

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.

Certificates of Completion

At least 50% of the units~~courses~~ required for certificates of achievement and department certificates must be completed at Santa Monica College. unless the department approves a request to waive this threshold.

~~AR 4354~~ This 50% of units required at SMC for certificates 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)~~ the student must have catalog rights for 2024-25 catalog year or a prior year and apply for the certificate by the posted deadline. 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.

- ~~Coursework from other U.S. regionally accredited institutions may be used. Coursework must be evaluated by a counselor.~~
- Course credit earned on the basis of acceptable scores on Advanced Placement (AP) or International Baccalaureate (IB) exams can be applied toward IGETC certification.
- Foreign coursework from non-institutionally accredited institutions cannot be used for IGETC

Students with catalog rights beginning 2025-26 are not eligible for this certificate.

~~Refer to AR 4350 for IGETC certification requirements for transfer.~~

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

AR 4354.2 CSU GE 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). the student must have catalog rights for 2024-25 or a prior year and apply for the certificate by the posted deadline.~~ 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.~~

- Coursework from other U.S. regionally accredited institutions may be used. Coursework must be evaluated by a counselor.
- Course credit earned on the basis of acceptable scores on Advanced Placement (AP) or International Baccalaureate (IB) exams can be applied toward IGETC certification.
- Foreign coursework from non-institutionally accredited institutions cannot be used for IGETC

Students with catalog rights beginning 2025-26 are not eligible for this certificate.

General Education Certification

"Certification" means that Santa Monica College has verified that a student has completed the lower-division general education requirements for the Public University system.

Students can petition for general education certification through the Admissions and Records website (priority deadlines posted based on completion term).

Partial certification is acceptable if missing no more than two courses for students with catalog rights prior to the 2025-26 catalog year (see sections above for specific details for CSU GE and IGETC).

For full general education certification all courses in CalGETC must be satisfied with a "C" or better. This applies to students with catalog rights from 2025-26 or thereafter.

- Coursework from other U.S. regionally accredited institutions may be used. Coursework must be evaluated by a counselor.
- Course credit earned on the basis of acceptable scores on Advanced Placement (AP) or International Baccalaureate (IB) exams can be applied toward IGETC certification.
- Foreign coursework from non-institutionally accredited institutions cannot be used for IGETC

Universities will accept GE certification at any time (CSU, IGETC, Cal-GETC).

Refer to AR 4350 for CSU GE certification requirements for transfer.

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

Title 5 Section 55270 et seq.

Approved:

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;

- (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.