



Academic Policies & Procedures

AP&P Agenda		Thursday, April 8, 2021 3:00 pm – 5:30 pm via Zoom
Type of Meeting: <i>Regular</i> Note Taker: <i>Sam Darby</i> Please Review/Bring: The past minutes for accuracy.		
<i>Committee Members:</i>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>Kathryn Mitchell, Co-chair</i></p> <p><i>Isabelle Saber, Co-chair</i></p> <p><i>Dr. Jessica Eaton, Articulation Officer</i></p> <p><i>Timothy Sturm, CTE Representative</i></p> <p><i>Kent Moser, CTE Representative</i></p> <p><i>Vacant, HSS Representative</i></p> <p><i>Maria Kilayko, HSS Representative</i></p> <p><i>James Dorn, MSE Representative</i></p> <p><i>Richard Biritwum, MSE Representative</i></p> <p><i>Jeffrie Ahmad, R&L Representative</i></p> <p><i>Dr. Richie Hao, R&L Representative</i></p> <p><i>Dr. Ronald Chapman, SBS Representative</i></p> </div> <div style="width: 45%;"> <p><i>Dr. Ibrahim Ganley, SBS Representative</i></p> <p><i>Cynthia Littlefield, A&H Representative</i></p> <p><i>Dr. Ariel Tumbaga, A&H Representative</i></p> <p><i>Dr. Scott Lee, Library Rep, Librarian, DE Liaison</i></p> <p><i>Luis Echeverria, Student Services, Counseling</i></p> <p><i>Gabrielle Poorman, Adjunct Representative</i></p> <p><i>Greg Borman, Administrative Position</i></p> <p><i>Riley Dwyer, Administrative Position</i></p> <p><i>LaDonna Trimble, Administrative Position</i></p> <p><i>Cindy Hendrix, Outcomes Representative</i></p> <p><i>Ronda Nogales, Outcomes Representative</i></p> <p><i>Mariano Eguizaba, Student Representative</i></p> </div> </div>		
Items	Person	Action
I. Opening comments from the Co-chair	<i>Kathryn Mitchell</i>	
II. Minutes 3/25/21	<i>All</i>	
III. Informational Item <ul style="list-style-type: none"> - Spring '21 Meeting Schedule: 4/22 - AP&P Training dates - New AP&P Representatives - AP&P Handbook Draft 	<i>Kathryn Mitchell</i>	
IV. Discussion <ul style="list-style-type: none"> - Credit for Prior Learning Transcript Record - HyFlex Model 	<i>Kathryn Mitchell</i>	
V. Reports <ul style="list-style-type: none"> - Correspondence Ed 	<i>Scott Lee</i>	
VI. Action <ul style="list-style-type: none"> - Credit for Prior Learning <p><i>New Course Developments</i></p> <p>NS 100 Preparing for Success in Nursing</p> <p>NS 103L Skill Lab 103</p> <p>NS 203L Skills Lab 203</p> <p>NS 204L Skills Lab 204</p>	<i>Kathryn Mitchell</i>	



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<p><i>Course Deactivations</i></p> <p>MATH065C Basic Math Unit 1 MATH065D Basic Math Unit 2 MATH065E Basic Math Unit 3 MATH065F Basic Math Unit 4 MATH070C Ele Algebra Unit 1 MATH070D Ele Algebra Unit 2 MATH070E Ele Algebra Unit 3 MATH070F Ele Algebra Unit 4 MATH105 Geometry and Methods of Proof MATH65 Basic Math MATH70 Elementary Algebra Math 090 Intermediate Algebra Math 090A Intermediate Algebra Unit 1 Math 090B Intermediate Algebra Unit 2 Math 090C Intermediate Algebra Unit 3 Math 090D Intermediate Algebra Unit 4</p> <p><i>Emergency Distance Education</i></p> <p>PHTC 101 Beg Black and White Photo</p> <p><i>Substantial course revisions</i></p> <p>ELTE 145 Accept of Electronic Assemble PSY 236 Developmental Psychology PSY 101 General Psychology</p> <p><i>Substantial Program revisions</i></p> <p>All Automotive Systems A.S. Business Administration A.S.-T. Computer Applications A.S. Computer Applications Cert. Computer Networking Multi Cert. Computer Networking Core Cert. Computer Networking Multi-Plat A.S. Medical Assistant A.S. Medical Assistant Cert.</p> <p><i>Non-substantial Program revisions</i></p> <p>None</p> <p><i>New Program Development</i></p> <p>None</p>		
<p>VII. Closing Comments</p>	<p><i>Kathryn Mitchell</i></p>	
<p>NEXT MEETING DATE: 04/22/21</p>		



