

AR 4100 GRADUATION REQUIREMENTS FOR DEGREES

District policies and regulations regarding the most recent general education, degree and certificate requirements shall be published in the College catalog, College website, and schedule of classes.

The following guidelines define the conditions under which Santa Monica College will award degrees and certificates. Coursework acceptable toward degree include those that have been properly approved pursuant to Title 5 Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section. There shall be no limit on the number of degrees and/or certificates that may be awarded to a student per AR 4100.1. The College will recognize academic excellence as defined in AR 4100.3.

Ethnic studies shall be offered at the College and requirements pertaining to graduation shall be published in the college catalog and college website.

A student with external college coursework shall have their courses evaluated by a counselor to determine applicability toward SMC degrees and certificates. Coursework completed at an **regionally institutionally** accredited institution to meet major/area of emphasis shall be evaluated by the appropriate Department Chair or designee. Exceptions shall be clearly stated on the College catalog and on "major sheets". Coursework from ~~foreign~~ **non-U.S. institutionally accredited** institutions is defined in AR 4100.5.

1) Associate Degrees

An associate degree, Associate of Arts (AA) or Associate of Science (AS), will be conferred upon a student who satisfies the requirements of this section:

a. Unit Requirement:

Completion of at least 60 degree-applicable semester units. To convert quarter units to semester units, divide the total number of quarter units by 1.5.

Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements.

b. GPA Requirement:

A minimum cumulative grade point average (GPA) of 2.0 in degree-applicable coursework (includes transfer coursework, if applicable). **The District can calculate GPA solely on courses that satisfy degree requirements when a student earns over 60 units.**

c. Residency Requirement:

12 units completed in residency at Santa Monica College. A petition for Special Consideration for an exception to the residency requirement may be requested through Admissions and Records to alleviate an injustice or undue hardship on the student.

d. Major Requirement:

Completion of coursework with minimum grades of "C" or "P" must be earned in each course required in the major/area of emphasis. Any course taken on a "Pass/No Pass" basis with a grade of "P" shall count toward the major/area of emphasis units provided a "P" is equivalent to a "C" or better per Title 5, Section 55063(a)(2).

Completion of at least 18 semester or 27 quarter units of study in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

Courses in the major/area of emphasis may also satisfy a general education ~~and/or global citizenship/ethnic studies~~ requirement.

e. Global Citizenship Requirement:

Completion of one global citizenship course with a minimum grade of "D" or better or "P" at SMC. Any course taken at a ~~regionally/institutionally~~ accredited **institution college or university** on a "Pass/No Pass" basis with a grade of "P" shall count toward meeting the global citizenship requirement provided a "P" is equivalent to a "D" or better.

f. **Ethnic Studies Requirement:**

Completion of one global ethnic studies course with a minimum grade of "D" or better or "P" at SMC. Any course taken at a institutionally accredited institution on a "Pass/No Pass" basis with a grade of "P" shall count toward meeting the ethnic studies requirement provided a "P" is equivalent to a "D" or better.

g. English **Composition** Requirement:

Written expression may be satisfied in the following ways:

- i. Earning a “C” or better or “P” in an English Composition course at SMC or equivalent course from an ~~regionally~~ **institutionally** accredited ~~institution~~ **College or University** or another SMC course approved by the Curriculum Committee, per Title 5, Section 55063.
- ii. **Earning a “C” or better or “P” in a subject other than an English Composition course that is an approved course from an institutionally accredited institution meeting a written expression requirement which must be baccalaureate-level and include expository and argumentative writing.**
- iii. Score of 3 or higher on an AP English exam.
- iv. Score of 50 or higher on a CLEP English/College Composition exam.
- v. Upper division courses in English may be used to satisfy competency requirements for the degree.
- vi. Possession of an Associate degree, Bachelor’s degree or higher degree from an ~~regionally~~ **institutionally** accredited ~~institution~~ **College or University**.

h. Math ~~Competency~~ **Concepts and Quantitative Reasoning** Requirement:

Math ~~competency~~ **Concepts and Quantitative reasoning** may be satisfied in the following ways:

- i. Earning a “C” or better or “P” in a mathematics course at the level of Intermediate Algebra or equivalent or higher-level math course from a ~~regionally~~ **institutionally** accredited ~~institution~~ **College or University** or another mathematics course at the same level or higher at SMC, or another course approved by the Curriculum Committee.
- ii. **Earning a “C” or better or “P” in a subject other than Math that is an approved course from an institutionally accredited institution meeting a quantitative reasoning requirement including logic, statistics, computer languages and related disciplines approved by the Curriculum Committee. (does not need to have Elementary Algebra as a prerequisite for a course to be approved).**
- iii. Satisfactory score on the Santa Monica College Math Proficiency Exam or Guided Math Self Placement and the completion of a 3-unit course approved by Curriculum Committee. A student may retest for the Math Proficiency Exam after a two-week waiting period.
- iv. Score of 3 or higher on an AP Calculus or Statistics exam.
- v. Score of 4 or higher on an IB Higher Level Mathematics exam.
- vi. Score of 50 or higher on a CLEP College Algebra, College Algebra-Trigonometry, Trigonometry or Calculus exam.

