.0	0.0	3.0	0.0	✓
ACTION	Implementation	19 hours in Basic Fire Fighter Academy	FIT-S3 Basic Fire Fighter Academy(21.5)	MAPIC-FAE(1-001)	19.0	0.0	21.5	0.0	✓
ACTION	Implementation	1.5 hours in Phy Cond-Basic Fire Academy Stud	FIT-S3A Phy Cond-Basic Fire Academy Stud(1.5)	MAPIC-FAE(1-001)	1.5	0.0	1.5	0.0	✓
ACTION	Implementation	3 hours in Bldg Constr for Fire Protectn	FIT-4 Bldg Constr for Fire Protectn(3)	MAPIC-FAE(1-001)	3.0	0.0	3.0	0.0	✓
					POTENTIAL CREDITS 29.5	CREDITS IN REVIEW 0.0	APPLIED CREDITS 32.0	TRANSCRIBED CREDITS 0.0	

### STEP 5

At the appropriate point in the student's time at the college, the designated CPL counselor notifies Admissions and Records to transcribe the student's credit based on the finalized CPL Plan.

Course	Course Title	Grade	Note	GPA Units Attempted	Units Completed	Grade Points	GPA
<b>Fall 2024</b>							
EMS-60	Patient Assessment & Airway Management	P	PL-I	(4.00)	4.00	0.00	
EMS-61	Intro to Medical Pathophysiology	P	PL-I	(3.00)	3.00	0.00	
EMS-62	Emergency Pharmacology	P	PL-I	(4.00)	4.00	0.00	
EMS-63	Cardiology	P	PL-I	(4.00)	4.00	0.00	
EMS-70	Trauma Management	P	PL-I	(2.50)	2.50	0.00	
EMS-71	Clinical Medical Specialty I	P	PL-I	(1.50)	1.50	0.00	
EMS-80	Medical Emergencies	P	PL-I	(4.00)	4.00	0.00	
EMS-81	Special Populations	P	PL-I	(3.00)	3.00	0.00	
EMS-82	Special Topics	P	PL-I	(2.50)	2.50	0.00	
EMS-83	Clinical Medical Specialty II	P	PL-I	(1.50)	1.50	0.00	
EMS-91	Paramedic Field Internship	P	PL-I	(8.50)	8.50	0.00	

**Note:** The process used for veterans and active-duty service members is similar to the above use-case but with some significant differences associated with the JST credit recommendations, which are made by the [American Council on Education](https://www.ace.edu/) (ACE). For training resources supporting military credit, see the following session on Military CPL: <https://www.youtube.com/watch?v=SLBDqVE-FKQ&t=11s>

For a more detailed description of how the process works, see the short video describing the [CPL Lifecycle for a student named Rochelle](https://www.youtube.com/watch?v=HtXDhJC2_QA) at [https://www.youtube.com/watch?v=HtXDhJC2\\_QA](https://www.youtube.com/watch?v=HtXDhJC2_QA).

# Implementing CPL with MAP

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Colleges may initiate CPL implementation using MAP through a structured three-step process:

## 1. Organize

- Integrate CPL updates into executive cabinet and academic senate agendas.
- Review [Chancellor Christian's Call to Action](#) on CPL.
- Engage with MAP training resources at <https://map.rccd.edu/library/>. Those interested in how credit recommendations are made should see the video on the [ACE Faculty Review process](https://www.youtube.com/watch?v=1dAuN2YUeDU) at <https://www.youtube.com/watch?v=1dAuN2YUeDU>.
- Establish a CPL strike team: MAP ambassador, [CPL faculty coordinator](#) with recommended .4 reassigned time, CPL counselor with recommended .4 assignment, school certifying official, initiator, articulation officer, and student intake aide.
- Establish a single CPL email address and personnel assigned to monitor and respond.

## 2. Collect Sample CPL

- For military: Obtain ten Joint Services Transcripts of students with CSU ed plans.
- For working adults and apprentices: Gather documentation for three students with real or potential CPL.

## 3. Practice with MAP Team

- Verify the CCCCO Curriculum Inventory System data import.
- Configure your college CPL landing page.
- Upload sample CPL documents.
- Conduct CPL processing simulations with current student data.

For more detailed implementation steps and support resources, see the MAP Implementation Steps in Addendum A.

For institutions with established CPL processes, the MAP platform offers advanced functionalities to enhance and scale existing practices. See in Addendum A for a more detailed process and additional support resources.

# CPL Communities of Practice: MAP CPL Workgroup

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A vital component of the implementation strategy is the CPL Workgroup, which convenes on a bi-weekly basis, meeting every second and fourth Thursday from 12:00 PM to 1:00 PM. This workgroup serves as a collaborative forum for addressing challenges, sharing best practices, and driving policy improvements related to CPL implementation.

In 2023, the workgroup made significant progress by finalizing recommended revisions for the CCCCO [Administrative Procedure 4235 on Credit for Prior Learning](#). These recommendations were developed with the guiding principle of including only the limitations and criteria expressly required by Title 5 regulations, thus streamlining and standardizing CPL processes across institutions.

The workgroup's ongoing efforts are instrumental in removing barriers to CPL while building shared expertise and procedures among participating colleges. This regular, dedicated collaboration ensures that the implementation of CPL remains dynamic, responsive to institutional needs, and aligned with statewide goals.

Those interested in joining the discussion can contact MAP Program Manager Calvin Klein Gloria at [calvin.gloria@rccd.edu](mailto:calvin.gloria@rccd.edu).

