



STATE BOARD OF COMMUNITY COLLEGES

Public Comments

Proposed Adoption of 1D SBCCC Subchapter 800- “Credit for Prior Learning” Comment Period Ending 13 January 2021

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
1.		Erica Talbert Associate Vice President, Continuing Education Cape Fear Community College	Credit for prior learning awarded for college level learning should also count if the credit awarded is also a college transfer credit. Currently, when credit is given for prior learning but the community college credit is also a college transfer credit, the prior learning does not count for college transfer. If the community college is using these new codified processes for each category then credit for prior learning should also count if the credit awarded is college transfer.	The rule draft includes language that would provide a process to facilitate the transfer of credits between colleges. A modification was made to the original statement published in the rule making process. The modified statement is as follows: 1D SBCCC 800.2 General Provisions (i) Course Credit CPL standards approved by the CCRC shall be considered for transfer to any college in the North Carolina Community College System.
2.	Page 9 line 3 & Page 9 Line 7	Chantel Reynolds, Ed. D. Southern U.S. Regional Manager, Higher Education Cambridge Assessment International Education	Hello, Please consider the following modifications to the proposed language beginning pg. 10, with the section on Cambridge Assessment International Education. Under 2A, please consider adding AS and A Level to Line 4: “Upon review and evaluation of student submitted documentation by the college designee, students may earn credit based on the AS and A Level exam(s) taken and grades(s) earned. An official grade report from	Staff agree with this comment and will adjust the rule accordingly. See section 1D SBCCC 800.7 Standardized Examinations. 2 (A) and (B)

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			<p>Cambridge International must be provided to the college.”</p> <p>For line 9, with 2B, please add the same language: “Students shall earn college credit if a grade of e/E or better (which is the equivalent to a grade of C in the United States) is earned on the Cambridge International AS and A Level Examination.”</p> <p>The addition of this language clarifies the particular exams institutions should be considering and distinguishes these Advanced exams from our lower level IGCSE exams, where college credit would not be appropriate.</p> <p>Thank you</p>	
3.	Page 12 Line 3	<p>System Office Staff</p> <p>NC Community Colleges</p>	<p>Challenge Exams Page 10 item (g)</p> <p>(a) If the college challenge examination occurs outside of regular course enrollment, then an standard minimum administrative fee will apply optional assessment fee may be charged to cover administrative cost per 1E SBCCC Subchapter 700.6.</p>	Technical edit identified by System Office staff

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4.	Page 12 Line 26	System Office Staff NC Community Colleges	Page 10 ID SBCCC 800.9 Portfolio Assessment Add an item (d) (d) If the college challenge examination occurs outside of regular course enrollment, then an optional assessment fee may be charged to cover administrative cost per 1E SBCCC Subchapter 700.6.	Technical edit identified by System Office staff
5.		Gene Loflin, Ph.D.	Although I am submitting this input to the proposed adoption of Subchapter 1D SBCCC 800 – Credit for Prior Learning as a resident of North Carolina, I have almost forty years of experience in education. Throughout the majority of that career, I have been heavily involved with accreditation, both programmatic and regional (which no longer exists) including the Southern Association of Colleges and Schools Commission on Colleges, Middle States Association of Colleges and Schools, and the Higher Learning Commission. I have served as a peer reviewer for SACSCOC and was recently added to the SACSCOC Chair Directory. North Carolina Community College System State Board Code 1B SBCCC 400.1	See response in attached document.

