California Community Colleges

Direct Assessment Competency-Based Education Collaborative

Request for Applications 20-040

Funding Source:	Institutional Effectiveness, Specialized Training
Funding Period:	March 1, 2021 through January 31, 2025
Funds Available:	Up to $515,000
Release Date:	December 3, 2020
Number of Awards:	Up to 10 (pending funding)
Questions Deadline:	Direct questions about the Request for Applications to Chantee Guiney at cguiney@cccco.edu (submit all inquiries by 5:00 pm on Friday, January 29, 2021 via email)
Information Session:	December 11, 2020 12:00 pm – 1:00 pm PDT
Application Deadline:	Applications must be received by 5:00 pm on Friday, February 5, 2021 via electronic form: Direct Assessment Competency-Based Education Collaborative Request for Applications 20-040 Submission Form
Administered by:	California Community Colleges Chancellor's Office Educational Services and Support Division 1102 Q Street, Suite 4400 Sacramento, CA 95811

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Collaborative Overview and Objectives

The Chancellor's Office is establishing a collaborative composed of up to 10 colleges (pending funding) to support the implementation of direct assessment competency-based education (CBE) associate degree programs. The purpose of the direct assessment CBE collaborative is to establish a direct assessment CBE learning community to inform key aspects for system-wide implementation of direct assessment CBE. Interested districts and/or colleges will apply for funds through an application process established by the Chancellor's Office. The goals of the collaborative are as follows:

1. Establish local structures, from curriculum to administration, to support the development and implementation of a direct assessment CBE program.
2. Coordinate local implementation efforts and corresponding state supports.
3. Inform statewide policies, regulations, and system-wide change needed to support implementation.
4. Develop and disseminate a program blueprint for direct assessment CBE for system-wide implementation.
5. Cultivate a peer-learning community and a network of CBE champions armed with the tools to support, educate, and lead implementation efforts system-wide.
6. Evaluate program implementation opportunities, challenges, and outcomes.

DIRECT ASSESSMENT CBE BACKGROUND

To better serve the diversity of our student population and ensure equal access to educational pathways and career opportunities, system-wide implementation of Direct Assessment Competency-Based Education (CBE) is an important next step in the evolution of teaching and learning. Through self-paced learning, with high-touch and high-tech student support, CBE offers a personalized learning experience unrestricted by time or locality. Aligned with the system's ambitious reform agenda and goals identified in the Vision for Success, system-wide implementation of direct assessment CBE represents an effort to embrace innovative learning practices to meet the needs of a diverse student population with equity as the driver for change.

Direct assessment CBE is a federally defined term that refers to an instructional program that, in lieu of clock hours, measures learning through direct assessment of mastery. Direct assessment programs must lead to a postsecondary degree and thus must meet the standards of degree-applicable programs. While Competency-Based Education more generally is implemented by colleges and universities to offer an array of post-secondary credentials, this effort is centered around direct assessment CBE for associate degree programs. Direct assessment CBE programs:

- are not based on academic terms or credit hours
- are fully online or hybrid

- base both the evaluation of student achievement and the award of a degree or credential solely on the demonstration of competencies
- allow students to proceed at their own pace rather than progressing through courses offered in a traditional academic term
- do not necessarily assign conventional grades
- expect students to demonstrate competency at a high level of achievement
- establish "credit-hour equivalencies" for the student learning outcomes

During the January 2020 Board of Governors meeting, the Chancellor's Office (CO) presented a report titled Recommendations to Encourage the Use and Development of Competency-Based Courses and Programs and Review of the Statewide Approval Process to Offer Online Courses Under a Flexible Calendar. This report included a set of recommendations to encourage the development of direct assessment competency-based education programs. From those recommendations came a collaborative effort between the CO and the California Community College Curriculum Committee (5C) to explore options for statewide implementation of direct assessment CBE.