## Funding and Resources

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State and federal funds are in place to support MAP Initiative scaling efforts through 2026. To support the sustained expansion of CPL, the CCCCO is advocating for ongoing funding to continue to provide and enhance statewide support as well as ongoing funding to support local college implementation efforts.

Colleges are encouraged to seek temporary one-time funding needed to support the startup efforts by academic records evaluators, school certifying officials, CPL counseling, and faculty CPL reviewers. Recommended funding sources include the following:

- [IEPI Partnership Resource Team](#) grants. The \$75K mini grant requires only a [letter of intent](#) to get started. The \$200K full grant requires additional steps. Both college and district offices are eligible for PRT grants, and CPL is an eligible activity.
- Strong Workforce Funding, both local and regional. Some colleges are utilizing Strong Workforce Program funding because CPL is heavily focused on career and technical areas. Colleges may consider making a proposal to their regional Strong Workforce Consortium for a coordinated approach.
- Student Equity and Achievement funding.
- Other possibilities: [Perkins funding](#), [FIPSE Center for Excellence for Veterans Student Success](#) (CEVSS) grant, [TRIO Veterans Upward Bound](#) grant.

# California Legal and Regulatory Background

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While current laws, regulations, and local district and college policies require that incoming students be made aware of the CPL they may be eligible for based on their prior learning and certification, few if any California public institutions have the capacity, technology, and procedures in place to comply with these mandates. Vision 2030 for CPL is focused on closing the capacity gap and the resulting longstanding equity gaps in college access among working adult, apprenticeship, and veteran populations. The following is a partial list of such laws, regulations, and resolutions related to CPL:

**Legislative Requirements:** Two 2018 laws indicate the legislature’s ongoing interest in CPL. [SB 1071](#) (Roth) requires the system to implement a consistent policy to award credit for veteran and military students using their Joint Services Transcripts. [AB 1786](#) (Cervantes) requires an initiative to expand the use of course credit at the California Community Colleges for students with prior learning.

**California Education Code §66025.71** is a result of SB 1071 and requires public postsecondary educational institutions to have a policy for awarding academic credit for military training.

**Title 5 §55050** of the California Code of Regulations requires that community colleges analyze and offer appropriate CPL to all incoming students who have industry certification or military learning.

**U.S. Department of Veterans Affairs regulations (38 CFR 21.4253 and 21.4254) and the School Certifying Official (SCO) Handbook**, Prior Learning section require institutions to make every effort to collect the Joint Services Transcripts for all military students and evaluate and grant credit for previous military education and training. Annual site visits by the VA now check for documented proof of compliance. MAP is designed to support bulk upload and parsing of JSTs and facilitates the articulation approval and awarding process, all of which are compliance requirements.

## Except from the School Certifying Official Handbook: Section on Prior Credit

*“Schools no longer have to report prior credit to VA. Schools must evaluate prior credit, grant credit as appropriate, notify the student of the evaluation, and shorten the program certified accordingly. Whenever a student initially enrolls in your school or changes programs at your school a credit evaluation must be completed. VA will review credit evaluations during compliance surveys and credit evaluation records must be kept and made available to VA upon request.*

*Schools should make every effort to obtain transcripts to comply with the requirement to evaluate and grant credit where appropriate. However, if a transcript cannot be obtained, you may continue to certify enrollment as long as the student has matriculated (see definition of non-matriculated students). Reviews of prior credit policies will be conducted during compliance surveys and treated as approval issues if the school is not complying.”*

# CPL Closes Equity and Achievement Gaps

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In 2020, the Academic Senate for California Community Colleges published a Rostrum article titled “[Credit for Prior Learning as an Equity Lever](#)” (Cruz, et. al., 2020). California has 6.8 million working adults who do not have a college degree or certificate. Many have training or experience equivalent to college coursework. The potential for CPL to increase equitable access may be the system’s strongest untapped equity lever available.

According to a [CAEL, WICHE study](#) (Klein-Collins, et. al., 2020), “adult learners who receive CPL complete a program of study at almost twice the rate (49% vs 27%) of those who receive no CPL. When CPL is isolated from other factors, the increase in completion is 17%. This significant CPL boost also has a direct equity impact for students who are Hispanic (24%), Black (14%), enrolled in community college (25%), or Pell recipients (19%).”

In addition, the study notes that adult recipients of CPL enjoy decreased time to completion (9-14 months), significant savings, decreased debt accumulation, and increased success, retention, and completion rates.