- vii. Upper division courses in Math may be used to satisfy competency requirements for the Associate degree.
- viii. Possession of an Associate degree, Bachelor's degree or higher from a regionally **institutionally** accredited **institution** ~~College or University~~.

i. General Education Requirements:

A student must complete one of the following general education patterns:

- SMC local General Education (SMC GE);
 - California State University General Education Breadth (CSU GE); or
 - Intersegmental General Education Transfer Curriculum (IGETC-UC) or (IGETC-CSU) **or**
 - **CalGETC.**
- a. The SMC local General Education pattern consists of:
- i. A minimum of ~~18~~ **21** semester units in general education, including a ~~global citizenship~~ **local course requirement** and courses in each General Education sub-area identified in Title 5 regulations as: Natural Sciences, Social and Behavioral Sciences, **Arts and Humanities, Oral Communication and Critical Thinking, Language and Rationality and ~~Global Citizenship~~ Ethnic Studies. Global Citizenship and History/Political Science Requirement? Additional units from required 18 to 21 (24 or 27?)**
 - ii. **Courses in general education cannot count in more than one area, even if the course is approved in multiple general education areas.**
 - iii. Per California Education Code, Section 66055.8, a student admitted to the SMC registered nursing program who has previously earned a Baccalaureate or higher degree from **an regionally institutionally** accredited institution ~~of higher education~~ is not required to undertake any coursework other than the coursework that is unique and exclusively required to earn a nursing degree ~~from that institution~~. Students need not complete additional local general education courses.
 - iv. **A student with an associate, baccalaureate or higher degree from an institutionally accredited institution is not required to undertake any coursework other than the coursework that is unique and exclusively required for the**

major. Students need not complete additional local general education courses.

A student with a non-U.S. degree that evaluated the coursework by one of the recognized agencies accepted by SMC that affirms that the degree is equivalent to an Associate, Baccalaureate or higher degree equivalent to an institutionally accredited institution or coursework meeting or exceeding the requirements of comparable SMC required courses is not required to undertake any coursework other than the coursework that is unique and exclusively required for the major and the English Competency requirement. (What about a non-U.S. institution where the language of instruction is English? or course specific requirements for GE's?)

- b. Alternatively, a student may satisfy general education requirements by completing either the CSU GE or IGETC or CalGETC pattern in full, ~~plus the SMC global citizenship/ethnic studies requirement (see 4.e).~~
- i. General education courses may also satisfy major/area of emphasis, ~~and/or global citizenship/ethnic studies~~ requirements.
 - ii. Per SB 1440 requirements, students earning Associate Degrees for Transfer (ADT) are exempt from satisfying any local general education requirements (e.g., global citizenship).
 - iii. The use of upper division coursework on the CSU GE Breadth, CalGETC and IGETC is governed by CSU Executive Order 1100 and by IGETC Standards, respectively.
 - iv. Coursework from non-U.S. accredited institutions may only be used when pursuing the local GE requirements (also see AR 4100.5).
 - v. The following general education requirements for SMC degrees must be satisfied at a ~~U.S. regionally~~ institutionally accredited ~~College or University~~ institution. However, courses taken outside of the U.S. thought to meet these requirements will be considered on a case-by-case basis by the appropriate Department Chair (or designee).
 - ~~• Area II, Social Science, Group A~~
 - Area IV, Language and Rationality, Group A

- i. Students who intend to transfer shall be advised of limitations that transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

2) **Associates Degrees for Transfer (ADT) to California State University (CSU)**

The Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree.

- a. Students awarded an AA-T or AS-T are required to complete no more than 60 semester or 90 quarter units after transfer to earn a baccalaureate degree (unless the major is designated a “high unit” major).
- b. Students awarded an AA-T or AS-T degree are guaranteed admission to the CSU system and given priority admission consideration to their local CSU campus, and to a program that is deemed similar to their major. This priority does not guarantee admission to specific majors nor to all CSU campuses.
- c. Some majors and CSU campuses may require a higher GPA or specific courses for admission. Students shall meet with a counselor to find out which CSU campuses accept this degree and review options/requirements for transfer.
- d. This degree may not be the best option for students intending to transfer to a UC or to a particular University or College that is not part of the CSU system.
- e. The degree is issued by Admissions and Records and is annotated on the student’s transcript at the conclusion of the evaluation cycle for the relevant term.

An AA-T or an AS-T will be conferred upon a student who satisfies the following requirements:

- i. Unit Requirement:
completion of at least 60 CSU semester units.
- ii. GPA Requirement:
a minimum GPA of 2.0 in CSU applicable units. See AR 4225 Credit Course Repetition, excluding substandard coursework from the degree applicable GPA which has been repeated at another institution.
- iii. Residency Requirement:

completion of at least 12 units in residency at Santa Monica College.