Earlier this year, the CO coordinated an effort bringing 5C together with CBE experts to engage in deep learning around direct assessment competency-based education to create CBE regulations for statewide implementation of direct assessment CBE programs. The results of this work are a set of Title 5 regulations adopted by the Board of Governor's at the November 2020 BOG meeting (see Appendix B). These regulations provide colleges the flexibility and framework to successfully offer direct assessment CBE for associate degree programs.

The Chancellor's Office has established the Direct Assessment Competency-Based Education Collaborative to support the implementation of these regulations. The collaborative will bring together early implementer colleges and engage them in deep learning and structured implementation of direct assessment CBE. The collaborative will be guided by a Collaborative Syllabus that outlines the process, key milestones, and activities for direct assessment CBE implementation from inception to student enrollment and evaluation (see Appendix A). A small number of colleges will be selected based on their ability to demonstrate the enabling conditions for program success. The ultimate goal of this effort is to provide access to degree programs that lead to wage gains and are offered in a flexible, adaptive and innovative modality for students deemed to be "non-traditional learners" – adult learners and students with some college, no degree. Interested colleges will need to adhere to the Request for Application guidelines outlined in this document.

PARTICIPATION AND REPORTING REQUIREMENTS

The direct assessment CBE collaborative is intended to create a space for shared learning and leadership. As such, colleges selected to participate in the collaborative are expected to establish a Direct Assessment CBE Implementation team; participate in collaborative

planning and learning sessions with fellow participating colleges and relevant content experts; submit implementation artifacts to the Chancellor's Office; and participate in system-wide evaluation and process documentation. During the online or in-person planning and learning sessions colleges are expected to include implementation team members. These team members should come prepared to actively participate in learning sessions and are expected to complete the necessary preparation work as outlined in the Collaborative Syllabus (see Appendix A). In between learning sessions, colleges are expected to work with the CO on the evaluation of this effort – this includes submitting artifacts (required products), participating in interviews, and providing process documentation.

Upon selection, the prospective grantee(s) shall enter into a Grant Agreement with the Chancellor's Office. Applicants acknowledge and agree that the Chancellor's Office reserves the right to make adjustments to the budget, scope of work, annual work plan, or other aspects of the application that will be incorporated into the Grant Agreement prior to funding the grant. Upon execution of the Grant Agreement, the Grant shall consist solely of the Grant Agreement and any forms or documents incorporated into the Grant Agreement.

FUNDING

A total of $515,000 is available to each participating college and is contingent on the college meeting key milestones during each phase of the project. Of this amount, $100,000 will be made available as seed funding. This collaborative follows a milestone payment process in which colleges will receive a percentage of the total funding for key artifacts, referred to as "Required Products" in the Collaborative Syllabus which can be found in Appendix A.

CALENDAR OF KEY DATES

December 3, 2020	Collaborative application made available
December 11, 2020	Application informational session
December - January	Complete the pre-application activities of Module I
February 5, 2021	Collaborative application due
March 1, 2021	Selected colleges notified
March 1, 2021	Direct Assessment CBE Collaborative launch

Application Instructions

Applications must be submitted electronically using this link: [Direct Assessment Competency-Based Education Collaborative Request for Applications 20-040 Submission Form](#). To be considered all components of the application must be completed.

EXPLANATION OF APPLICATION SECTIONS

The application for the Direct Assessment CBE Collaborative has two components. The first component aligns with Module I of the direct assessment CBE program syllabus (see Collaborative Syllabus in Appendix A). In this section, colleges are asked to: 1) describe how essential stakeholders have been engaged in making the decision to participate in this collaborative and implement one of these programs; 2) submit a leadership certification form signed by college leaders; and 3) submit an implementation team charter.

In the second component of the application, colleges are asked to assess existing resources and partnerships that may be leveraged to support this effort and describe program information for a potential direct assessment CBE associate degree program.