## CPL and California Workforce Needs

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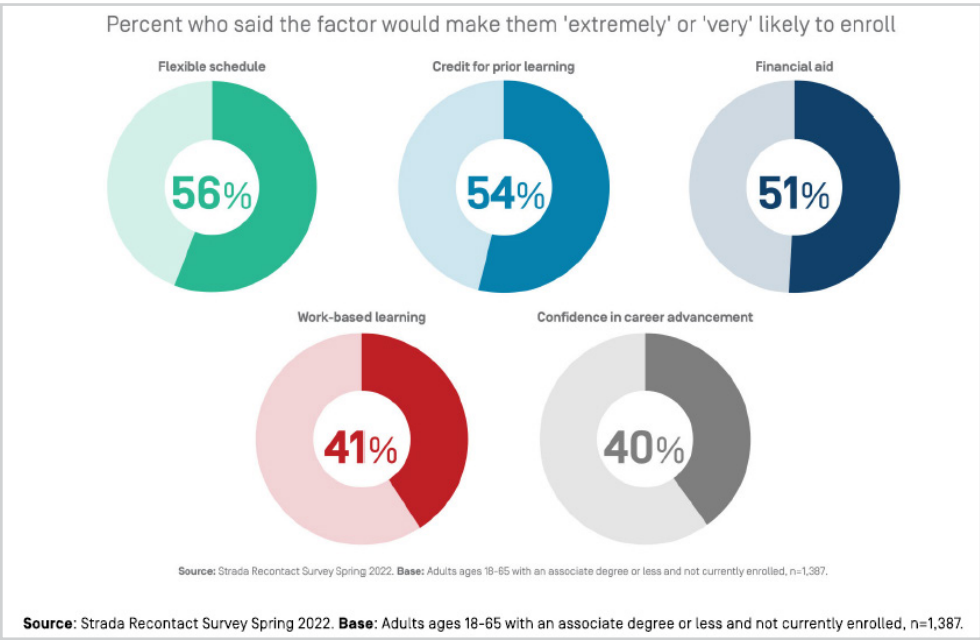
[California Competes](#) (2021) estimates California needs to add 2.4 million degrees to close current workforce gaps. Achieving this goal would require a 10% increase in degree completions every year until 2031. A [Strada Education Network study](#) (2020) indicated that 69% of the state’s working adults believe a degree or certificate would provide an advantage or a very strong career advantage.

According to a [CAEL 2022 Research Brief](#) (Klein-Collins & Framularo, 2022), 55% of respondents stated that CPL was the factor that increased their probability of postsecondary college or university enrollment, and 84% believed CPL opportunities would strongly influence their choice of college or university. Given the importance of CPL as a motivating factor, it is surprising and disappointing to note that fewer than 11% of qualified working adults actually received CPL ([Klein-Collins, et. al., 2020](#)).

# Influence of CPL on College Decisions

CPL plays a significant role in influencing working adults' decisions about higher education:

- 69% of working adults believe a degree or certificate would provide a very strong career advantage (Strada Education Network, n.d.).
- 84% of working adults state that CPL opportunities would strongly influence their choice of college or university (Klein-Collins, et. al., 2020)
- Despite this interest, fewer than 11% of qualified working adults receive CPL, indicating a significant opportunity for expansion.
- According to the Strada Recontact Survey in Spring 2022, CPL ranked a close second as the most important factor in deciding whether to enroll in college. CPL has a positive influence on all other deciding factors as well (Strada Education Network, 2020).



**FIGURE 9**  
*CPL as an Enrollment Factor*

# Military CPL

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Service members complete rigorous training and extensive coursework while serving their country. The American Council on Education (ACE) provides college credit recommendations based on discipline faculty peer reviewed analysis of such educational training.

Depending on the military occupation, length of service, and rank, total credits range from six units to over one hundred units, with many veterans qualifying in the 15-20-unit range for one service contract of four years. Nevertheless, veterans most often do not receive the credit they are due.

Except for the Air Force, which provides training through the accredited Community College of the Air Force, all service members receive a Joint Services Transcript, which provides a detailed record of their training, certifications, examinations, and courses completed while on active duty. ACE provides college credit recommendations that are listed on the JST.

When a service member enrolls at a California community college, the college must make every effort to obtain a copy of the JST, match the credit recommendations with local college courses, and offer CPL for all courses approved by local college faculty subject matter experts as equivalent to the credit recommendations.

Awarding CPL is part of a larger effort to weave together Veterans Resource Center services and supports designed to create a welcoming environment. Every year, approximately 200,000 service members transition from military to civilian life (Government Accounting Office, 2019).

Transition stress associated with this change is a significant factor that disproportionately affects younger veterans (18-34) and is particularly acute in the first transition years (Mobbs & Bonanno, 2018).

Post-9/11 veterans are more likely to say they struggled with the lack of structure in civilian life and felt disconnected from family or friends. Half of post-9/11 veterans say it was “somewhat or very difficult” for them to readjust to civilian life after military service. Some surveys indicate over 60% reporting difficulty adjusting to civilian life (Kintzle, et. al., 2016).

**Forty-five percent of surveyed veterans report feeling that civilian educators and employers often dismiss their military skills and experience (Kintzle, et. al., 2016, p. 16).**

Transitioning into higher education should be a positive step for exiting service members. The promise of higher education is reported as the number one motivation for service members joining the military (Zoli, Et. Al., 2015). While 53% overall cited education benefits as their primary motivation, the rate was 62% for African American service members (Maury, et. al., 2022), a significantly higher rate.

**More than 70% of service members state that their service promoted their interest in higher education, training, certification, or licensing programs (Zoli, et.al., 2015)**

While service members are clear in their desire and preparation for higher education, they also cite significant barriers to completing their educational goals (Maury, et. al., 2022), including the following:

- Lack of financial resources or financial burden (56%);
- Personal or family obligations (28%);
- GI Bill benefits expire before degree completion (25%);
- Issues related to wellness or disability (23%); and
- Conflict between job and school (22%).

Other barriers include significant housing distress, food insecurity, and service-related disabilities. In one study, 19% of veterans reported being homeless in the past year and 10% indicated stress due to food insecurity (Kintzle, et. al., 2016).

Among post-9/11 veterans, 44% have a service-connected disability, and 47% of those have a disability rating of 60% or higher (U.S. Bureau of Labor Statistics, 2021). Studies indicate that veterans with service-connected disabilities often suffer from psychological distress, including symptoms of depression, PTSD, and stress associated with finances (Vogt, et. al., 2020)

These and other barriers add to transition stress, negatively impacting the area of highest motivation and aspiration for most service members: higher education. Easing the transition by making specific college course credits available to service members entering higher education could play a positive role in reducing these barriers.

