

AR 4100.2 Certificates and General Education Certification (NEW AR)

Certificates shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Course credit earned on the basis of acceptable scores on Advanced Placement (AP), International Baccalaureate (IB), College-level Examination Program (CLEP) exams or Military Service Credit can be applied toward certificates or general education certifications (see exceptions for IGETC/Cal-GETC)

Students must petition for Certificate of Achievement, Certificate of Completion (noncredit) and Certificate of Competency (noncredit) during the semester in which the student expects to complete the requirements for graduation. Deadline dates and petitions are published on the Admissions and Records webpage for each term.

Students must petition for Department Certificates through their respective department during the semester in which the student expects to complete the requirements for graduation.

Students who complete the requirements during the winter session will petition for the spring term (except for noncredit certificates). Students who will complete at most 8 units to meet the requirements for graduation in the summer, must petition by the prior Spring deadline to participate in the graduation ceremony.

See AR 4100.8 Petitioning for Degrees and Certificates

CERTIFICATES

Graduation from Santa Monica College with a Certificate of Achievement, Certificate of Completion, Certificate of Competency and Department Certificate requires successful completion of at least 50% of the units required for the major be completed at Santa Monica College unless the Department Chair waives this threshold. Petitions for waiving this threshold must be submitted to the Department Chair through a counselor (Course Substitution/Equivalence and 50%).

All certificate major coursework must be completed with a “C” or better grade or “P” or “SP” when this grading option is recorded for performance equivalent to a “C” or better.

This threshold and major gpa requirement do not apply to Certificate of Achievements for transfer general education patterns. See sections below for CSU GE, IGETC and Cal-GETC.

GENERAL EDUCATION CERTIFICATES OF ACHIEVEMENT

Graduation from Santa Monica College with a Certificate of Achievement by completing a general education transfer pattern (IGETC/Cal-GETC) requires successful completion of at least 50% of the units required for the certificate be completed at a California Community College unless the Articulation Officer waives this threshold. Petitions for waiving this threshold must be submitted to the Articulation Officer through a counselor (Course Substitution/Equivalence and 50%).

Coursework from other U.S. regionally accredited institutions may be used to satisfy requirements. Coursework must be evaluated by a counselor.

Foreign coursework from non-institutionally accredited institutions will not meet course requirements

IGETC or Cal-GETC Certificate of Achievement

A minimum grade of “C” (2.0 on a 4.0 scale) or “P” is required for each course to satisfy a general education area and completing all unit requirements for each area are required to receive an IGETC or Cal-GETC Certificate of Achievement. A student may only receive one of these certificates and not both.

CLEP exams and Military Service Credit will not meet course requirements for these certificates.

IGETC: A student must have catalog rights prior to 2025-26 academic year for this certificate.

Cal-GETC: A student must have catalog rights from 2025-26 academic year or thereafter for this certificate.

CSU GE Certificate of Achievement

A minimum grade of “C-” (2.0 on a 4.0 scale) or “P” is required for each course in CSU GE area A1, A2, A3, and B4. A minimum grade of “D-” (.07 on a 4.0 scale) or “P” is acceptable for other CSU GE areas applied to the CSU GE Certificate of Achievement. The minimum overall GPA on the CSU GE pattern must be a “C” (2.0 on a 4.0 scale) and completing all unit requirements for each area are required to receive a CSU GE Certificate of Achievement.

A student must have catalog rights prior to 2025-26 academic year for this certificate.

GENERAL EDUCATION CERTIFICATION

"Certification" means that Santa Monica College has verified that a student has completed the lower-division transfer general education requirements for the public university system (UC or CSU).

Students must petition for general education certification through the Admissions and Records website. Priority deadlines are during the term the student will complete the requirements.

Although students may petition for GE certification (CSU GE, IGETC, or Cal-GETC) at any time, it is strongly recommended that they do so prior to transferring since it is up to the university to accept the certification after transferring.

- Partial certification is possible if no more than two general education courses have not been satisfied from the general education pattern (CSU GE, IGETC and Cal-GETC). The missing courses cannot be from Area A1, A2, A3 or B4 for the CSU GE pattern. For IGETC or Cal-GETC pattern the missing courses cannot be from Areas 1A, 1B, 1C or 2. See Admissions and Records website for specific details.
- Full general education certification is possible when all courses in the general education pattern are satisfied (CSU GE, IGETC and Cal-GETC).

See AR 4100.1 Number of Degrees and Certificates Awarded to a Student, AR 4100.4 Institutional Accreditation Requirement of Coursework, AR 4100.5 Transfer Credit from Non-U.S. Institutions, AR 4100.6 Other College Credit and Noncredit Allowed and Not allowed, AR 4100.7 Transcripts and Test Scores, AR 4100.8 Petitioning for Degrees and Certificates, AR 4100.9 Commencement, AR 4100.10 Updating Diplomas and AR 4000 Catalog Rights

Reference: Title 5 Sections 55070 and 55270 et seq.