- iv. Major Requirement:
completion of at least 18 semester units required for the major/area of emphasis at a ~~U.S. regionally~~ **institutionally** accredited **institution** ~~college or university~~ with a grade of “C” or better, or with a “P” if the course was taken on a Pass/No Pass basis, and the “P” is equal to a “C” or better.
- v. General Education Requirements:
completion of the CSU GE, or IGETC-CSU/**CaIGETC** pattern or IGETC-UC (not applicable for CSU transfer) that satisfy general education requirements as prescribed in each pattern with courses taken at a ~~U.S. regionally~~ **institutionally** accredited **institution** ~~college or university~~.

3) **Baccalaureate Degree**

A Bachelor of Science Degree in Interaction Design **or Cloud Computing** will be conferred upon a student who satisfies the following requirements:

Requirements include the following:

- a. Unit Requirement:
Completion of at least 120 CSU semester units. To convert quarter units to semester units, divide the total number of quarter units by 1.5. **Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements.**
- b. GPA Requirement:
A minimum CSU grade point average (GPA) of 2.0.
- c. Residency Requirement:
30 units completed in residency at Santa Monica College. A petition for Special Consideration for an exception to the residency requirement may be requested through Admissions and Records to alleviate an injustice or undue hardship on the student.
- d. Major Requirement:
Completion of coursework with minimum grades of “C” or “P” must be earned in each course required in the major/area of emphasis. Any course taken on a

“Pass/No Pass” basis with a grade of “P” shall count toward the major/area of emphasis units provided a “P” is equivalent to a “C” or better per Title 5, Section 55063(a)(2).

All upper division requirements for the major must be completed at Santa Monica College. Any course substitution must be approved by the Department Chair.

e. Global Citizenship/**Ethnic Studies** Requirement:

Completion of one global citizenship/**Ethnic Studies** course with a minimum grade of “D” or better or “P” at SMC. Any course taken at an ~~regionally/institutionally~~ **institutionally** accredited ~~college or university~~ **institution** on a “Pass/No Pass” basis with a grade of “P” shall count toward meeting the global citizenship/**ethnic studies** requirement provided a “P” is equivalent to a “D” or better.

Courses in the global citizenship/**ethnic studies** area may also satisfy a general education and/or a major/area of emphasis requirement.

f. General Education Requirements:

i. Complete one of the following general education patterns:

- CSU GE for Interaction Design B.S. or
- IGETC CSU pattern for Interaction Design B.S.
- **CalGETC**

ii. ~~Foreign~~ coursework from a non-U.S. **institutionally** accredited institution can be used for IGETC/CSU GE. Students who have satisfactorily completed courses from a ~~foreign nation's~~ **non-U.S. institutionally** accredited **institution** ~~university~~ may be able to apply the course credits toward a degree at Santa Monica College. Students should consult a counselor before requesting to have credits evaluated by an approved agency. Course descriptions and syllabi may be required (see AR 4100.5 for specifics).

iii. Complete an additional 9 semester units of prescribed upper division general education coursework per Title 5, Section 55063 as listed on the Advisement Guide Sheet for Interaction Design Bachelor of Science.

- iv. The use of upper division coursework on the CSU GE **Breadth, CalGETC and IGETC** is governed by CSU Executive Order 1100 and by IGETC Standards, respectively.
- v. Courses in the major/area of emphasis may also satisfy a general education requirement.

4. **Honorary Degrees**

See BP 4110 Honorary Degrees

5. **Catalog Rights**

See AR 4000 Catalog Rights

Related AR's:

AR 4100.1 Number of Degrees & Certificates Awarded to a Student

AR 4100.2 Graduation Requirements for Certificates & Certification of General Education

AR 4100.3 Recognition of Academic Excellence

AR 4100.4 Institutional Accreditation Requirement of Coursework

AR 4100.5 Transfer Credit from Non-U.S. Institutions

AR 4100.6 Other College Credit & Non Credit Allowed & 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, Transcripts and Other Records Based on Name or Gender Change

Reference: Education Code Sections 66055.8, 66746-66749, 70901-**02**, 78040-78043, **78213**;

Title 5 Sections, 40402-40403, 55002, ~~55009~~, 55022, **55050**, 55052, **55064**, 55070-72, 55250, ~~55270~~, 56032-56046 ~~55060~~, **55060 et seq.**, **55061 et seq.** and 55270 et seq.

~~Baccalaureate Degree Program Handbook~~

Revised: 4/29/2003, 7/22/08, 5/17/11, 12/3/13, 3/1/17, 5/5/22

AR 4100 Graduation Requirements for Degrees and Certificates (League's Template)

References:

Title 5 Sections 55060 et seq., 55090 et seq., and 55270 et seq.