# CPL and Lowering Veteran Suicide Risk

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Research shows a correlation between educational attainment and reduced suicide risk among veterans. Kapur et. al. (2009) found that the suicide hazard was 2.5 times higher for veterans in their first year of separation from service. However, veterans with higher levels of education demonstrated a lower suicide hazard compared to those with less education (Pruitt, et.al., 2018).

CPL might therefore play a crucial role in mitigating this risk in the following ways:

- Facilitating a smoother transition to civilian life;
- Reducing time to degree completion;
- Preserving GI Bill benefits for higher degree completion;
- Enhancing confidence and sense of belonging in academic settings;
- Encouraging engagement with campus Veterans Resource Centers; and
- Alleviating financial and academic stress.

By offering CPL, institutions demonstrate a commitment to supporting veterans' unique needs and experiences, potentially contributing to improved mental health outcomes and reduced transition stress (Mobbs & Bonanno, 2018).

## Economic Impact of CPL

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According to a recent [Beacon Economics \(2024\) study](#), the economic implications of CPL are substantial, both for individual students and for the broader economy. A comprehensive analysis of the potential impact of CPL, based on the populations identified in Goal 1 of the California MAP Initiative, reveals significant financial benefits.

For students receiving fifteen units of CPL leading to degree attainment, the economic impact can be categorized into immediate savings and long-term economic benefits:

### **Working Adults (Target: 220,000):**

- Preservation of Funds & Savings: \$14,653 per student.
- 20-Year Economic Impact: \$115,000 per student.
- Combined Impact: \$129,653 per student.

## Veterans (Target: 30,000):

- Preservation of Funds & Savings: \$26,115 per student.
- 20-Year Economic Impact: \$135,000 per student.
- Combined Impact: \$161,115 per student.

## Combined Population (250,000):

- Total Preservation of Funds & Savings: \$3.7 billion.
- Total 20-Year Economic Impact: \$28.8 billion.
- Total Combined Impact: \$32.4 billion.

Value of 15 Units CPL leading to College Credential and Career Attainment	Working Adults & Apprentices  6,800,000		Veterans  436,000		Total
	1	Enroll w/CPL	1	Enroll w/CPL	Enroll Goal
		220,000		30,000	250,000
PF & Savings	\$14.65K	\$3.2B	\$26.12K	\$439.6M	\$3.7B
20-Year Impact	\$115.0K	\$25.3B	\$135.0K	\$3.5B	\$28.8B
<b>Combined</b>	<b>\$129.7K</b>	<b>\$28.5B</b>	<b>\$161.1K</b>	<b>\$3.9B</b>	<b>\$32.4B</b>

**FIGURE 10**

*Summary of Goal 1 Savings  
and 20-Year Impact*

Source: Beacon Economics (2024). Expected Economic Benefits of CPL in California. Website: <https://map.rccd.edu/wp-content/uploads/2024/07/Expected-Economic-Benefits-of-CPL-in-California.pdf>

These figures underscore the significant economic potential of scaling CPL across California’s higher education system. The immediate savings in tuition and fees, combined with the long-term economic benefits of accelerated degree completion and enhanced career prospects, represent a considerable return on investment for both individuals and the state.

These projections are based on conservative estimates and may understate the full economic impact of CPL. Factors such as increased tax revenue, reduced reliance on social services, and the multiplier effect of increased earning potential on local economies are not fully captured in these figures.

Furthermore, the economic benefits of CPL extend beyond mere monetary value. By facilitating faster degree completion and career advancement, CPL can contribute to increased job satisfaction, improved quality of life, and enhanced social mobility. These less tangible benefits, while difficult to quantify, are nonetheless crucial components of the overall value proposition of CPL.

As California continues to invest in and expand CPL opportunities, ongoing research and data collection will be essential to fully understand and quantify the long-term economic impacts of these initiatives. Such evidence will be crucial in informing policy decisions and justifying continued investment in CPL programs.

# Conclusion

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The efforts of the California Community Colleges Chancellor's Office, in partnership with the MAP Initiative, to scale credit for prior learning represent a transformative approach to higher education that recognizes the diverse learning experiences of students.

By implementing this comprehensive strategy, California aims to become a national leader in providing equitable pathways to college completion and career success for working adults, apprentices, and veterans.

## More Information

For more information about Vision 2030 for CPL or the MAP Initiative, please contact the following:

- MAP Program Manager Calvin Klein Gloria at [Calvin.Gloria@rccd.edu](mailto:Calvin.Gloria@rccd.edu); or
- Chancellor's Office Specialist Michael "Billy" Wagner at [MWagner@cccoco.edu](mailto:MWagner@cccoco.edu)



## About the Author

Samuel Lee, Ed.D., serves as Senior Advisor to the Chancellor for Credit for Prior Learning (CPL) and Chief Ambassador California MAP Initiative.

Lee is leading the effort to advance credit for prior learning as a key strategic focus of the Chancellor's Office Vision 2030. Formerly serving as Norco College Vice President of Academic Affairs, Lee has led the development of the MAP Initiative since its inception in 2017. With more than thirty years of higher education teaching and administrative experience, Lee has a passion for developing scalable solutions that promote equitable college access, completion, transfer, and career attainment.