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			<p>Accreditation By The Southern Association requires that all colleges must “obtain and maintain regional accreditation (no longer regional) by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Although the NCCCS itself is not accredited, each of the 58 NCCCS community colleges must maintain separate accreditation with SACSCOC. Thus, each college, rather than NCCCS must ensure compliance with the SACSCOC standards. The preface to Section 10: Educational Policies, Procedures, and Practices includes the following statement, “...To protect the integrity of degrees offered, the institution is responsible for the quality of all coursework transcribed as if it were credit earned from the institution.”</p> <p>Upon a thorough review of the proposed NCCCS Board Code on Prior Learning Assessment, it would appear that much of the code dictates academic standards to each of the 58 individually accredited colleges and could result in colleges becoming noncompliant with one or more of the existing SACSCOC standards.</p> <p>To this end, I communicated with SACSCOC staff to obtain feedback on possible conflicts</p>	

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			<p>between the Prior Learning Assessment code proposal and SACSCOC standards.</p> <p>My email to a SACSCOC staff member was as follows:</p> <p style="padding-left: 40px;">I don't know if anyone from NC has asked for SACSCOC input on this, but would not a state, NCCCS, mandate regarding the assignment of credit for prior learning (types, levels, etc.) violate at least one or more SACSCOC standards? Several come to mind – 10.4: Academic Governance and especially 10.8; Evaluating and Awarding Academic Credit?</p> <p style="padding-left: 40px;">Just wanted to see if this has come on SACSCOC radar.</p> <p>I received the following response:</p> <p>I don't know if this specifically for NCCCS has come to SACSCOC attention but it has for other systems. A common reply is "we don't accredit systems." So what may happen is that if an institution uses system policies and does not make them their own policies, committees may find noncompliance with various standards</p>	

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			<p>I responded as follows:</p> <p>So if a system, such as NCCCS, mandates that colleges adopt the state's standards as follows:</p> <p>"The local board of trustees shall adopt a policy governing the awarding of CPL. At a minimum, the local policy shall be consistent with standards established by this Subchapter. The local policy may include additional opportunities for students to receive CPL. Each college shall publish its CPL policy in the college's educational catalog."</p> <p>Would that not violate other standards?</p> <p>More specifically:</p> <p>10.4 Academic Governance - How can faculty have primary responsibility for quality if NCCCS dictates standards?</p> <p>10.8 - Evaluating and Awarding Academic Credit - The college will have no control as the policy requires them to adopt the state's standards.</p> <p>I attached the entire policy in case you are interested.</p>	

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			<p>I received a reply to my email that the policy was circulated to SACSCOC staff for review. I was warned that this (first week of December) would be a bad time for anyone to review given preparation for the Annual meeting. However I did receive a response from a different SACSCOC staff member.</p> <p>Not on prior learning per se, but definitely regarding awarding college-level credit for high school courses <i>without</i> any prior learning assessment by the institution. Here is how, in general, we're responding when presented in a prospectus:</p> <p>Based on state or system agreements, the institution awards credit for coursework completed at the high school level. While state or system agreements may include acceptance of high school course(s) for college course(s) and while the content of the course(s) taken in high school may be comparable to college-level courses, the institution itself is responsible for ensuring equivalency and documenting compliance with SACSCOC policies and standards of the <i>Principles of</i></p>	

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			<p><i>Accreditation.</i> The institution, rather than the state or system, is ultimately responsible for demonstrating the academic quality of any credit or coursework recorded on its transcript and for demonstrating that it has an approval process with oversight by persons academically qualified to make the necessary judgments concerning whether the high school course(s) are at the collegiate level. Final judgment concerning the institution's practice of awarding college-level credit for a high school course and documentation of compliance with Standard 9.7 (program requirements), Standard 10.7 (policies for awarding credit), Standard 10.8 (evaluating and awarding academic credit), and the <i>Quality and Integrity of the Academic Credential</i> policy rests with SACSCOC evaluators during their review of the institution.</p> <p>So it would appear to me that approval of this PLA code as submitted will place the 58 colleges in a possible position of noncompliance. If colleges fail to approve local</p>	