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AP&P Minutes		Thursday, March 25, 2021 3:00 pm – 5:30 pm via Zoom		
Type of Meeting: <i>Regular</i> Note Taker: <i>Sam Darby</i> Please Review/Bring: The past minutes for accuracy.				
<i>Committee Members:</i>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <i>Kathryn Mitchell, Co-chair</i> <i>Isabelle Saber, Co-chair</i> <i>Dr. Jessica Eaton, Articulation Officer</i> <i>Timothy Sturm, CTE Representative*</i> <i>Kent Moser, CTE Representative</i> <i>Vacant, HSS Representative*</i> <i>Maria Kilayko, HSS Representative*</i> <i>James Dorn, MSE Representative</i> <i>Richard Biritwum, MSE Representative</i> <i>Jeffrie Ahmad, R&L Representative</i> <i>Dr. Richie Hao R&L Representative</i> <i>Dr. Ronald Chapman, SBS Representative</i> </td> <td style="width: 50%; border: none; vertical-align: top;"> <i>Dr. Ibrahim Ganley, SBS Representative</i> <i>Cynthia Littlefield, A&H Representative</i> <i>Dr. Ariel Tumbaga, A&H Representative*</i> <i>Dr. Scott Lee, Library Rep, Librarian, DE Liaison</i> <i>Luis Echeverria, Student Services, Counseling</i> <i>Gabrielle Poorman, Adjunct Representative</i> <i>Greg Borman, Administrative Position</i> <i>Riley Dwyer, Administrative Position</i> <i>LaDonna Trimble, Administrative Position</i> <i>Cindy Hendrix, Outcomes Representative</i> <i>Ronda Nogales, Outcomes Representative</i> <i>Mariano Eguizaba, Student Representative*</i> <i>Jonet Leighton, proxy for Dr. Ariel Tumbaga</i> </td> </tr> </table>			<i>Kathryn Mitchell, Co-chair</i> <i>Isabelle Saber, Co-chair</i> <i>Dr. Jessica Eaton, Articulation Officer</i> <i>Timothy Sturm, CTE Representative*</i> <i>Kent Moser, CTE Representative</i> <i>Vacant, HSS Representative*</i> <i>Maria Kilayko, HSS Representative*</i> <i>James Dorn, MSE Representative</i> <i>Richard Biritwum, MSE Representative</i> <i>Jeffrie Ahmad, R&L Representative</i> <i>Dr. Richie Hao R&L Representative</i> <i>Dr. Ronald Chapman, SBS Representative</i>	<i>Dr. Ibrahim Ganley, SBS Representative</i> <i>Cynthia Littlefield, A&H Representative</i> <i>Dr. Ariel Tumbaga, A&H Representative*</i> <i>Dr. Scott Lee, Library Rep, Librarian, DE Liaison</i> <i>Luis Echeverria, Student Services, Counseling</i> <i>Gabrielle Poorman, Adjunct Representative</i> <i>Greg Borman, Administrative Position</i> <i>Riley Dwyer, Administrative Position</i> <i>LaDonna Trimble, Administrative Position</i> <i>Cindy Hendrix, Outcomes Representative</i> <i>Ronda Nogales, Outcomes Representative</i> <i>Mariano Eguizaba, Student Representative*</i> <i>Jonet Leighton, proxy for Dr. Ariel Tumbaga</i>
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<i>*=Absent</i>				
Items	Person	Action		
I. Opening comments from the Co-chair	<i>Kathryn Mitchell</i>	Meeting called to order at 3:05 p.m.		
II. Minutes 2/25/21	<i>All</i>	<u>Issues Discussed:</u> Motion to approve minutes from 2/25/21 meeting. Motion seconded. Motion approved. Jonet Leighton abstained.		
III. Informational Item - Spring '21 Meeting Schedule: 4/8, 4/22 - Units & Hours Calculator - Catalog Update	<i>Kathryn Mitchell</i>	<u>Issues Discussed:</u> Kyle demonstrated the Unit & Hours Calculator. Discussed the Carnegie rule, the flaws of eLumen, and how this calculator should assist. <u>Action taken:</u> Published on the AP&P website as a Google Sheet. <u>Follow up:</u> Request ITS to create a website calculator. <u>Issues Discussed:</u> Catalog currently being updated.		