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## List of Links in Order of Appearance

Projections: <https://map.rccd.edu/wp-content/uploads/2024/07/Summary-of-Expected-Economic-Benefits-of-CPL-in-California.pdf>

MAP Implementation form: <https://forms.office.com/pages/responsepage.aspx?id=F5tmSTP640qOzDzxFreQ5ZrnFMVR8W-IOIJN0kMfpRFJURFNKMUVEVFkyRkIxODZKNE5KWEgwUDZGSSQIQCN0PWcu&route=shorturl>

Title 5, Division 6, Chapter 6, Subchapter 1, Article 5 Alternative Methods for Awarding Credit: [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I628EDE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I628EDE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

Title 5 Section §53206: [https://govt.westlaw.com/calregs/Document/I605C95034C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhpc=1](https://govt.westlaw.com/calregs/Document/I605C95034C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhpc=1)

CPL Dashboard: <https://cpl-landing-pages-eight.vercel.app/chancellor>

MAP Approved CPL Opportunities: <https://mapcplarticulations.azurewebsites.net/>

Program Pathways Mapper: <https://programmapper.org/>

California Virtual College: <https://cvc.edu/>

Resolution 18.04: <https://www.asccc.org/resolutions/academic-credit-veterans-and-military-service-members>

Advocating for Student Access and Success: Credit for Prior Learning through the California MAP Initiative: <https://www.asccc.org/content/advocating-student-access-and-success-credit-prior-learning-through-california-map>

Resolution 105.03: <https://www.asccc.org/resolutions/supporting-credit-prior-learning-cpl-through-california-mapping-articulated-pathways>

California Education Code 66025.71: <https://codes.findlaw.com/ca/education-code/edc-sect-66025-71.html>

Statewide Faculty Credit Recommendations: <https://map.rccd.edu/statewideCPL/>

Title 5 55050 Credit for Prior Learning for the regulations: [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I628EDE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I628EDE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

Credit for Prior Learning – Updated Guidelines and Reporting Requirements: <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-24-12-Credit-for-Prior-Learning--Updated-Guidelines-and-Reporting-Requirements.pdf?la=en&hash=2F5EDC230E4005A7A8FCEC9F1E652E3CE59656DA>

Title 5 § 55050. Credit for Prior Learning: [https://govt.westlaw.com/calregs/Document/I629435824C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhpc=1](https://govt.westlaw.com/calregs/Document/I629435824C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhpc=1)

CSU Credit for Prior Learning Policy Article 3: <https://calstate.policystat.com/policy/13630631/latest/#autoid-ebbea>

UC Transfer Credit Practices Credit for Prior Learning section: <https://admission.universityofcalifornia.edu/counselors/preparing-transfer-students/transfer-credit-practice.html>

(ICAS) Cal-GETC Standards Version 1.2: [https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC\\_Standards\\_1v2\\_2024.pdf](https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC_Standards_1v2_2024.pdf)

ASCCC Resolution Number 15.04: <https://www.asccc.org/resolutions/allowing-use-credit-prior-learning-cal-getc>

Vision 2030 demonstration projects: <https://www.cccco.edu/About-Us/Vision-2030/vision-2030-demonstration-projects/common-cloud-data-platform>

Portfolio development courses: <https://www.purdueglobal.edu/transfer-students/work-life-experience/>

1 million units: <https://www.purdueglobal.edu/about/fast-facts/>

The California Department of Corrections and Rehabilitation: <https://www.cdcr.ca.gov/>

My Experience Counts program: <https://myexperiencecounts.mass.edu/home>

MAP Dashboard: <https://mapcplarticulations.azurewebsites.net/>

MAP Search and JST upload at: <https://veteransmapsearch.azurewebsites.net/default.aspx>

Beacon economic impact study: <https://map.rccd.edu/wp-content/uploads/2024/07/Expected-Economic-Benefits-of-CPL-in-California.pdf>

California Labor and Workforce Development Agency: <https://www.labor.ca.gov/>

Chancellor's Office Demonstration projects: <https://www.cccco.edu/About-Us/Vision-2030/vision-2030-demonstration-projects>

Credential Engine: <https://credentialfinder.org/>

Paramedic and other Sample CPL Flyers: <https://map.rccd.edu/wp-content/uploads/2024/10/CPL-Outreach-Flyers.pdf>

Common Course Numbering CA Education Code: <https://codes.findlaw.com/ca/education-code/edc-sect-66725-5/>

Common Course Numbering Project: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project>

American Council on Education (ACE): <https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Guide-Online.aspx>

Program Pathways Mapper: <https://foundationccc.org/our-work/student-success/strengthening-pathways-to-student-success/program-pathways-mapper/>

California Virtual Campus: <https://cvc.edu/>

CaliforniaColleges.edu: <https://www.californiacolleges.edu/#/>

Assist.org: <https://assist.org/>

Career One Stop: <https://www.careeronestop.org/>

CSU Transfer Planner: <https://www.calstate.edu/apply/transfer>

CA Career Passport: <https://c2c.ca.gov/wp-content/uploads/2024/05/Californias-Career-Passport.pdf>

Cradle to Career Initiative: <https://c2c.ca.gov/wp-content/uploads/2024/05/Californias-Career-Passport.pdf>