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			<p>policies adopting the code as mandated by NCCCS, they will be out of compliance with NCCCS Code AND SACSCOC standards. If they adopt the standards established by the code, they may be out of compliance with SACSCOC standards.</p> <p>There is a way in which possible compliance could be achieved. Rather than NCCCS Code, the PLA policy and procedures could be provided to colleges as a recommended “best practice” manual. In other words, rather than dictate that the colleges establish policy that meets NCCCS requirements, colleges will have the option of accepting all, some or none. This approach would be similar to how the High School to Community College Articulation Agreement has been used by the colleges in the past. In addition, it would make all PLA congruent with 1D SBCCC 800.9 Portfolio Assessment, Section (c) “Colleges <u>may</u> (underlined for emphasis) award Credit for Prior Learning based on portfolio assessment as provided by their local policies.” Thus implementation of all “recommendations” would be at the discretion of each college according to its policies and procedures. This would allow colleges to review and adopt these</p>	

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			<p>standards at their discretion; thus, remaining in compliance with SACSCOC standards.</p> <p>Thank you for your consideration of my input. Please respond with notification of receipt of my comments. Thank you.</p> <p>Gene Loflin, Ph.D. 24 Sunnie Rae Lane Candler, NC 28715 william.e.loflin@gmail.com</p>	
6.	Pages 12 & 15	<p>David Onder, MAEd.</p> <p>Director & SACSCOC Liaison</p> <p>Haywood Community College</p>	<p>Please consider the following comments regarding the proposed 1D SBCCC 800 - Credit for Prior Learning.</p> <p>Section 800.2(b) seems to imply institutions have the option but are not required to award CPL using the listed prior learning methods. However, Section 800.2(i) then requires institutions to accept credit that was awarded at other institutions under these same guidelines. Furthermore, Section 800.2(j) explicitly requires an institution to adopt a policy that forces acceptance of credit for prior learning regardless of an institution's position on this matter.</p> <p>More troubling is Section 800.5 which seeks to award college credit for successfully</p>	See response in attached document.

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			<p>completing certain high school classes. As a liaison between our institution and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, our institutional accrediting body), this concerns me greatly. College courses that are approved under the guidance and review of SACSCOC are verified to be rigorous and taught by qualified faculty. The qualifications for faculty at a community college are different than those at a high school. In particular, faculty that teach courses intended for transfer to a 4-year institution must hold a Master's degree in their related field or be highly qualified with sufficient documentation to be equivalent to a Master's degree. High school instructors are not held to this same standard. Without an objective measure of knowledge, such as AP, CLEP, DANES, or IB each have with their respective exams, we are to "trust" the determination of faculty that are not employed by our institutions that the students have met the minimum standards of knowledge required. This is a dangerously slippery slope. Acceptance of high school credits through the use of AP, CLEP, DANES, or IB all require external validation through standardized tests on the related subject matter. The other forms of credit for prior learning are all post high</p>	

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			<p>school training, intended to train adults for specific skills in the workforce. This one and only category threatens the very foundations of our school systems and essentially says that the high schools can teach what the community colleges are teaching. But this is NOT true.</p> <p>Thank you for the opportunity to share my thoughts on this important addition to the state board code. Awarding credit for prior learning is essential for our students' success and most of this proposal is well prepared to meet the needs of our students. Please consider not undermining the independence of our institutions and the requirements to which institutions are held.</p> <p>Have a Merry Christmas and a Happy New Year!</p>	
7.		<p>Jonathan Loss, Co-Chair Transfer Advisory Committee</p> <p>Catawba Comm College</p>	<p>To Whom It May Concern-</p> <p>The Transfer Advisory Committee (TAC) has reviewed the community college credit for prior learning (CPL) proposed code and supports the vision/philosophy of a consistent process for awarding CPL; however, the unintended impact of the CPL policy on transfer students could result, in some instances, with a university denying course-for-course transfer</p>	<p>Staff agree to add this comment to the draft code.</p> <p>The statement may be found in the following sections:</p> <p>1D SBCCC 800.3 Apprenticeships 1D SBCCC 800.4 State or Industry Recognized Credentials</p>