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<p>IV. Discussion</p> <ul style="list-style-type: none"> - AP&P Training 	<p><i>Kathryn Mitchell</i></p>	<p>Issues Discussed: Training for faculty to import information for courses and programs missing from Curricunet.</p> <p>Action taken: Request 2 volunteers from CTE & Academics to provide recreating missing programs and courses.</p> <p><i>Courses:</i> Cindy Littlefield - Academics Gabrielle Poorman- CTE</p> <p><i>Programs:</i> Scott Lee - Academics Maria Clinton- CTE</p> <p>Follow up: Will request availability to set up training dates.</p>
<p>V. Reports</p>		
<p>VI. Action</p> <ul style="list-style-type: none"> - Credit for Prior Learning 	<p><i>VP Saber</i></p>	<p>Issues Discussed: Motion to approve Credit for Prior Learning . Motion seconded. Motion unanimously approved.</p> <p>AP4235- Discussion of timeline, Dean Dwyer suggested week 12 to be considered. Dean Clinton agreed that the Incomplete Contract deadline is also in week 12. Approved with the recommendation to week 12 for senate approval.</p> <p>Robust discussion of who should “approve” the student to take the course.</p> <p>VP Saber suggests the dean to be sent the form and find a qualified faculty member.</p> <p>Remove: “The department chair or faculty designee shall determine whether or not a student requesting Credit by Examination is sufficiently well prepared to warrant being given this opportunity. This determination is based upon a review of previous course work and/or experience.”</p>



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		<p>Edit: “The Petition for Credit by Examination must be completed prior to week twelve.”</p> <p>“The district will award college course credit for completion of a district examination administered by the appropriate departmental faculty under the following circumstances.”</p> <p>VP Saber requested to find out if the transcript record is an issue. Dean Trimble will review history and will provide information at the next meeting.</p> <p>Motion to table Credit for Prior Learning Motion seconded. Motion approved. Two opposed Jonet Leighton abstained.</p>
<p><i>New Course Developments</i></p> <p>AFAB 150 Surface Preparation and Material Applications</p> <p>AFAB 215 Advanced Aircraft Sheetmetal & Composite Structures</p> <p>AFAB 220 Advanced Composite Fabrication, Assembly, and Repair</p> <p>KINT 112 Officiating - Football</p> <p>NS 100 Preparing for Success in Nursing</p> <p>NS 103L Skill Lab 103</p> <p>NS 203L Skills Lab 203</p> <p>NS 204L Skills Lab 204</p> <p>THA 113 Theatre History I</p> <p>THA 119A Rehearsal and Performance: New Works and One Acts</p> <p>THA 119B Rehearsal and Performance: New Works and One Acts</p> <p><i>Deactivations</i></p>		<p>Action Taken: Motion to approve AFAB 150 Motion seconded Motion approved</p> <p>Action Taken: Motion to approve AFAB 215 Motion seconded Motion approved</p> <p>Action Taken: Motion to approve AFAB 220 Motion seconded Motion approved</p> <p>Action Taken: Motion to approve KINT 112 Motion seconded Motion approved</p> <p>Action Taken: Motion to table Nursing Skills courses: NS 100 Preparing for Success in Nursing NS 103L Skill Lab 103 NS 203L Skills Lab 203 NS 204L Skills Lab 204</p>



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Chem 205 Quantitative Analysis (deleted 2020)		<p><u>Action Taken:</u> Motion to approve THA119A Motion seconded Motion approved</p> <p><u>Action Taken:</u> Motion to approve THA113 Motion seconded Motion approved 1 abstention</p> <p><u>Action Taken:</u> Motion to approve THA119B Motion seconded Motion approved 1 abstention</p> <p><u>Action Taken:</u> Motion to deactivate Chem 205 Motion seconded Motion approved 1 abstention</p>
VII. Closing Comments	<i>Kathryn Mitchell</i>	Motion to adjourn 4:44 pm Motion seconded Motion approved
NEXT MEETING DATE: 04/08/21		

AP&P: Discussion Notes

From Van Rider, Senate President:

My observations is that the HyFlex model is a loose interpretation of the agreed upon definitions listed below. The interpretation and application of these definitions by the administration is what is being considered in this context.