California Labor and Workforce Development Agency: <https://www.labor.ca.gov/>

Employment Development Department: <https://edd.ca.gov/en/jobs>

Department of Apprenticeship Standards: <https://www.dir.ca.gov/das/>

## Table of Abbreviations

A&R	Admissions and Records
ACE	American Council on Education
AI	Artificial Intelligence
AP	Advanced Placement
ASCCC	Academic Senate for California Community Colleges
CA	California
Cal-GETC	California Intersegmental General Education Transfer Curriculum
CbE	Credit by Exam (not to be confused with CBE)
CBE	Competency Based Education
CCC	California Community Colleges
CCCCO	California Community College Chancellor's Office
CEVSS	Center for Excellence for Veterans Student Success
CHHS	California Health and Human Services
CLEP	College Level Examination Program
CO	Chancellor's Office
COCI	Chancellor's Office Curriculum Inventory
CompTIA	Computing Technology Industry Association
CPL	Credit for Prior Learning
CSU	California State University
CTE	Career Technical Education
DAS	Department of Apprenticeship Standards
DLPT	Defense Language Proficiency Test
ESLEI	Equitable Student Learning, Experience, and Impact
GE	General education
GI	Galvanized Iron or Government Issue or General Issue or Ground Infantry
HCAI	Health Care Access and Information
IB	International Baccalaureate
ICAS	Intersegmental Committee of the Academic Senate
IGETC	Intersegmental General Education Curriculum
IT	Information Technology
ITPI	Information Technology Partners International
JST	Joint Services Transcript
LWDA	Labor and Workforce Development Agency
MAP	Mapping Articulated Pathways
NIST	National Institute of Standards and Technology
PII	Personal identifying information
PLA	Prior Learning Assessment
POST	Peace Officer Standards and Training
PRT	Partnership Resource Team
ROP	Regional occupational programs
SCO	School Certifying Official
SIS	Student Information System
SM	Service members
SME	Subject matter experts
SWP	Strong Workforce Project
UC	University of California
VRC	Veterans Resource Center

# Addendum A: MAP Implementation Steps

To prepare for MAP implementation, we recommend a 3-Step Process. For colleges that can devote more time and resources to moving forward more quickly, please consider our Extended Preparation.

## Three-Step Implementation Process

### 1. Organize

- Add CPL Update on Executive Cabinet Agenda
- Discuss and Gauge Support for CPL with Academic Senate President, VPAA, A&R, Counseling
- Review existing college CPL policies and procedures, including the [Recommended AP 4235 CPL](#)
- Watch [MAP Training Videos](#)
- Establish CPL Strike Team w/CPL College Contact (see [MAP role descriptions](#))
- MAP Ambassador
- CPL Faculty Coordinator (Chris March)
- CPL Counselor (if you have one)
- School Certifying Official (Jessica Vile)
- Initiator (the person who will create the articulation requests in MAP)
- Student Intake Aide (if you have veteran work study students for this)

### 2. Collect Sample CPL

- Military: Collect 10 JSTs of Students with CSU Ed Plans
- Working Adults and Apprentices: 3 Students with Real or Potential CPL (Real Estate Salesperson, CompTIA, EMT/EMS, Auto/ASE, POST, FIRE)

### 3. Practice with MAP Team (Contact [Calvin.Gloria@rccd.edu](mailto:Calvin.Gloria@rccd.edu) to schedule meeting)

- Upload Sample CPL Documents
- Practice CPL Processing with Current Students

## Extended Implementation Preparation

- Discuss CPL with your executive team, including the President, Vice Presidents, and President of Academic Senate.
  - Review [Chancellor Christian's Call to Action](#) on CPL.
  - Meet with the Academic Senate President to discuss CPL and gauge support.
  - Identify MAP Ambassador(s) who will be the primary support for expanding CPL. ([See Role Descriptions](#)).
  - Review training videos at [Library - MAP \(rccd.edu\)](#).
  - Discuss with your faculty and staff the obligations (T5 55050) and benefits of CPL, such as increased enrollment, retention, completion, transfer.
  - For faculty wanting to understand the ACE process for making credit recommendations, please review the [ACE Training Video](#). (Military).
  - Review existing college CPL policies and procedures, including the [Recommended AP 4235 CPL](#).
- Review the college process for working with students to plan, award, and transcribe CPL (e.g., credit by exam, military, standardized exams, industry certifications, portfolio).
  - Gather examples of transcribed CPL to ensure that A&R and Academic Affairs are on the same page on the process of transcribing CPL.
- Make a list of CPL opportunities currently available. These will be shared with the MAP team later to be added to the platform.