In addition to the information provided by the applicant, a college's student demographics and student success metrics, disaggregated by race and ethnicity, will be drawn from the Student Success Metrics (SSM) Dashboard. These data will be used to assess alignment between this effort and the system's goals to eliminate opportunity gaps. Interested colleges DO NOT need to provide this data as the Chancellor's Office will draw this data directly from the SSM Dashboard for the 2018-19 academic year.

The Chancellor's Office will consider the following SSM Dashboard data in the review of applications:

- Ethnic and racial diversity
- % of students between the age of 25 – 54
- % of students who are economically disadvantaged
- % of students retained from Fall to Spring
- % of students that transferred to a four-year institution

ELIGIBILITY

To be eligible a college must be in good standing with the ACCJC. Community colleges will be allowed to submit only one application.

Before applying, colleges will need to complete the following:

- Engage stakeholders and build buy-in
- Establish implementation team and draft charter
- Obtain leadership certification

- Have preliminary conversation about which associate degree program will be offered

APPLICATION CRITERIA AND SCORING

The Chancellor's Office will review, and rank applications based on the following components:

- **Student population served & Student Success Metrics:** A commitment to serving adult learners and students from marginalized communities through innovative practices and a proven dedication to eliminating opportunity gaps in their service area demonstrated through student demographics, student success metrics data, and efforts to advance diversity, equity, and inclusion (DEI).
- **Existing Resources & Partnerships:** Commitment to the implementation of direct assessment CBE that includes a willingness to make financial investments and build capacity for innovation by leveraging existing resources and partnerships.
- **Direct Assessment Program:** The type of program to be offered and the ability to integrate data-informed decisions in the selection of programs by conducting labor market analysis to determine which degrees are in demand and offer the greatest opportunities for students.

Application Component	Points
Student Population Served	45
Student Success Metrics	45
Existing Resources	28
Existing Partnerships	16
Direct Assessment Program	15
Total	149

SUBMISSION PROCEDURE

Submit an electronic application by completing the following form: [Direct Assessment Competency-Based Education Collaborative Request for Applications 20-040 Submission Form](#).

If you have any questions, please contact Chantee Guiney at cguiney@cccco.edu.

The implementation team charter must be submitted as a PDF document and should include all the components identified above. The leadership certification form should also be submitted as a separate PDF document. It is therefore anticipated the applicant will print the leadership certification form to obtain the required original signatures. Once signed and completed, upload the leadership signature form into the application form using a single PDF document.

REJECTION OF APPLICATION

The Chancellor's Office reserves the right to reject any and all applications received.

A grant application shall be automatically rejected if:

1. The grant application is received at the Chancellor's Office via the established electronic submittal procedure later than **5:00 p.m**. on **Friday, February 5, 2021**.

2. The grant application does not include all the required application components outlined in the Direct Assessment CBE Collaborative Application.

Appendix A

Direct Assessment CBE Collaborative Syllabus

CHANCELLOR'S OFFICE COLLABORATIVE OVERVIEW

The Chancellor's Office is establishing a collaborative composed of up to 10 colleges to support the implementation of direct assessment competency-based education (CBE)[1] for associate degree programs. The purpose of the direct assessment CBE collaborative is to establish a direct assessment CBE learning community to inform key aspects for system-wide implementation of direct assessment CBE degree programs. Interested districts and/or colleges will apply for funds through an application process established by the Chancellor's Office. The goals of the collaborative are as follows:

3. Establish local structures, from curriculum to administration, to support the development and implementation of a direct assessment CBE program.

4. Coordinate local implementation efforts and corresponding state supports.

5. Inform statewide policies, regulations, and system-wide change needed to support implementation.

6. Develop and disseminate a program blueprint for direct assessment CBE for system-wide implementation.

7. Cultivate a peer-learning community and a network of CBE champions armed with the tools to support, educate, and lead implementation efforts system-wide.

8. Evaluate program implementation opportunities, challenges, and outcomes.

The collaborative is expected to commence Spring 2021 and end in Spring 2025.