NOTE: *This procedure is legally required. Local practice may be inserted below. Procedures must address at least the following:*

Coursework for Associate Degrees

The student must satisfactorily complete at least 60 semester units or 90 quarter units of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.

The courses must include at least 18 semester units or 27 quarter units of focused study in a major or interdisciplinary area of emphasis.

A "major" is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

An "area of emphasis" is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

The courses must include at least 21 semester units or 28-31.5 quarter units of general education. General education must include a minimum of work in (1) English Composition, Oral Communication, and Critical Thinking, (2) Mathematical Concepts and Quantitative Reasoning, (3) Arts and Humanities, (4) Social and Behavioral Sciences, (5) Natural Sciences, and (6) Ethnic Studies.

Other Conditions for Awarding Associate Degrees

The District will award an associate degree to students who fulfill the coursework requirements described above or completed the requirements for an approved

intersegmental lower-division general education pattern used for transfer to the University of California or the California State University and who met the following conditions:

The student satisfactorily completed at least 12 semester units or 18 quarter units of study in residence. The Board may excuse the residence requirement to alleviate injustice or undue hardship.

The student satisfactorily completed each course counted toward the major or area of emphasis requirement with a grade of "C" or better, or of "P" if the course is taken on a "pass-no pass" basis.

The student completed the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If a student accumulates units beyond those required for the degree that lower the student's cumulative grade point average below 2.0, the District may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major or area of emphasis and general education requirements.

Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements. A course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.

Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning.

Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.

Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

Coursework for Baccalaureate Degrees

The student must satisfactorily complete at least 120 semester units or 180 quarter units of degree-applicable credit courses.

The courses must include at least 40 semester or 60 quarter units or equivalent of total upper-division coursework, including units in the major and in general education. The courses must include a minimum of nine semester or 13.5 quarter units of upper division general education courses.

“Upper division courses” require the application of lower division knowledge and the demonstration of critical thinking through writing, oral communication, or computation. Upper division coursework may encompass research elements, workforce training, apprenticeships, internships, and may require practicum or capstone projects. Upper division courses may have one or more lower or upper division prerequisites.

A “major” is defined above.

General education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.

A lower division course may meet an upper division course requirement but may not be counted toward the required minimum number of upper division units.

Other Conditions for Awarding Baccalaureate Degrees

The District will award a baccalaureate degree to students who fulfill the coursework requirements described above and who meet the following conditions:

The student satisfactorily completed each course designated as an upper-division major requirement with a minimum grade of “C”, or “P” if taken on a “pass-no pass” basis.

The student satisfactorily completed at least 12 semester units or 18 quarter units of upper-division coursework in residence. The Board may excuse the residence requirement to alleviate undue hardship.

The student completed the requirements for the baccalaureate degree with a minimum cumulative grade point average of 2.0 in degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative GPA below 2.0, the District may compute the GPA based solely on courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major and general education requirements.

The District will count courses completed within another California higher education segment, or at an institutionally accredited institution meeting District standards of rigor, toward baccalaureate degree unit requirements.

Courses may meet multiple requirements, including general education, a major, and additional requirements, if locally approved to do so. A course may not be counted in more than one general education area, even if approved in multiple areas.

Students may receive credit for knowledge or skills acquired through the District's procedures for awarding credit for prior learning.

Students who have already been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the baccalaureate degree.

Students who have completed the California General Education Transfer Curriculum (Cal-GETC) shall be deemed to have fulfilled the lower-division general education requirements for the baccalaureate degree.

Students may petition to have noncredit courses counted toward satisfaction of baccalaureate degree requirements.

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, 10/25

§ 40402. Required Scholarship.

Each undergraduate student shall complete with a grade point average of 2.0 (grade C) or better:

- (a) All units applicable toward a degree, including those accepted by transfer from another institution;
- (b) All units in the major; and
- (c) All units attempted at the campus granting the degree, except that only those courses in which a letter grade (A, B, C, D, F) is assigned shall be used in computing grade point average.

In computing the grade point average, units attempted or grade points earned for previous attempts of courses which have been repeated with the approval of the appropriate campus authority, shall be excluded.

When, in the opinion of the appropriate campus authority, work completed during a previous enrollment at the campus or at another institution of higher education is substandard and not reflective of the student's present scholastic ability and level of performance, all work completed during one or two semesters (or up to three quarters), as the appropriate campus authority shall decide, may be disregarded in the computation of grade point averages and other requirements for graduation. The Chancellor shall establish provisions for the administration of this section.

§ 40403. Required Residence.

(a) Except as otherwise provided in this Section, 30 semester units (45 quarter units) shall be earned in residence at the campus granting the degree. Twenty-four of these units (36 quarter units) shall be earned in upper division courses and 12 of the semester units (18 quarter units) shall be in the major.