The DETC Handbook states:

AVC Definitions

Currently there are four categories of DE courses for AVC used by the Academic Policies & Procedures committee of the Academic Senate. These are the categories and their definitions (AP&P Standards & Practices Handbook):

Online: a course designed for all instruction to take place online with no requirement for students to meet on campus at any time during the term.

Hybrid: a course designed for all instruction to take place online. Students will be required to meet on campus at least once for one of the following non-instructional purposes: orientation, exam, quiz, or other non-instructional activity.

Blended: a course designed for instruction to take place both in the classroom and online, where no less than 51% of instruction occurs online. Students will be required to meet on campus and online during the term.

Remote Classroom Course: a course designed for instruction to take place in the classroom allowing students to remotely attend the course. Students will be required to meet at designated sites.

These recommendations and definitions were approved by DETC on September 13, 2016 and later at AP&P on April 28, 2016. These definitions were then revised and approved at DETC on May 28, 2019.

Blended suggests that one student is both online and in person at one point, 50% face to face/50% online, not that the class is divided in modality. HyFlex offers two options at the same time but for different students in the same class. The question is does the HyFlex meet the definition of any of these categories or is it a combination of the different approved modalities. HyFlex may fit the Remote Classroom Course definition, as each course has two different CRNs. In many ways HyFlex is an extension of the Hybrid model with some differences.

The HyFlex Course Model

Scenario

As a person who has had a migraine disorder ever since a car crash in her teens, Barbara needs some latitude in academic settings. Because the frequency and severity of her symptoms are irregular, she isn't able to consistently attend class sessions or schedule time for studying. When a migraine strikes, it can sap her for hours or even days before it subsides. As an undergraduate in sociology, she sometimes struggled. Her condition caused her to miss classes from time to time, and other times she attended class with mild symptoms, only to discover later that her notes were unclear and her memory jumbled. Still, she persevered and is pursuing a master's degree in criminal justice. The program she chose attracted her in large part because it provides all of its courses in the HyFlex model. In that model, every class session and learning activity is offered in a classroom on campus and synchronously online, and each class is also recorded so that students can participate asynchronously as well.

For every class session, Barbara can decide whether to go to the classroom or participate online from her apartment. An important aspect of the HyFlex design is that remote students fully participate—they are expected to contribute to discussions, activities, and assignments in the same manner as the face-to-face students, and the resources and tools of the course are set up to enable this kind of equitable participation. If she is unable to attend a class during its scheduled time, Barbara can access the session asynchronously. This format includes features and supports that allow students to fully engage in the learning experience. Although Barbara attends most class sessions synchronously, either on campus or online, she finds the asynchronous option to be a valuable way to review difficult material from a class she did attend. And it's a lifesaver when she is forced to miss a scheduled class entirely. Other students similarly benefit from the flexibility that the HyFlex model provides, and the program has expanded outreach and enrollment to distant students who never set foot on campus. When one of her instructors was called away from campus for nearly a month for a family emergency, that faculty member was able to teach online, even as some students still met on campus and others joined online, allowing the course to proceed without interruption to the end of the term.

1 What is it?

The hybrid flexible, or HyFlex, course format is an instructional approach that combines face-to-face (F2F) and online learning. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online. Students can decide—for each class or activity—how to participate. As Brian Beatty notes in [Hybrid-Flexible Course Design](#), the result is “a student-directed, multi-modal learning experience.” The HyFlex approach provides students autonomy, flexibility, and seamless engagement, no matter where, how, or when they engage in the course. Central to this model is the principle that the learning is equivalent, regardless of the mode. The approach was developed with a focus on student flexibility, but the benefits also extend to faculty. For example, an instructor, along with some students, could “attend” class remotely, while other students join physically from a room on campus.