DIRECT ASSESSMENT CBE PROGRAM SYLLABUS

With the goal of building capacity for the development of direct assessment CBE programs, a program syllabus was created to guide the design and implementation of local direct assessment CBE programs. The program syllabus identifies various phases (referred to as modules) associated with implementation of direct assessment CBE. These modules were created by analyzing the national landscape of CBE program elements. Within each module are a set of objectives, a suggested timeline, activities, and required products (deliverables for funding). The "percentage of payment" column is the portion of funds that will be made available upon the completion of key milestones and submission of the required products. The intent of the program syllabus is to identify the

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[1] Direct assessment is an instructional program as defined in section 668.10 of Title 34 of the Code of Federal Regulations that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by other institutions or organizations.

objectives of each phase of the project, and to direct the content provided and workshops held.

PROFESSIONAL DEVELOPMENT

To assist colleges in their implementation and to help inform the scalability of direct assessment CBE programs, participating colleges will attend periodic Chancellor's Office workshops. Workshops will be structured to align with the timing and the activities of each module. In these workshops the collaborative colleges will hear from direct assessment CBE experts, other relevant content experts (ex. ACCJC), and Chancellor's Office staff, receive tools and tips for successful implementation of the subsequent module, and have the critical discussions needed about the details of implementation. This professional learning community will afford participating colleges the opportunity to work together and support one another as each develops its own program.

BUDGET ALLOCATION AND MILESTONE PAYMENT PROCESS

A total of $515,000 is available for participating colleges contingent on the college meeting key milestones during each phase of the project. Of this amount, $100,000 will be made available as seed funding. Outlined below within the program syllabus is the milestone payment schedule for each module and related activities and the products colleges must produce. Colleges will need to submit required products to receive the percentage of funding tied to each milestone.

DIRECT ASSESSMENT CBE IMPLEMENTATION BLUEPRINT

	Estimated Timeline
Module I: Establish local infrastructure for innovation (6 Months) Generate local support for CBE programs and establish a CBE implementation team that is representative of the campus community.	January 2021 – June 2021

Milestones	**Required Products**	**% of Payment**
1.1 CBE implementation team with cross-department representatives including representatives from the local academic senate, student services, institutional research, information technology services, and financial aid as well as relevant and appropriate faculty, staff and administrators is established. 1.2 Decision-making protocol is determined.	☐ Copy of local implementation team charter ☐ Documentation of policy changes adopted locally ☐ Copy of local academic senate resolution ☐ Summary of process for creating an implementation team, roster of implementation team representatives, team members' roles and	2% ($10,000)

1.3 Local board amends local policies in alignment with direct assessment CBE title 5 regulations. 1.4 Local academic senate resolution to support the development of direct assessment CBE programs is adopted.	responsibilities, and a planning timeline	

Pre-Application Activities:

- Adopt a communication strategy to inform stakeholders of this effort.
- Gain the support of the college president and academic senate.
- Gain the support of the local labor union
- Establish a CBE Implementation Team comprised as detailed above
- Create a CBE implementation team charter that includes the committee's responsibilities, a list of members and their roles and responsibilities, the decision-making process the committee will adhere to, and a process for how the team will receive input from internal and external stakeholders.

Post-application Activities:

- Work with local academic senate to pass direct assessment CBE resolution.
- Work with local board to amend policies
- Complete the implementation process summary required product

Module II: Select the program (3 Months) Use data to identify and select a direct assessment CBE program of study.		April 2021 – June 2021
Milestones	**Required Products**	**% of Payment**
2.1 Labor market analysis and environmental scan are conducted (including consulting with employers). 2.2 Four-year partners have been notified and engaged in the program selection process. 2.3 Student input is solicited to identify high-interest programs. 2.4 Direct assessment CBE program to be offered is chosen.	☐ Summary of labor market analysis and stakeholder input ☐ Summary of student input collected ☐ A description of the educational program including the field of study ☐ Certification of four-year partner engagement	2% ($10,000)