(b) Extension credit (often associated with professional development activities) or credit by evaluation shall not be used to fulfill any requirement prescribed by this section; provided, however, that the Chancellor may designate specified extension courses that may be offered for residence credit and may establish policies and procedures under which residence credit may be earned by evaluation. Academic credit earned through extended education may be applied toward the degree requirements.

(c) When the circumstances of an individual case make it appropriate, the appropriate campus authority may authorize the substitution of credit earned at other campuses or institutions for residence credit.

§55060. Philosophy and Criteria for the Associate Degree and General Education.

(a) District governing boards shall adopt and maintain a policy that states their goals for offering associate degrees and their specific philosophy on general education. In developing this policy, governing boards shall consider the following policy of the Board of Governors:

The Associate Degree provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that are germane to all aspects of higher education and comprise a “general education” curriculum, such as the ability to think critically and to communicate clearly and effectively both orally and in writing, to use quantitative reasoning, understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

Furthermore, general education introduces students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines. A general education program should create coherence and integration among the separate requirements and involve students actively in examining values inherent in proposed solutions to major social problems.

(b) District governing boards shall establish criteria to determine which courses may be used to implement their goals for the associate degree and their philosophy of general education.

§55061. Associate Degree Course Requirements.

- a. District governing boards may only approve associate degrees that meet the following course requirements:
- b. (a) A minimum of 60 semester units (90 quarter units) of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.
- c. (b) A minimum of 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.
- d. (1) A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

- e. (2) An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.
- f. (c) A minimum of 21 semester units (28 - 31.5 quarter units) of general education in the areas described below.
- g. (1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:
 - h. (A) English Composition (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.
 - i. (B) Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.
- j. (2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.
- k. (3) Arts and Humanities (minimum of 3 semester / 4 quarter units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.
- l. (4) Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.
- m. (5) Natural Sciences (minimum of 3 semester / 4 quarter units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.
- n. (6) Ethnic Studies (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.
- o. (d) “Integrative baccalaureate-level courses” draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.

§55062. Conditions for Awarding the Associate Degree.

(a) District governing boards shall confer the associate degree upon students who have fulfilled the course requirements of section 55061, and who have met the following conditions:

(1) Satisfactory completion of at least 12 semester units (18 quarter units) in residence within the college district. Governing boards shall adopt policies that permit students to obtain waivers of this requirement in order to alleviate injustice and undue hardship.

(2) Satisfactory completion of each course counted toward the major or area of emphasis requirement with a grade of "C" or better, or of "P" if the course is taken on a "pass-no pass" basis;

(3) Completion of a minimum 21 semester units (or 28 - 31.5 quarter units) general education pattern pursuant to section 55061, or completion of the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University; and

(4) Completion of the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

(b) Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements.

(c) Courses may meet multiple requirements, including general education, a major or area of emphasis, and additional requirements stated in section 55061 when courses are locally approved to meet multiple requirements. However, one course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.

(d) Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning.

(e) Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

(f) The governing board of each community college district shall establish procedures by which a student may petition to have completion of a noncredit course counted toward satisfaction of the requirements for an associate degree.

(g) Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

§55070. Credit Certificates.

(a) Any grouping 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 specific capabilities that may be oriented to career, intersegmental general education, or local needs; provided, however, that no grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills. For this subdivision, "intersegmental general education" includes coursework taken to satisfy transfer patterns established by the University of California and the California State University or accredited public postsecondary institutions in adjacent states that 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 to the Chancellor two or more courses totaling 8 or more semester units or 12 or more quarter units of degree-applicable credit coursework and request that it be approved as a program leading to a certificate of achievement. The Chancellor may approve such a program if the Chancellor determines that a district satisfies the requirements of subdivision (a) despite requiring fewer than 16 semester or 24 quarter units of degree-applicable credit coursework.

(d) A description of each approved program shall be included in the college catalog.

(e) The Chancellor shall develop forms and procedures for submitting applications for approval of a program leading to a certificate of achievement.

§55090. District Baccalaureate Degree Policies.

Community college baccalaureate degrees shall be offered pursuant to policies adopted and maintained by district governing boards that meet the requirements of this article. These policies shall also reflect districts' philosophy on general education, and state districts' baccalaureate degree goals which shall include addressing unmet local and regional workforce needs.

§55091. Baccalaureate Degree Upper Division Course Requirements.

(a) "Upper division courses" require the application of lower division knowledge and the demonstration of critical thinking through writing, oral communication, or computation. Upper division coursework may encompass research elements, workforce training, apprenticeships, internships, and may require practicum or capstone projects. Upper division courses may have one or more lower or upper division prerequisites.

(b) "Major" has the same meaning as in Section 55061.

(c) A baccalaureate degree requires fulfillment of the following upper division requirements:

(1) A minimum of 40 semester or 60 quarter units or equivalent of total upper division coursework, including units in the major and in general education;

(2) A minimum of nine semester or 13.5 quarter units of upper division general education courses; and

(3) general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.