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			<p>credit for NCCCS credit originally awarded via CPL. Because the TAC is still considering CPL transfer policy implications and its impacts on the Comprehensive Articulation Agreement, the TAC recommends that a cautionary statement be added within the proposed code to any CPL sources other than Military Credit and Standardized Exams. A suggested cautionary statement is provided here:</p> <p>“It is possible that CPL from this source may not be transferable to UNC System constituent institutions. Furthermore, UNC System constituent institutions may request documentation to determine potential course credit. Therefore, students should consult a UNC System transfer advisor before using this CPL source to attain credit at the NCCCS institution.”</p> <p>Jonathan E. Loss Associate Dean of General Ed. Catawba Valley Community College, Hickory, NC jloss@cvcc.edu</p>	<p>1D SBCCC 800.5 Courses Listed in High School to Community College Articulation Agreements 1D SBCCC 800.8 Challenge Exams/Proficiency 1D SBCCC 800.9 Portfolio Assessment 1D SBCCC 800.10 Public Safety Training (PST) Prefix Courses</p>
8.	Page 14 Line 4	<p>System Office Staff NC Community Colleges</p>	<p>Recommend revising to ensure it is clear colleges may receive evidence of a credential and/or evidence of training as documentation for PST courses.</p>	<p>Technical edit identified by System Office staff</p>

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			1D SBCCC 800.10 Public Safety Training (PST) Prefix Courses Revise(c): (c) Official documentation from the training provider <u>or credentialing entity</u> shall be provided to the college that validates, at a minimum, the description and length of training.	

**Proposed Adoption of 1D SBCCC Subchapter 800- “Credit for Prior Learning”
Response to Public Comments #5 and #6**

In November 2020, the NCCCS initiated the rule making process to codify definitions and basic guidelines for the awarding of Credit for Prior Learning. This draft code recognizes 8 types of Credit for Prior Learning including the following:

- (1) Apprenticeship
- (2) Certifications and licensures
- (3) Courses listed in high school to community college articulation agreements.
- (4) Military education and training
- (5) Standardized examinations
- (6) Challenge exams/Proficiency
- (7) Portfolio assessment
- (8) Public Safety Training (PST) prefix courses

The purpose of this rule is to guarantee that all North Carolina Community Colleges follow consistent academic conventions to ensure the integrity of the CPL process and to establish minimum standards for all NC Community Colleges. This rule does not state specific CPL equivalencies or credit recommendations but rather codifies the process for evaluating and awarding credit and for creating statewide equivalencies.

The process for creating statewide credit equivalencies described in this rule includes the evaluation of any proposed equivalency by the Curriculum Course Review Committee (CCRC). The CCRC is currently charged with maintaining and sustaining the viability of the NC Community College Combined Course Library (CCL). The adoption of this rule would expand the work of this committee to include the evaluation of statewide equivalencies based on recommendations from colleges. The CCRC is comprised of college representatives and actions taken by the CCRC require a 2/3rds vote of all colleges approved to offer the relevant program.

While the proposed code states that local boards should establish policies consistent with the standards set forth in the rule, 1D SBCCC 800.2 c also recognizes the responsibility of the local college to verify that credit awarded “meets or exceeds a demonstration of learning outcomes at the institutions’ standards for awarding credit for the corresponding curriculum course.”

Regarding HS School to College credit, the statewide articulation agreement that is currently in place and is described in the proposed rule, provides course equivalencies to guide the acceptance of credit. It should be noted however that this agreement also requires that students meet specific criteria for credit to be awarded. The following describes the criteria for awarding credit.

“To receive articulated credit, students must enroll at the community college within two years of their high school graduation date and meet the following criteria:

- Final grade of B or higher in the course and
- A score of 93 or higher on the standardized CTE post assessment *

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school, if the CTE articulated college credit is part of their Career and College Promise pathway.

Community college officials verify eligibility and acceptance of articulated courses listed on the high school transcript. Students may be asked to submit supporting documentation to receive credit. Colleges must follow the criteria of the Southern Association of Colleges and Schools (SACS) Commission on Colleges in awarding credit.”