Activities:

- Identify the programs that adult learners are most interested in
- Conduct an evaluation of which programs lead to the greatest outcomes (high-skills, high-wages) for students
- Conduct labor market analysis and environmental scan

- Consult with relevant employers to ensure the program design aligns with employment outcomes
- Collaborate with feeder high schools, four-year institutions, community organizations, and adult education centers

Module III: Design the program (9 Months) Create a comprehensive direct assessment CBE program		July 2021 – March 2022
Milestones	**Required Products**	**% of Payment**
Program Design 3.1 A direct assessment CBE program design approach is determined. 3.2 A flexible academic calendar model is determined. 3.3 A guided student learning journey, outlining skills and abilities, and intellectual behaviors a student must acquire, is crafted. 3.4 Program competencies and related competency statements are established. 3.5 Assessments for competencies are designed and tools for formative and summative assessments are developed. 3.6 Process that permits instructor to confirm student has completed all formative assessments necessary to engage in summative assessment(s) is created. 3.7 A submission protocol for curriculum submission to COCI and data reporting to COMIS is established. 3.8 Design process and mechanism for validating program quality, including feedback from students, alumni and continuous alignment to employer demands is developed. 3.9 An approach to managing the direct assessment CBE program academic content repository and external vendor partnerships for content provision is drafted.	Program Design ☐ Documentation of the methodology used to develop competencies ☐ Description of the program including program competency-cross walks, credit hour equivalencies, competency statements, program competencies, and a list of modules in the program ☐ Copy of academic calendar policy ☐ Description of how learning is assessed including information on assessment tools ☐ Documentation of four-year transfer agreements ☐ Documentation of a redirection and transfer policy that allows students to transfer between direct assessment CBE programs and credit hour policies ☐ Documentation of financial aid policies Faculty and Staff ☐ A description of faculty and staff roles and recruitment practices ☐ Summary of faculty and staff model including a substantive and regular interaction policy	33% ($170,000) with three payments for each set of deliverables: 1) Program Design: $100,000 2) Faculty and Staff: $50,000 3) Professional Development and Onboarding: $20,000

3.10 A process for auditing modules for cultural relevance, up-to-date content, and alignment with employers' desired outcomes is established.	☐ A description of student success support services ☐ Summary of data collection and evaluation plan
3.11 Cross-discipline faculty are identified and create general education modules.	**Professional Development and Onboarding**
3.12 Acceptability of dual transcripts is reached by four-year institutions (UC, CSU, AICCU).	☐ Copy of staff and faculty professional development plan ☐ Copy of student onboarding and orientation plan
3.13 Transfer agreements from CBE programs to public four-year universities are finalized.	
3.14 A process for transferring into direct assessment CBE programs and out of direct assessment CBE programs is established.	
3.15 Policies and practices for financial aid eligibility and disbursement are adopted.	
Faculty and Staff	
3.16 Faculty and staff roles that distinguish instruction, assessment, coaching and student support services are developed.	
3.17 Faculty workload and labor contracts are negotiated.	
3.18 Student support wrap-around services model is developed and documented.	
3.19 Establish data collection plan for continuous learning and improvement.	
Professional Development and Student Onboarding	
3.20 Faculty and student training for use of student authentication system is developed.	
3.21 Develop faculty and student training for delivering assessments online.	

3.22	An inclusive program orientation that builds sense of belonging and community is designed.		
3.23	Direct assessment CBE program communication plan and student outreach marketing and recruitment plan is adopted.		