Approved:

OLD AR's

4354 Career and Department Certificates of Completion

At least 50% of the units required for certificates of achievement and department certificates must be completed at Santa Monica College. AR 4354 does not apply to the IGETC Certificate of Achievement (AR 4354.1) or the CSUGE Certificate of Achievement (AR 4354.2).

Approved: 12/12/06

Revised: 11/02/10, 04/07/15

4354.1 IGETC Certificate of Achievement

In order for a student to receive an IGETC Certificate of Achievement, as opposed to IGETC certification for transfer, at least 50% of the units must be completed at any California Community College(s). A minimum grade of “C” (2.0 on a 4.0 scale) or “P” is required for each course applied to the IGETC Certificate of Achievement and complete certification is required to receive an IGETC Certificate of Achievement. Refer to AR 4350 for IGETC certification requirements for transfer.

Approved: 11/2/10, 3/8/17

4354.2 CSUGE Certificate of Achievement

In order for a student to receive a CSU GE Certificate of Achievement, as opposed to CSU GE certification for transfer, at least 50% of the units must be completed at any California Community College(s). A minimum grade of “C” (2.0 on a 4.0 scale) or “P” is required for each CSU GE Area A1, A2, A3, and B4 course. A minimum grade of “D-” (.07 on a 4.0 scale) or “P” is acceptable for other CSU GE areas applied to the CSU GE Certificate of Achievement. The minimum overall GPA on the CSU GE pattern must be a “C” (2.0 on a 4.0 scale) and complete certification is required to receive a CSU GE Certificate of Achievement. Refer to AR 4350 for CSU GE certification requirements for transfer.

Approved: 11/2/10, 3/8/17

Taken from Leagues Template on AR 4100

Certificates of Achievement and Other Credit Programs

For a certificate of achievement, a student must successfully complete a course of study or curriculum that consists of **16 or more semester units or 24 or more quarter units** of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Shorter credit programs that lead to a certificate may be established by the District.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of **District**, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

Certificates for which California Community Colleges Chancellor’s Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

The District may obtain approval of a direct assessment competency-based program from the California Community Colleges Chancellor’s Office.

Revised 8/06, 8/07, 2/08, 10/18, 4/22, 4/23, 4/24

§ 55270. Scope and Intent.

The purpose of this article is to support the implementation of direct assessment competency-based education programs to better serve the diversity of California community college students, ensure access to educational pathways and opportunities for academic and career success, and to achieve more equitable student outcomes. The intent of this article is to ensure program quality and to provide learning opportunities that are meaningful and authentic, particularly for students from minoritized communities, and those identified by the college as being disproportionately impacted pursuant to Education Code, Section 78220.

The goal of this form of competency-based education is to empower students in their learning journey by providing a personalized, flexible, adaptive, and culturally responsive curriculum with which students can engage. Competency-based education allows students to demonstrate mastery of learning and the achievement of competencies at their own pace, aided by customized instructional and support services.

§ 55270.1. Definitions.

For purposes of this article, the following definitions shall apply: (a) An “assessment” in direct assessment competency-based education is a means for determining either a student's progress towards mastery or a student's demonstration of mastery of competencies. A “formative assessment” measures student progress; a “summative assessment” measures mastery of a competency. Formative assessments include, but are not limited to, quizzes or drafts of a project or writing assignment such as outlines or rough drafts. Summative assessments include, but are not limited to, final examinations, presentations, portfolios, and reports.

(b) “Competencies” are the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning. Competencies represent the acquisition of knowledge, skills, abilities and intellectual behaviors that reflect the balancing of theory and application present in a demonstration of mastery.

(c) “Competency-Based Education Program Map” means a description of the direct assessment competency-based education program and shall specify all elements defined in this article.

(d) “Direct assessment competency-based education” in the California community colleges is an intentional outcomes-based and equity-minded approach to earning a college degree in which the expectations of learning are held constant, but time is variable through a flexible, self-paced, high-touch and innovative learning practice.

(e) “Direct assessment program” has the same meaning as in Title 34, Section 668.10, of the Code of Federal Regulations, and is a program that, in lieu of credit or clock hours as the measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program utilizing the results of the assessment.

(f) “Direct assessment of student learning” has the same meaning as in Title 34, Section 668.10, of the Code of Federal Regulations, and means a measure of a student's knowledge, skills, and abilities designed to provide evidence of the student's proficiency in the relevant subject area.