In response to this comment a modification has been made to section 1D SBCCC 800.2 (i), the change reads:

- (b) Course Credit CPL standards approved by the CCRC shall be considered for transfer to any college in the North Carolina Community College System.

1D SBCCC Subchapter 800 is proposed for adoption as follows



State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER D. EDUCATIONAL PROGRAMS

SUBCHAPTER 800. CREDIT FOR PRIOR LEARNING

1D SBCCC 800.1 Definitions

- (a) Certification. An industry-recognized credential or designation that is obtained once the student has successfully passed a certification exam. Certification differs from licensure in that certification is a validation of specific industry-valued competencies and not a legal requirement for practicing a profession.
- (b) College-level learning. Knowledge, skills, and competencies equivalent to those expected of a student who successfully completes the corresponding curriculum course.
- (c) Continuing Education. Definition consistent with 1D SBCCC 300.1(a).
- (d) Continuing Education Course. Definition consistent with 1D SBCCC 300.1(b).
- (e) Credit for Prior Learning (CPL). Curriculum credit awarded for college-level learning obtained through prior learning experiences other than curriculum coursework. This definition does not include curriculum credit transferred from another accredited US institution of higher education.
- (f) Credit for Prior Learning standard. A designated amount of academic credit colleges shall award for college-level learning that fulfills established criteria.
- (g) Curriculum course. Definition consistent with 1D SBCCC 400.8.
- (h) Curriculum Course Review Committee (CCRC). Definition consistent with 1D SBCCC 400.8(h).
- (i) Curriculum program. Definition consistent with 1D SBCCC 400.3(a).
- (j) Licensure. A legal status granted by a government entity that provides permission to practice a profession. Licensure restricts practice of the profession to individuals who

have met specific qualifications in education, professional experience, and/or have successfully passed an examination.

- (k) Prior Learning Assessment. An evaluation of whether a student has obtained the requisite level of verifiable college-level learning outside of the traditional learning environment for curriculum credit.
- (l) Continuing Education Leadership Committee (CELC). Definition consistent with 1D SBCCC 300.5 (b)(2).

1D SBCCC 800.2 General Provisions

- (c) The purpose of this Subchapter is to guarantee that all North Carolina Community Colleges follow consistent academic conventions to ensure the integrity of the CPL process and to establish minimum standards for all NC community colleges.
- (d) Consistent with the provisions of this Subchapter colleges are authorized to award CPL using the following prior learning methods:
 - (1) Apprenticeship
 - (2) Certifications and licensures
 - (3) Courses listed in high school to community college articulation agreements
 - (4) Military education and training
 - (5) Standardized examinations
 - (6) Challenge exams/Proficiency
 - (7) Portfolio assessment
 - (8) Public Safety Training (PST) prefix courses
- (e) Colleges may award curriculum CPL when the documentation of prior learning meets or exceeds a demonstration of learning outcomes at the institutions' standards for awarding credit for the corresponding curriculum course. Institutions may award CPL that exceeds the minimum standards established in this Subchapter.
- (f) Colleges may only award curriculum CPL that is directly applicable to a student's declared curriculum program of study.
- (g) CPL for advanced courses does not negate the requirement to meet requisite learning outcomes.