Activities:

Program Design

- Academic Calendar: Identify the flexible academic calendar model to be used
- Program: Identify competency framework
- Competencies and Modules:
  - Develop program competencies and overarching competency statements through backward design or deconstruction-reconstruction and framework origin
  - Determine number of competencies per program
  - Develop competencies for the program and modules that are externally referenced (e.g. convened groups of employers, professional advisory committees, or licensure requirements)
  - Develop crosswalk of competencies to credit-hour
  - Develop modules: draft 'syllabi' or 'Module Outline of Record' per competency
  - Create or curate academic content by program or competency in accordance with system guidance
  - Develop competency statement and learning outcomes, description of competency, academic content outline, content location, formative assessment outline, summative assessment description, summative assessment tool
- Assessments:
  - Develop process that permits instructor to confirm student has completed all formative assessments necessary to engage in summative assessment(s)
  - Develop formative and summative assessments for competencies
  - Determine the necessary infrastructure exists to deliver assessments online
- Transfer:
  - Work with four-year partners to ensure direct assessment CBE programs are accepted for transfer
  - Develop process for students transferring from one direct assessment competency-based education program into another direct assessment CBE program with prior direct assessment program credit or credit awarded at the college, as well as students transferring out of CBE programs into traditional programs
- Financial Aid: Work with financial aid office directors and staff to create financial aid policies to ensure students are eligible for Title IV funds.

Faculty and Staff
- Faculty Model:

- Clearly define faculty and staff roles and responsibilities
- Adopt a CBE faculty model that allows for team-based approach to the various aspects of instruction
- Establish instructor contact and availability of instructor based on regulatory guidance for 'regular and substantive interaction'
- Establish faculty criteria and workload based on regulatory guidance
- Determine faculty roles and responsibilities in accordance with minimum qualification criteria and system guidance
- Staff roles: Establish a coach model to provide student support services

Professional Development and Student Onboarding

- Develop professional development plans for faculty and administration
- Develop a communications and outreach strategy for students
- Create an inclusive onboarding process for students

Module IV: Obtain regional accreditation and program approval (2-4 Months ACCJC; 6-12 Months USDOE) Seek and receive program approval from the institutional accrediting agency (ACCJC) and the U.S. Department of Education.		April 2022 – March 2023
Milestones	**Required Products**	**% of Payment**
4.1 CBE program design and implementation supports the institutional accreditation process. 4.2 Required documentation is submitted to ACCJC and the USDOE. 4.3 ACCJC and USDOE approvals are received.	☐ Copy of submission to ACCJC and the USDOE, and the feedback received	5% ($25,000)

Activities:

- Submit direct assessment CBE program to ACCJC/USDOE
- Establish point of contact
- Iterate feedback to finalize and receive approval

Module V: Build operational model (8 – 12 Months) Integrate direct assessment CBE into operating systems and establish infrastructure to support direct assessment CBE.		April 2022 – March 2023
Milestones	**Required Products**	**% of Payment**
5.1 Technology infrastructure for CBE programs is developed or embedded into existing technology infrastructure.	☐ Documentation of technology infrastructure changes ☐ Documentation of technology costs	19% ($100,000)

5.2 Student supports, business, and operational components of the program, including integration of the technological components are built. 5.3 Procedures, administration, and technology are updated to accommodate new calendar. 5.4 Student authentication system is integrated with learning management system (LMS) or association management system (AMS). 5.5 An infrastructure that accommodates dual transcripts is created in partnership with business operations and registrar. 5.6 External vendor contracts for technology and infrastructure needs are executed. 5.7 Faculty and staff trainings for technology necessary for administrative and instructional implementation are developed. 5.8 Online student supports including tutoring, counseling, library services, writing center, peer support, and IT help desk are integrated into the technology infrastructure.	☐ Documentation of the changes made to implement a new calendar system ☐ Summary of process used to accommodate dual transcripts and dual transcript examples ☐ Copy of staff and faculty technology professional development plan. ☐ Documentation of student support technology infrastructure. ☐ Copy of vendor contract and scope of work.	