2 How does it work?

The HyFlex approach requires faculty to reconceptualize the learning experience and rethink how students engage with the instructor, content, and peers. The instructor develops the course, tools, and channels and organizes the curriculum to reflect that structure. All participants—irrespective of how they choose to join—must have equitable access to the learning resources, the instructor, and one another. Effective use of classroom strategies and/or technology is vital so that all participants can hear verbal interactions. All of the educational resources must be online, and students typically participate in a chat space along with the live video of the session. Participants need persistent access to the chat, which might require a separate screen in the physical classroom or a fixed URL for the chat stream. Sometimes a teaching assistant or a student in the class helps moderate the chat or other backchannels. Some students will need guidance about the HyFlex approach, including course protocols, technologies needed, supports required, and choosing how to best engage. Instructors and students often must adjust their habits to ensure that online participants are included in discussions and other activities. A key differentiator of HyFlex is the asynchronous option, which often requires significant

The HyFlex Course Model

faculty preparation to be equivalent to the other learning paths. Simply streaming all F2F classes, for instance, does not meet the definition of HyFlex. At many institutions, the response to COVID-19 has included course modifications that reflect some of the principles of HyFlex, though in most cases, “[emergency remote teaching](#)” fails to provide the range of flexibility that HyFlex can offer.

3 Who’s doing it?

Since it was developed at San Francisco State University, the HyFlex model has been adopted at institutions around the world. Cambrian College in Ontario offers HyFlex courses for [graduate programs in business analytics, crime analytics, and community and health services navigation](#). The University of Michigan offers courses including a [statistics course](#) in the HyFlex format. Delgado Community College in New Orleans has been working to [incorporate HyFlex into its curriculum](#).

4 Why is it significant?

Normal operations on college and university campuses can be threatened by the effects of climate change, natural disasters (including hurricanes, wildfires, and earthquakes), health crises such as the COVID-19 pandemic, and other disruptions. [Instructors using HyFlex could maintain instructional continuity](#) during such disturbances. When campuses reopen, they can face a range of uncertainties surrounding health and safety, financial concerns, and travel issues, among others. The flexibility of the HyFlex model could enable institutions to maintain educational and research activities—including for students with disabilities—as the circumstances of a given disruption unfold. Different learning modalities work better or worse for students depending on disability, proximity to campus, work and family commitments, and other factors. By providing multiple pathways for students to access and participate in learning, HyFlex can support a diverse student community.

5 What are the downsides?

HyFlex courses can be deceptively difficult to do well. The technology and the curriculum must align, and the technology needs to work consistently for everyone, which requires testing and possibly new installations or upgrades. The learning must be equivalent for all students, guaranteeing that no student is at a disadvantage due to the learning pathway chosen. Instructors must be comfortable and effective with asynchronous teaching; those who are not can easily underestimate the amount of effort and interaction necessary to engage with online students.

Meanwhile, some faculty are uncomfortable teaching in a synchronous live-stream environment with a backchannel. Ensuring that all course material is accessible can be challenging and can require investments in video captions and other services. The logistics of a HyFlex course must work with the learning space where it is held, and the model is sometimes at odds with, for example, policies and practices that limit enrollment to the number of seats in a classroom, as well as with student privacy expectations if sessions are recorded. Modality bias—on the part of faculty, students, institutional leaders, and others—can compromise the effectiveness of HyFlex courses if the online mode is seen as inferior. HyFlex places more responsibility for learning on students, and some lack the skills, maturity, and self-motivation to succeed in such an environment.

6 Where is it going?

HyFlex can facilitate instructional continuity during campus closures, and it also demonstrates a commitment to student success. Students who take HyFlex courses might start to demand the model (or similar flexibility) for other courses. For these and other reasons, more institutions might start to support HyFlex as an optional course-delivery model. The HyFlex model can increase demand for courses, enabling larger numbers of distant students to enroll. Campuses that choose to offer HyFlex courses will need to invest in additional support and training for faculty, students, and teaching assistants. Meanwhile, renewed interest in the HyFlex model is giving rise to variations, such as one that allows students to attend in-person classes at satellite locations closer to home.