- (h) CPL may be used to fulfill program requirements except for mandatory institutional requirements. Examples may include, but are not limited to, requirements of external agencies that specifically prohibited the use of CPL to fulfill the program requirements.
- (i) CPL cannot be used to satisfy the college's institutional credit requirements, which prescribes the minimum percentage of credit hours a student must earn through instruction offered by the institution awarding the credential. No greater than seventy-five percent (75%) of the credit hours required for graduation from a curriculum program of study may be earned through CPL.
- (j) Any CPL awarded by a college shall be reflected in the student's records by the college's Registrar Office without quality points assigned,. except for allowances for graded military credit as described in 1D SBCCC 800.6"
- (k) Course Credit CPL standards approved by the CCRC shall be transferable to any college in the North Carolina Community College System.
- (l) The local board of trustees shall adopt a policy governing the awarding of CPL. At a minimum, the local policy shall be consistent with standards established by this Subchapter. The local policy may include additional opportunities for students to receive CPL. Each college shall publish its CPL policy in the college's educational catalog.
- (m) Colleges shall establish a procedure that students must follow to request a prior learning assessment. This procedure shall be published in the college's educational catalog.
- (n) To be eligible to receive CPL, students must meet all of the following criteria:
 - (1) Meet all admission requirements for their program of study.
 - (2) Be enrolled in a curriculum program to which the credit will directly apply; and
 - (3) Request a prior learning assessment consistent with the college's CPL procedures and provide all documentation by the published deadlines.
- (o) Nothing in this rule shall be construed to supersede limitations imposed by an accreditation, credentialing, licensure, or other external agency on the application of CPL towards credentials under their purview. In such instances, the college shall document the applicable limitations in the student's file.

1D SBCCC 800.3 Apprenticeships

- (a) The NCCCS recognizes “Registered Apprenticeships” as defined by the U.S. Department of Labor.
- (b) At a minimum, colleges shall award CPL based on statewide articulation as approved by the CCRC for related instruction provided by external entities for registered apprenticeship programs. A college may award CPL for related instruction provided by external entities for which statewide articulations have not been established by the CCRC consistent with its local CPL policy.
- (c) Work-based learning (WBL) course credit may be granted for the experiential portion of a Registered Apprenticeship. Documentation including completed time on task shall be provided through an Apprenticeship Agreement and shall constitute the documentational requirements of a WBL experience.

1D SBCCC 800.4 State or Industry Recognized Credentials

- (a) The CCRC, based on recommendations from the CELC, shall have the authority to approve CPL standards for state or industry recognized credentials that document similar college-level learning as corresponding curriculum courses and, therefore, are eligible for articulated curriculum credit. Prior to approving CPL, the CCRC shall have written concurrence by two-thirds of colleges.
- (b) At a minimum, colleges shall award CPL for successful completion of state or industry recognized credentials consistent with the CPL standards approved by the CCRC. A college may award CPL for state or industry recognized credentials for which statewide articulations have not been established by CCRC consistent with its local CPL policy.

1D SBCCC 800.5 Courses Listed in High School to Community College Articulation Agreements

- (a) The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. The articulation agreement ensures that when a student is proficient in a high school course included in the agreement, the

student can receive college credit for that course at any North Carolina community college.

- (b) Colleges shall award credit to students who have completed a high school course and met the criteria as outlined in the High School to Community College Articulation Agreement.
- (c) A college may award credit for successful completion of other high school courses consistent with any local high school to community college articulation agreements entered into by the college and an education entity providing secondary education.

1D SBCCC 800.6 Military Education and Training

(a) Definitions.

- (1) “United States Armed Forces” consists of the Air Force, Army, Navy, Marine Corps, Space Force, and Coast Guard.
- (2) “Military Education and Training”. Education and training that has been documented on a transcript issued by one or more branches of the Armed Forces.
- (3) Military Credit Advisory Council (MCAC). A joint council of faculty and staff members from the NC Community College System and the University of North Carolina, MCAC oversees the process for establishing uniform standards for awarding Credit for Prior Learning for military training and experience. MCAC also ensures the transferability of these credits among institutions of both systems.
- (4) Military Prior Learning Academic Panels. Panels of academic faculty approved by MCAC are authorized to determine standards for awarding credit for identified subject areas.

(b) Awarding of Credit.

- (1) At minimum, colleges shall award Credit for Prior Learning based on military education and training consistent with the standards adopted by the appropriate Military Prior Learning Academic Panel.
- (2) A college may award Credit for Prior Learning for military training and education related to occupations and/or courses for which standards have not been

established by an approved Military Prior Learning Academic Panel consistent with its local Credit for Prior Learning policy pursuant to the following:

- (A) Air Force: Community College of the Air Force transcripts are evaluated by the college registrar or designated college official as a traditional college transcript.
- (B) Army, Navy, Marine Corps, and Coast Guard: Colleges should refer to recommendations from the American Council on Education for occupations and courses not currently evaluated by the Military Prior Learning Academic Panels or documented on the Community College of the Air Force transcript.