(d) A lower division course may meet an upper division course requirement but may not be counted toward the required minimum number of upper division units.

(e) Enrollment in upper division courses shall be limited to students admitted to a baccalaureate program at a California community college.

§55092. Conditions for Awarding the Baccalaureate Degree.

(a) District governing boards shall confer the baccalaureate degree upon students who have fulfilled the course requirements of Sections 55061 and 55091, and who have met the following conditions:

- (1) Completion of a minimum of 120 semester or 180 quarter units.
- (2) Completion of a minimum of 36 semester or 54 quarter units of general education that includes:
 - (A) Completion of the requirements in Section 55061 and 55062 to align with the lower division general education patterns of the associate and baccalaureate degrees;
 - (B) Completion of the upper division general education requirements in Section 55091;
 - (C) Completion of additional general education courses to meet the minimum total units that may be lower division, upper division, or any combination of lower and upper division.
- (3) Courses designated as an upper division major requirement must be completed with a minimum grade of "C" (or "P");
- (4) Satisfactory completion of at least 12 semester units (18 quarter units) of upper division courses at colleges within the awarding district. Governing boards shall adopt policies that permit students to obtain waivers of this requirement in order to alleviate undue hardship; and
- (5) Completion of the requirements for the baccalaureate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major and general education requirements.
 - (b) Courses shall be counted toward baccalaureate degree unit requirements if they were completed within a California segment of higher education or, if they meet district standards of rigor, were completed at another institutionally accredited institution.
 - (c) Courses may meet multiple requirements, including general education, a major, and additional requirements stated in Sections 55061 and 55091 when courses are locally approved to meet multiple requirements. However, one course may not be counted in more than one general education area, even if the course is approved in multiple general education areas.
 - (d) Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning as per Section 55050.

(e) Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the baccalaureate degree.

(f) Students who have completed the California General Education Transfer Curriculum (Cal-GETC) shall be deemed to have fulfilled lower division baccalaureate degree requirements, and shall not be required to complete further lower division general education courses.

(g) District governing boards shall establish procedures for students to petition to have completion of a noncredit course counted toward satisfaction of the requirements for a baccalaureate degree, if such degrees are offered in the district.

§55093. Admissions.

(a) Districts hosting baccalaureate degree programs shall establish separate application processes for each such program. All enrollment and admission priorities established by the Legislature for community college courses shall apply to baccalaureate degree programs.

(b) District governing boards may apply criteria for admission to baccalaureate degree programs when enrollment must be restricted due to limitations on funding, facilities, practicum sites, or other similar capacity restraints. Permissible admissions criteria shall be established and maintained by the Chancellor's Office.

§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.

§55270.2. Approval of Direct Assessment Competency-Based Education Programs.

(a) All direct assessment competency-based education programs must obtain the Chancellor's approval prior to a district claiming state apportionment, pursuant to this section and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a).

(b) To obtain approval of a direct assessment competency-based program, the college must submit to the Chancellor a Direct Assessment Competency-Based Education Program Map. The program map shall include the following components:

(1) The name of the proposed program.

(2) The catalog description of the proposed program.

(3) A list of all modules to be included in the program, related competencies, and credit hour equivalencies, as referenced in section 55270.7, inclusive of documentation verifying use of the Chancellor's Office approved methodology to determine the number of credit or clock hours to which the program is equivalent, consistent with accrediting agency requirements.

(4) A description of each module within a program that includes the discipline, subdiscipline, competency outcome statements, competency description, learning objectives, topics of study, learning activities, method for substantive faculty interaction, and documentation of the method of assessment including any formative assessment assignments and summative assessment rubrics.

- (5) A description of faculty and staff roles and responsibilities.
- (6) The methodology used to develop competencies.
- (7) The educational outcomes and specific objectives of the proposed program.
- (8) An explanation of how the program is appropriate to the objectives and conditions of community college education in California and how it is consistent and aligns with system-wide goals.
- (9) The need for and availability of the following resources shall be determined in relation to the proposed program:
 - (A) Adequate or proposed financial support, including a description of how student's eligible for Title IV HEA program funds has been excluded from consideration when based on prior learning;
 - (B) Qualified faculty consistent with the published disciplines list;
 - (C) Library and media center resources; and
 - (D) Access to technology and low- to no-cost digital content.
- (10) An explanation of how student support services will be adapted and integrated within competencies and modules to be delivered in-person or online.
- (11) An outreach strategy that demonstrates a commitment to enroll historically underserved and minoritized students, particularly those identified in the college or districts' Student Equity Plan as being disproportionately impacted pursuant to Education Code Section 78220.
- (12) An evaluation plan which includes review, assessment, and evaluation of the outreach strategy required in subparagraph (11), and of student outcomes that focuses on closing historical equity gaps.
- (13) A professional development plan for faculty and staff designed to foster effective implementation of competency-based education, in accordance with equity-oriented and culturally responsive principles and practices determined in consultation with equity practitioners; and
- (14) All documentation submitted to the institutional accrediting agency, and to the US Department of Education in accordance with Section 668.10 of Title 34 of the Code of Federal Regulations (where applicable).