7 What are the implications for teaching and learning?

As [Brian Beatty observed in a May 2020 blog post](#), “A well-designed HyFlex class, with effective alternative participation modes that all lead to the same learning outcomes, can provide meaningful learning opportunities for all students.” By offering equitable access and experiences, HyFlex can reduce barriers to enrollment and enable more students to achieve their educational goals. Students who must work and/or take care of family can benefit from true HyFlex course designs because the asynchronous pathway can enable them to maintain progress toward their academic goals. The model requires students and faculty alike to rethink their approach to learning and teaching and the role that technology can play. Meanwhile, HyFlex might not be the best fit for lab classes, programs that require synchronous participation, or certain disciplines, such as theater or ceramics. As more institutions implement HyFlex courses, these and other questions will be explored and answered.



AP 4235 ~~Credit by Examination~~ for Prior Learning

References:

Education Code Section 79500; 66025.71, 66700, 70901, 70901 and 70902
Title 5, Sections 55050, ~~and~~ 55052, 55002, 55023, 55021, and 55025,

~~Credit by Examination may be obtained by one of the following methods:~~

- ~~• Achievement of a score of [3 or higher] on an Advanced Placement Examination administered by the College Entrance Examination Board. Consult the “Non-traditional Credit Guideline” document available through the Counseling Center.~~
- ~~• Achievement of a score that qualifies for credit by examination in the College Level Examination Program. Consult the “Non-traditional Credit Guideline” document available through the Counseling Center.~~
- ~~• Credit by satisfactory completion of an AVC Course Proficiency Exam administered by the college in lieu of completion of a course listed in the college catalog. Consult the “Non-traditional Credit Guideline” document available through the Counseling Center.~~

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

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



Determination of Eligibility ~~to take an AVC Course Proficiency Exam~~ for Credit for Prior Learning

- The student must be ~~currently registered in the college and~~ in good standing in the district.
- ~~The course is listed in the college catalog.~~
- ~~Antelope Valley College faculty have designated the course as one that may be challenged by examination.~~
- The student must have previously earned credit or noncredit from the district or be currently registered
- in the district
- Current students must have an education plan on file
- The course is listed in the current college catalog
- The student is not currently enrolled in the course to be challenged
- Previously transcribed courses are ineligible
- Credit by Examination: The student is registered in the district and not currently enrolled in nor received credit for a more advanced course in the same subject (may be waived by department).
- Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective

Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's, or Social Security benefits.

Credits acquired by examination shall not be counted in determining the ~~twelve~~ (12) semester hours of credit in residence required for an Associate's degree.

~~A student's academic record clearly indicates that the credit was earned by examination by an annotation of (CHL).~~

~~The results of the challenge exam, with grade and grade points, are entered upon the student's academic record. No record will be made if a student receives a failing grade on a challenge exam.~~

~~A student may apply up to forty-eight (48) units earned by credit by examination to the Associate degree. A student cannot earn credit by examination for courses in which they are currently enrolled.~~

~~Students desiring to challenge a course by examination should submit a petition to the Office~~



~~of Admissions & Records before the end of the fourth (4th) week of the semester.~~

~~Challenge examinations must be completed by the seventh (7th) week of the semester.~~

Prior Learning Assessment Grading Policy

- Grading shall be according to the regular grading system in accordance with AP 4230 Grading and Academic Record Symbols
- Students shall be offered a “Pass/No Pass” option, in accordance with AP 4232 Pass/No Pass Grading Option, if that option is ordinarily available for the course
- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to AP 4230 Grading and Academic Record Symbols and AP 4231 Grade Changes

Transcription of Credit for Prior Learning

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

Advanced Placement

- See AP 4236 Advanced Placement Credit

International Baccalaureate

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

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

College Level Examination Program

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

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



Credit for Military Service/Training

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

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

Industry Recognized Credentials

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

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



Student-Created Portfolio Assessment

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

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

Credit by Examination from Within the District

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

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

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

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



The District Credit by Examination Process

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

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

The Credit by Examination Procedures

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

Office of Primary Responsibility: Vice President of Academic Affairs

Also see BP 4235 Credit by Examination and AP 4236 Advanced Placement Credit.

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