1D SBCCC 800.7 Standardized Examinations

- (a) “Standardized examination”. Any form of examination that requires all test takers to answer the same questions, or a selection of questions from a common bank of questions following established protocol and that is scored in a standard or consistent manner.
- (b) Colleges shall award Credit for Prior Learning for the following standardized examinations consistent with the standards herein:
 - (1) Advanced Placement (AP). Advanced Placement is a program of college-preparatory courses for high school students administered by The College Board, an educational nonprofit organization. Standardized AP exams are used to assess student mastery of course content. Students receive scores on a “1” to “5” scale, with “5” being the highest.
 - (A) An AP exam score determines how many credits are awarded towards specific coursework.
 - (B) Colleges shall award credit to a student who earns a score of “3” or higher on an AP exam as approved by the CCRC. Course credit is awarded based upon the academic program of study.
 - (C) A college may award credit for AP scores and courses beyond those approved by the CCRC as determined by local college policy.

- (2) Cambridge Assessment International Education Examinations. Cambridge Assessment International Examinations are a series of internationally recognized college-level examinations administered by Cambridge Assessment International Education, a unit of the University of Cambridge.
- (A) Upon review and evaluation of student submitted documentation by the college designee, students may earn credit based on the exam(s) taken and grades(s) earned. An official grade report from Cambridge International must be provided to the college.
 - (B) Students shall earn college credit if a grade of e/E or better (which is the equivalent to a grade of C in the United States) is earned on the Cambridge International Examination.
 - (C) Using the current Cambridge translation table, course credit is awarded and listed on the student's academic record. Course credit is awarded based upon the academic program of study.
 - (D) The course credit equivalency is documented on the student record.
- (3) College-Level Examination Program® (CLEP). The College-Level Examination Program® is a credit-by-examination program offered by the College Board, an educational nonprofit organization. The program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material.
- (A) If a CLEP exam in a subject is offered by the College Board, colleges shall require a student to take the CLEP exam if he or she seeks to demonstrate proficiency in the subject area by examination.
 - (B) Colleges shall award credit to a student who scores at or above the credit-granting score recommended by the American Council on Education at the time the college evaluates the student's official score report. Colleges shall award the same amount of credit to a student who scores satisfactorily on the relevant CLEP exam as a student who successfully completes the related course.

- (C) Students who perform satisfactorily on College-Level Examination Program exams shall receive a standardized code in the college's Student Information System.
- (D) Students who did not receive a satisfactory score on a CLEP exam may retake the exam after three (3) months.
- (4) DANTES Subject Standardized Tests (DSST). DANTES Subject Standardized Tests are credit-by-examination tests developed by the Defense Activity for Non-Traditional Education Support (DANTES), a United States Department of Defense program.
- (A) Colleges shall award credit to a student who scores at or above the credit-granting score recommended by the American Council on Education at the time the college evaluates the student's official score report. Colleges shall award the same amount of credit to a student who scores satisfactorily on the relevant DSST as a student who successfully completes the related course.
- (B) Students who did not receive a satisfactory score on a DSST may retake the exam after three (3) months.
- (5) International Baccalaureate® (IB) Diploma Programme. International Baccalaureate® Diploma Programme is a college-preparatory program for students age 16-19 administered by International Baccalaureate®, an international educational foundation. Standardized IB exams are used to assess student mastery of course content. Students receive scores on a "1" to "7" scale, with "7" being the highest.
- (A) International credentials must be obtained from a recognized international institution that is validated by a US credentialing agency. A grade of (70) percent or higher must be earned for the courses being considered for credit.