- Become familiar with your local transfer institutions' policies on CPL including your feeder CSU campus.
- Clarify your California State University General Education Area E Credit. (Military).
- Find funding sources to support any overtime, special projects, or stipends needed to kickstart your CPL activities.
  - Consider a [mini or full IEPI PRT grant](#); and
  - Consider Regional Strong Workforce funding to support a CPL Counselor and CPL Coordinator.
- Identify your Credit for Prior Learning (CPL) strike team and schedule regular weekly meetings wo work through CPL inquiries, petitions, opportunities.
  - Identify Initiator(s): Primary person(s) (e.g., evaluator, counselor, ed. Advisor) to analyze CPL documents including Joint Services Transcripts (JST), industry credentials, etc. Note: There may be different initiators for working adults and veterans.
  - Identify CPL Coordinator ([sample job description](#)).
  - Identify Articulation Officer.
  - Identify Counselor: Primary counselor(s) to work with students on CPL.
- Understanding CPL Documents.
  - Example Industry Certification Exhibit: [Peace Officer Standards and Training \(POST\) Basic Academy Certificate Exhibit](#).
  - For JSTs, review: [What is a JST PDF](#).
- Add CPL prompt to outreach, onboarding, counseling, and educational planning materials.
  - Sample [CPL Survey Questions](#).
  - Sample [Student Educational Plan](#).
  - Sample [Veteran Intake Onboarding Process](#).
  - Add a CPL prompt to orientation process.
  - Designate a single email address assigned to a single point of contact for all CPL inquiries.
- Explore existing articulations and industry CPL exhibits on our [Approved List of Articulations](#).
  - Consider adopting approved articulations from other colleges.
- Identify all service members (SMs) (veterans, active duty, reservists) at your college. (Military)
  - Include those who identify as a veteran on CCCApply; educational benefits users; non-educational benefit users; and those who provide active-duty military ID for priority registration. This will be used to ensure that all service members start the CPL process and receive any minimum GE area credit for basic training.
- Start a shared list of all non-military CPL students (potential or awarded). This can be batch uploaded to MAP during the implementation process (later).
  - List should include last name, first name, student ID, semester, year, CPL Identifier (a way to note the industry certification (or other) used to grant the CPL), all courses offered/awarded.
- Gather JSTs from all SMs at your institution. (Military)
  - Sample [JST Authorization Recommendation](#).
  - [Bulk Ordering PDF](#). [Request Bulk Order Credentials Form](#) and submit it to [Jst@doded.mil](mailto:Jst@doded.mil). (Military)
- Schedule a meeting with the MAP Team by contacting [Calvin.Gloria@rccd.edu](mailto:Calvin.Gloria@rccd.edu). You are ready to implement MAP and begin offering and awarding CPL to your students.

# Addendum B: Paramedic CPL Outreach Flyer



2023-2024

## Are you currently a **PARAMEDIC?**

Your career serving the public requires dedication to intense academy preparation and on-the-job training. You may be eligible to earn up to 38.5 units **toward** your associate degree in Paramedic (MAS585) **with completion of General Education courses**. RCCD residency must be met.

### Possible Units Earned

Credit Recommendation	MVC Course	CSU Transferrable	Units
Patient Assessment and Airway Management	EMS-60	Yes	4
Introduction to Medical Pathophysiology	EMS-61	Yes	3
Emergency Pharmacology	EMS-62	Yes	4
Cardiology	EMS-63	Yes	4
Trauma Management	EMS-70	Yes	2.5
Clinical Medical Specialty I	EMS-71	Yes	1.5
Medical Emergencies	EMS-80	Yes	4
Special Populations	EMS-81	Yes	3
Special Topics	EMS-82	Yes	2.5
Clinical Medical Specialty II	EMS-83	Yes	1.5
Paramedic Field Internship	EMS-91	Yes	8.5

### RCCD General Education (GE)

Needed for Associate Degree

- **Area 1:** English Composition, Oral Communication and Critical Thinking | 7-8 units
- **Area 2:** Mathematical Concepts and Quantitative Reasoning | 3-4 units
- **Area 3:** Arts and Humanities | 3-5 units
- **Area 4:** Social and Behavioral Sciences | 3 units
- **Area 5:** Natural Sciences | 3-5 units
- **Area 6:** Ethnic Studies | 3 units
- **Area 7:** Lifelong Learning and Self Development | MET

GE APPROVED COURSES



### For More Information

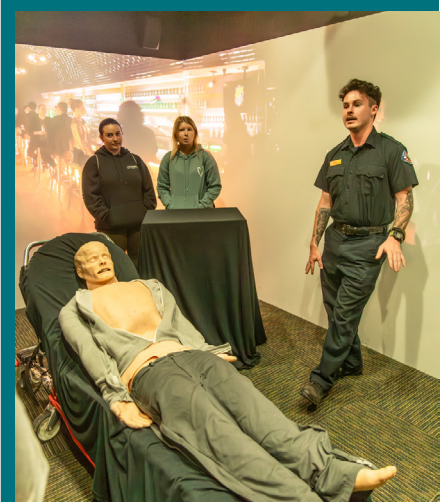
[bit.ly/mvc-credit-prior](https://bit.ly/mvc-credit-prior)

[MVCEvaluations@mvc.edu](mailto:MVCEvaluations@mvc.edu)

SUBMIT DOCUMENTATION



The Riverside Community College District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies or practices: District Compliance Officer, 3801 Market Street, Riverside, CA 92501, or (951) 222-8039.



# Addendum C: Recommended MAP CPL Military Processes

Aligned with Recommended Administrative Procedure (AP) 4235

## Credit for Military Service/Training

Students eligible for CPL based on military service/training shall receive credit under the following circumstances:

- Official JST (or other official documentation) is on file in the Records Office; and
- Academic credit for military service and military schools is granted based on the analysis of the JST or other official documented evidence of military experience(s). Credit recommendations from the American Council on Education (ACE) Military Guide or the MAP platform may be utilized.