(c) The Chancellor's approval of a direct assessment competency-based education program is effective until the program or implementation of the program is discontinued or modified in any substantial way in accordance with Title 34 of the Code of Federal Regulations, Section 602.22. The Chancellor's Office may evaluate a direct assessment competency-based educational program, after its approval, on the basis of the program map components listed in this section. If, on the basis of such an evaluation, the Chancellor determines that a direct assessment competency-based education program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

(d) The Chancellor shall provide guidance on the process and timeline for approval of direct assessment competency-based education programs.

§55270.3. Modality.

The educational modality for the delivery of direct assessment competency-based education programs shall consist of fully or partially online modules. All modules developed for direct assessment competency-based education programs are subject to the general requirements of this chapter as well as the specific requirements of this article.

§55270.4. General Academic Standards and Module Approval.

(a) Direct assessment competency-based education modules are a set of degree-applicable credit modules which have been designated as appropriate to the associate degree in accordance with the requirements of section 55062. Academic standards for modules of direct assessment competency-based education programs shall meet the criteria specified below:

(1) Curriculum Committee. The college and/or district curriculum committee recommending a module shall be established by the mutual agreement of the college or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Modules are created and adopted as part of a direct assessment competency-based education program and shall meet the following standards:

(A) Grading Policy. The modules shall provide for measurement of student performance in terms of the stated module outcomes and culminate in a formal, permanently-recorded grade based upon uniform standards in accordance with section 55270.8. The grade is based on demonstrated mastery in the subject matter through successful completion of a summative assessment.

(B) Units. The modules shall grant units of credit in a manner consistent with the provisions of section 55270.12. The competency-based education program map shall record the number of units and credit hour equivalencies for direct assessment competency-based education modules.

(C) Intensity. The modules shall treat subject matter in a way that requires students to regularly engage with the instructional materials.

(D) Difficulty. The modules shall require an attainment of outcomes in the areas of critical thinking, and the understanding and application of concepts determined by the curriculum committee to be college-level.

(E) Level. The modules shall require learning skills and a vocabulary determined by the curriculum committee to be college-level.

(3) Conduct of Module. Each module shall be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the competency-based education program map.

§55270.5. Direct Assessment Competency-Based Education Faculty Selection and Workload.

(a) Instructors of direct assessment competency-based education programs and modules shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the module's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410), of subchapter 4, of chapter 4, and with the list of discipline definitions and requirements found in section 53407, as such list may be amended from time to time.

(b) Instructors of direct assessment competency-based education programs and modules, for which any portion of the module is offered fully or partially online, shall be prepared to teach in a distance education modality pursuant to section 55208 consistent with district policies.

(c) The district governing board shall adopt faculty workload policies for the number of students assigned to a module within a direct assessment competency-based education program. District policies should allow for:

(1) Flexible class sizes as they differ from credit hour programs;

(2) Faculty assignment within the program in lieu of, or in addition to, instruction; and

(3) Flexible faculty scheduling across and within terms.

§55270.6. Instructor Contact.

(a) Instructors in direct assessment competency-based education programs shall be at least as available for student-initiated contact as are instructors in courses conducted by other instructional methods in addition to instructor-initiated contact.

(b) District governing boards shall ensure that all district policies governing direct assessment competency-based education programs provide that any portion of a direct assessment competency-based education module conducted through distance education includes regular and substantive interaction between instructor and students.

(c) Regular and substantive interaction in a direct assessment competency-based education program between instructors and students entails providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student. Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion which should include providing direct instruction; assessing or providing feedback on a student's coursework, formative and summative assessments; providing information or responding to questions about the content of a course or competency; facilitating a group discussion regarding the content of a course or competency; or other instructional activities approved by the institution's accrediting agency.

§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.

§55270.8. Academic Record Symbols and Grade Point Average.

(a) Direct assessment competency-based education modules shall adhere to the following evaluative symbols:

Symbol	Definition
M	Mastery - obtaining at minimum 80 percent on the summative assessment
M+	Mastery with Distinction - obtaining at minimum 90 percent on the summative assessment

(b) Community college districts may authorize the use, under the provisions specified below, of only the following non-evaluative symbols, in addition to those outlined in section 55023, subdivision (e):

Symbol	Definition
PW	Progress Withdrawal - demonstration of mastery not met after the maximum number of summative a

(c) To determine grade point average, community college districts shall adhere to the following grade equivalency standards:

(1) Mastery shall be denoted as a range of excellence.

(2) An evaluative symbol of M will be translated into a letter grade of “B” with a grade point of 3.0.