1D SBCCC 800.8 Challenge Exams/Proficiency

- (b) Challenge Exam/Proficiency. A departmental or institutional exam for a community college course used to determine if a student's subject matter proficiency is equal to

or greater than the corresponding proficiency the student would have achieved had he or she completed the actual course.

(c) Challenge Exam/Proficiency Standards

- (1) Each college is responsible for ensuring the validity and reliability of institutional challenge exams/proficiency.
- (2) Challenge exams/proficiency may be handwritten, computer-based, oral, practical, or a combination of these administration methods.
- (3) Developmental courses (as defined in 1D SBCCC 400.3(b)) supplemental courses (as defined in 1D SBCCC 400.8(b)(1)), and courses including clinical practice (as defined in 1D SBCCC 400.1(c)(2)) are not eligible for challenge exams/proficiency.
- (4) Challenge exams/Proficiency that are administered for courses contained in the Comprehensive Articulation Agreement (CAA) may be provided when the exam is vetted, administered, and graded by a qualified instructor in the discipline.

(d) Limitations on Students Eligible to Take Challenge Exams/Proficiency

- (1) A student must meet all pre-requisite requirements before he or she is eligible to take the challenge/proficiency examination for a course.
- (2) A student may only attempt a challenge exam/proficiency once.
- (3) A student may not take a challenge exam/proficiency if he or she has already earned a grade for the course. A challenge exam/proficiency may not be used to supersede a grade a student already earned in the applicable course.
- (4) Career and College Promise (CCP) students, as defined in 1D SBCCC 400.11, may participate in challenge/proficiency examinations to earn college credit but may not earn dual high school credit. To earn dual credit, students must enroll and successfully complete the college course.
- (5) If a CLEP exam in a subject is offered by the College Board, colleges may require a student to take the CLEP exam if he or she seeks to demonstrate proficiency in the subject area by examination.

- (e) Colleges shall award credit for the applicable course to a student who successfully earns a grade of “C” or higher on a challenge exam/proficiency.
- (f) If the college requires the student to enroll in the course to be challenged, for practical purposes the test should be administered and graded by the first week the course is offered but no later than course census. Individuals who are unsuccessful may choose to stay enrolled in the course to earn course credit.
- (g) If the college challenge/proficiency examination occurs outside of regular course enrollment, then a standard minimum administrative fee will apply.
- (h) For students enrolled in the course, successful challenge/proficiency examination completion may result in the student falling below full-time student status which could negatively impact their financial aid status; therefore, students should consult with their advisors beforehand to discuss various options.
- (i) Federal Pell grant funds cannot be used to pay for challenge exams/proficiency.
- (j) Student hours shall not be reported for budget/FTE which result from challenge exams/proficiency except that the actual time required to take the exam may be counted in membership; students shall be registered in the class consistent with 1E SBCCC subchapter 300 or 1E SBCCC Subchapter 400 (1G SBCCC 200.95).
- (k) Challenge Exams/Proficiency are not calculated into a student’s cumulative grade point average.

1D SBCCC 800.9 Portfolio Assessment

- (a) Portfolio for Life and Work Experiences. A collection of artifacts documenting competencies gained through prior learning experiences that a student formally submits to a college.
- (b) Portfolio assessment. The evaluation of a Portfolio for Life and Work Experiences by subject matter experts designated by the local college in its local policy to determine whether a student is awarded Credit for Prior Learning.
- (c) Colleges may award Credit for Prior Learning based on portfolio assessment as provided by their local policies.

1D SBCCC 800.10 Public Safety Training (PST) Prefix Courses

- (a) Courses in the Combined Course Library with a Public Safety Training (PST) prefix can be used for awarding prior-learning credit for industry-recognized public safety training and/or credentials.
- (b) Consistent with 1D SBCCC 400.8(c), credit shall be considered for public safety training that meets the criteria outlined in the Public Safety Training (PST) course descriptions as listed in the Combined Course Library.
- (c) Official documentation from the training provider shall be provided to the college that validates, at a minimum, the description and length of training.

History Note: Authority G.S. 115D-5;

Eff. _____.

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