(g) “Disproportionately Impacted” in broad terms is a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group. For the purpose of targeted outreach and evaluation for direct assessment competency-based education, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group has educational attainment and outcomes significantly different from the representation of that group in the student population, and that discrepancy is not justified by empirical evidence.

(h) “Equity” is the condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.

(i) “Mastery” means a student has mastered the competency by meeting or exceeding the minimum requirement of 80 percent or higher on the summative assessment.

(j) “Module” means a curriculum framework for the delivery of learning and assessments tied to measurable competencies leading to mastery. Modules are organized, bundled, and sequenced within a program. A program is “offered in modules” if the program uses a standard term or nonstandard-term academic calendar, is not a subscription-based program, and a course or courses in the program do not span the entire length of the period of enrollment.

§ 55270.7. Program Development, Instruction, and Student Support.

(a) Direct assessment competency-based education faculty shall be responsible for program design and curriculum development, instruction, and integrating student success support. In performing these functions, faculty shall adopt an equity mindset aimed at reducing bias and stereotypical assumptions in their design, delivery, and implementation of direct assessment competency-based education. Direct assessment competency-based education program faculty shall take on the following functions:

(1) creating and redesigning instructional content that is culturally responsive;

(2) identifying and designing formative and summative assessments consistent with the federal definition of student learning assessments that are designed to measure a student's knowledge, skills, abilities and proficiency in the relevant subject area. The assessment must be consistent with accrediting agency requirements. The Program and Course Approval Handbook, required by section 55000.5, shall include a description of allowable summative and formative assessments.

(3) aligning competencies to the outcomes of the direct assessment competency-based education program;

- (4) writing competency outcome statements and objectives;
- (5) scaffolding and sequencing competencies for program completion;
- (6) utilizing chancellor's office approved methodology to determine the number of credit or clock hours to which the program is equivalent consistent with the accrediting agency requirements;
- (7) providing content expertise to determine an appropriate pedagogical approach for the direct assessment competency-based education program;

§ 55070. Credit Certificates.

(a) Any sequence of courses consisting of 16 or more semester units or 24 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130. The college-awarded document confirming that a student has completed such a program shall be known as a certificate of achievement and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation of units. Listing of the certificate of achievement on a student transcript symbolizes successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education; provided however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills and/or ESL courses. For purposes of this subdivision, the term "general education" includes coursework taken to satisfy transfer patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states which award the baccalaureate degree.

(b) Shorter credit programs leading to a certificate may be established without review and approval by the Chancellor after approval by the college curriculum committee and the district governing board. Such a certificate may be given any name or designation deemed appropriate by the district governing board, except that such a certificate may not be referred to as a certificate of achievement, a certificate of completion, or a certificate of competency, unless approved by the Chancellor pursuant to subdivision (c). Such a certificate may not be listed on a student's transcript, unless approved by the Chancellor pursuant to subdivision (c).

(c) A district may submit any sequence of courses consisting of 8 or more semester units or 12 or more quarter units of degree-applicable credit coursework to the Chancellor and request that it be approved as a program leading to a certificate of achievement. The Chancellor may approve such a program if he or she determines that it satisfies the requirements of subdivision (a) despite requiring fewer than 16 semester or 24 quarter units of degree-applicable credit coursework.

(d) Content and assessment standards for certificates shall be defined by the local curriculum committee and comply with the requirements of this chapter. Such standards should also ensure that certificate programs will be consistent with the mission of the college, meet a demonstrated need, be feasible, and adhere to guidelines on academic integrity which may be developed by the Chancellor, the Academic Senate for California Community Colleges or other appropriate statewide bodies.

- (e) A description of each approved program shall be included in the college catalog.
- (f) The Chancellor shall develop forms and procedures for submission of applications for approval of a program leading to a certificate of achievement.
- (g) Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.
- (8) aligning learning activities, resources, and content to competencies and learning outcomes within a module; and
- (9) providing content expertise for individualized adaptive learning.
- (b) Provision of culturally responsive instructional content designed by faculty and tracking student progress towards mastery of competencies which can include the following activities:
 - (1) guiding students through the sequence of competencies;
 - (2) utilizing technology-based instructional tools to facilitate the varied learning needs of diverse students with differing academic and career goals;
 - (3) being responsible for helping students achieve mastery of competencies through a student-focused program delivery strategy that integrates competencies and scaffolds learning throughout the program;
 - (4) providing customized instruction as needed to help the student achieve mastery; and
 - (5) facilitating student-to-student interaction.
- (c) Facilitation of student support services embedded within the module design in coordination with student support classified staff.
- (d) The duties and functions outlined in this article may be distributed among competency-based education faculty to meet student needs.