(3) An evaluative symbol of M+ will be translated into a letter grade of “A” with a grade point of 4.0.

(d) Community college districts shall adopt the credit hour equivalency methodology outlined in section 55270.12 of this article for the purpose of calculating grade point average.

(e) Community college districts shall provide students in direct assessment competency-based education programs with dual transcripts, as described below.

(1) The competency-based transcript shall use the evaluative and non-evaluative symbols described in subdivisions (a) and (b).

(2) The credit-hour equivalency transcript shall use the methodology outlined in subdivision (c) to translate competencies into the traditional credit-hour units to calculate grade point average.

§55270.9. Repetition.

(a) The district policy on module repetition adopted pursuant to section 55040 may permit a student to repeat a direct assessment competency-based education module consistent with course repetition guidelines established in section 58161. Attendance of a student repeating a direct assessment competency-based education module pursuant to this subdivision may be claimed for state apportionment.

(b) The district policy on summative assessment repetition adopted pursuant to section 55040 may permit a student to attempt a summative assessment a maximum of three times before assigning a student the non-evaluative symbol "PW" pursuant to sections 55270.8. The district policy shall establish guidelines for when a student can repeat modules for which the non-evaluative symbol "PW" is assigned.

(1) A student is not considered to have withdrawn if the student successfully completes:

(A) One module that includes 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules;

(B) A combination of modules that when combined contain 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules; or

(C) Coursework equal to or greater than the coursework required for the institution's definition of a half-time student under the US Department of Education, Section 668.2 for the payment period;

(2) For a payment period or period of enrollment in which courses in the program are offered in modules:

(A) A student is not considered to have withdrawn if the institution obtains written confirmation from the student at the time that would have been a withdrawal of the date that he or she will attend a module that begins later in the same payment period or period of enrollment; and

(B) For standard and nonstandard-term programs, excluding subscription-based programs, that module begins no later than 45 calendar days after the end of the module the student ceased attending;

(3) For a non-term program, a student is not considered to have withdrawn if the institution obtains written confirmation from the student at the time that would have been a withdrawal of the date that he or she will resume attendance, and that date is no later than 60 calendar days after the student ceased attendance.

(c) District policy shall include guidelines for redirecting students to credit-hour programs when satisfactory academic progress within the direct assessment competency-based education program is not achieved. The district policy should be non-punitive and allow students to transfer credits earned.

§55270.10. District Evaluation Plans.

(a) The district evaluation plan for direct assessment competency-based education programs shall include, at minimum:

(1) An assessment of the effectiveness of direct assessment competency-based education programs and a plan for continuous improvement based on college procedures. To remediate disparities and inequalities in educational experiences and subsequent outcomes for minoritized students, evaluation plans shall be based on an equity framework and shall include a plan to collect and disaggregate data by race and ethnicity for student access and outcomes.

(2) A review, assessment, and evaluation of outreach strategies for historically underserved and minoritized students.

§55270.11. Academic Calendar.

(a) A community college district will determine the academic calendar for direct assessment competency-based education programs which must, at a minimum, provide students with sufficient flexibility to demonstrate mastery of competencies at their own pace. An academic calendar may utilize the following schedule configurations:

(1) Standard term. A standard term is a semester, trimester, or quarter where all classes are scheduled to commence and conclude within a set time frame. Districts who wish to use a standard term for direct assessment competency-based education programs must design modules to be completed within a term.

(2) Nonstandard term. A nonstandard term is not a semester, trimester, or quarter. Nonstandard terms have a fixed start and end date for modules, but the terms may be unequal in length.

(3) Nonterm. A nonterm schedule configuration does not commence or conclude within a term and module start and end periods may overlap.

(b) The community college district shall consult with the college or district academic senate in accordance with section 53203, and determine the appropriate time span for completing direct assessment competency-based education modules. District polices shall adhere to the following requirements:

(1) A student may progress through the competency-based education module at their own pace;

(2) Modules will remain open until the student demonstrates mastery, until the student has exhausted the number of attempts pursuant to Section 55270.9, or until the end of the designated term as determined by the college, whichever comes first.

§55270.12. Direct Assessment Competency-Based Education Credit Equivalency.

(a) In adherence with the federal definition for credit hour in Title 34, Section 600.2, of the Code of Federal Regulations, a credit hour is an amount of student work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than the standard used for credit instruction.

(b) The determination of credit hours awarded for a competency-based education module is a curricular matter that includes consideration and review of the following:

(1) The level of learning;

(2) The types of educational activities;

(3) The formative assessments;

(4) The complexity and rigor of the summative assessment; and

(5) Alignment to existing credit courses.

§55270.13. Eligibility for State Apportionment.

In order for attendance in a module of direct assessment competency-based education to be eligible for state apportionment pursuant to the provisions of this article, the module must be reported as required by this article, and meet all other requirements of statute and regulation relative to eligibility for state apportionment.