## Procedures for Credit for Military Service/Training

1. College Veterans Resource Center (VRC) obtains a list each term of all service members enrolled at the college, whether or not certified to use G.I. Bill benefits.
2. The college notifies all incoming service members that a copy of their JST will be obtained on their behalf for potential CPL. Those who wish to opt out of this free service are given a process for doing so. For all others, the VRC uses the [JST@doded.mil](mailto:JST@doded.mil) website to request batch upload of all JSTs. Note: VRC must first request [Bulk Upload authorization](#) from [JST@dod.mil](mailto:JST@dod.mil).
3. JST batch files are uploaded into MAP, which automatically separates the batch into individual JST files, creates a MAP student record for each, parses the credit recommendations, which are added to the student's MAP CPL Plan.
  - A. Note: Personal identifying information (PII) such as date of birth and social security number are redacted from the uploaded JSTs, which are encrypted for added security. A separate JST file is available to be stored on the college imaging system if needed.
  - B. For SMs that do NOT grant authorization for the college to order their JST (opt out), the SM may order his/her JST at [JST.doded.mil](mailto:JST.doded.mil). The SCO may download the JST within 1-2 days of the request

OR

  - C. Student submits an official copy of the Joint Services Transcript (JST) the college School Certifying Official (SCO) by designating the college as a recipient on <https://jst.doded.mil>
    - I. Student may also upload an original pdf copy of the JST directly to MAP Search at: <https://veteransmapsearch.azurewebsites.net/default.aspx>. This will create a student MAP CPL Plan record at the college.
      - a. Admitted or registered students at the college will be contacted by email by college CPL personnel, who will advise on next steps in the process.
      - b. Prospective students who submit their JST via MAP Search should contact the college CPL personnel at [\_\_\_\_\_]@college.edu
    - II. Student should meet with a counselor to complete a preliminary (or comprehensive) education plan. The counselor and student will discuss CPL and note on the education plan the type(s) of potential CPL for which the student may qualify.
  - D. College CPL personnel complete the preliminary MAP CPL Plan by noting in MAP the student's Program of Study, Program Goal (Local AA/AS, ADT, Certificate), and Transfer Destination.
  - E. Based on the Transfer Destination and Program of Study, college CPL personnel adjust the default military credit awarded for JST submission. [Note: college to add the catalog text that defines the military credit students are automatically eligible for upon submission of the JST.]
    - I. Note: For students with a UC transfer destination, this credit may not be useful or beneficial and may be removed from the CPL Plan.
  - F. Articulation Requests and approvals are processed by VRC personnel (or designated personnel).
  - G. Student meets with a Counselor (or designated personnel) and accepts, denies, or appeals the CPL decisions reflected on the CPL Plan.
    - I. Students may appeal a denied request by submitting a CPL Appeal Form to Admissions and Records.

H. The final CPL Plan is forwarded by the Counselor (or designated personnel) to the college Academic Records Evaluator (or designated personnel) to be transcribed.

I. Note: Transcribing of CPL may be completed at any time; however, it often occurs when the student applies for graduation. At this stage, the program of study is final, and the transfer destination is finalized by the student.

II. Admissions and Records notifies the student when CPL is transcribed.

## JST Authorization Recommendations

To comply with the requirements of [Title 5 55050 \(item j\)](#) and the Veterans Affairs [School Certifying Official \(SCO\) Handbook](#) (see Prior Credit section), colleges must evaluate the Joint Services Transcripts (JSTs) of all admitted current and former service members (SMs) to offer all appropriate college credit for military training. To comply, colleges must obtain an official original version of the JST for certified SMs (those using military benefits) and those who indicate Military on CCCApply.

SMs may request that a copy of their JST be submitted to the college, or the college may obtain a copy by using the bulk request feature at [jst.doded.mil](http://jst.doded.mil). Colleges must obtain student authorization to request JSTs using the bulk request feature. To ensure that all SMs have sufficient opportunity to provide authorization, MAP Cohort colleges are advised to incorporate the following statements in their onboarding process.

1. Add a version of the following CCCApply supplemental question:

For Military Personnel: [College] maximizes college credit for military training by analyzing your Joint Services Transcript (JST). This can save up to a year of repeat study. Please confirm below to allow the college to request a copy of your JST on your behalf:

YES, please request a copy of my JST on my behalf and let me know what credit I qualify for.

NO, do not request a copy of my JST. I will obtain and submit a copy on my own.

Note: There is no obligation nor fee associated with this process. Offers of college credit are not official until confirmed in consultation with an academic counselor and/or a school certifying official at the college.

2. Upon admission, add the below opt out authorization note to all SM admission letters AND email a copy from the VRC:

Our records show you are a former or current military service member. You are eligible for a minimum of [X units] of college credit based on your military training. To receive maximum Credit for Prior Learning (COLLEGE CPL INFO LINK), the college will request a copy of your Joint Services Transcript (JST) from [jst.doded.mil](http://jst.doded.mil). There is no cost or obligation for this service. Once the evaluation is complete, you should meet with an academic counselor in the [Veterans Resource Center (VRC)] to complete an education plan that will include CPL.

--If you authorize the college to request a copy of your JST, you do NOT need to respond; we will assume that you authorize the college to obtain a copy.

--If you wish to opt out of CPL consideration, please respond by [Date and Time] to [\[Veterans.Services@\[COLLEGE\].edu\]](mailto:Veterans.Services@[COLLEGE].edu).

3. Add an authorization item to the college Veterans Resource Center SM check in process:

If not already on file, submit your Joint Services Transcript (JST), and other transcripts from institutions attended. Your transcripts allow your academic counselor to provide you with an accurate education plan, including college credit for your military training.

NOTE: When you applied for admission, if you did not opt out of CPL consideration, you authorized the college to obtain and analyze a copy of your JST. If so, your JST was requested on your behalf by the college.

--If you opted out, please submit an official copy of your JST to the college at <http://www.jst.doded.mil> (Army, Navy, Marines, Coast Guard: Active duty, Reserve and Veterans). For the Community College of the Air Force, go to: <http://www.au.af.mil>.





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