Activities:

- Build student supports, business, and operational components of the program, including integration of the technological components; this phase may occur while the system and institution(s) are awaiting accreditor approval
- Develop faculty and student training for use of student authentication system
- Develop faculty and student training for delivering assessments online
- Shift procedures, administration, and technology to accommodate new calendar
- CBE model assessment design principles should be applied in the design of assessments and related tools
- Ensure student authentication system integrates with learning management system (LMS) or association management system (AMS)
- Ensure the necessary infrastructure exists to deliver assessments online
- Determine reporting protocol
- Build infrastructure to accommodate dual transcripts (i.e. administrative processes and SIS) in partnership with business operations and registrar

- Design process and mechanism for validating program quality, including feedback from students, alumni and continuous alignment to employer demands
- Establish external vendor partnerships for content provision

Module VI: Obtain CCCCO Approval (3 Months) Seek and receive program approval from the CCCCO.		April 2023 – August 2023
Milestones	**Required Products**	**% of Payment**
6.1 Required Chancellor's Program Approval documentation is submitted. 6.2 Program evaluation and data collection process aligned with the system's Vision goals and Student Success Metrics is developed.	☐ Copy of Program Map ☐ Copy of approved ACCJC and USDOE application ☐ Copy of data and evaluation plan ☐ Copy of flexible calendar program certification	0%

Activities:

- Finalize direct assessment CBE Program Map as outlined in regulations

Module VII: Launch program (4 Months) Successfully launch a CBE program and enroll students.		September 2023 – December 2023 *Programs begin Spring 2024*
Milestone	**Required Products**	**% of Payment**
7.1 Outreach is conducted on target population of students. 7.2 Information on policies and procedures is readily available and accessible to students. 7.3 Pre-enrollment survey and/or informational interviews are conducted to proactively personalize student supports. 7.4 An inclusive program orientation that builds sense of belonging and community is implemented. 7.5 A first cohort is selected.	☐ Copy of outreach and marketing materials ☐ Documentation of transfer agreements ☐ Copy of pre-enrollment survey ☐ Copy of orientation plan	10% ($50,000)

Activities:

- Students begin to participate in the credit-bearing, direct assessment CBE program(s), while the program's impact is measured, and lessons learned are captured
- Partner with feeder high schools, four-year institutions, community organizations, and adult education centers to outreach to potential students

- Implement a student outreach plan that will ensure program transparency for students (i.e. website accessibility) and assist students in determining if program is right for them
- Offer new student orientation

Module VIII: Continued action research and scalability Establish and implement direct assessment CBE evaluation plan, and a plan for continued faculty, staff, and student professional development and support.		1-year after implementation January 2025
Objectives	**Required Products**	**% of Payment**
8.1 Initial enrollees are monitored closely and ensure that students are receiving adequate supports. 8.2 Modules are audited to ensure cultural relevance and up-to-date content 8.3 Student, faculty and staff feedback is solicited through surveys, focus groups, and/or interviews. 8.4 Ongoing professional development for faculty, staff and students is offered. 8.5 Data reporting timeline and milestones are established. 8.6 Data metrics and definitions in alignment with systems-office are identified. 8.7 Program evaluation is integrated into local goals and equity plans. 8.8 Outcome data disaggregated by program and student demographics is collected and evaluated.	☐ Documentation of student outcomes ☐ Comprehensive program evaluation	10% ($50,000)

Activities:

- Institute program evaluation for continuous program improvement
- Institute regular cycles of professional development
- Ensure data collection and reporting processes are established

DIRECT ASSESSMENT CBE PROGRAM PAYMENT SCHEDULE

Module	% of Payment	Timeline
Participation Seed Funding	19% (100,000)	January 2021
Module I: Establish local infrastructure for innovation (6 Months)	2% (10,000)	January 2021 – June 2021
Module II: Select the program (3 Months)	2% (10,000)	April 2021 – June 2021
Module III: Design the program (9 Months)	33% (170,000)	July 2021 – March 2022
Module IV: Obtain accreditation and program approval (2-4 Months ACCJC; 6-12 Months USDOE)	5% (25,000)	April 2022 – September 2022
Module V: Build operational model (8 – 12 Months)	19% (100,000)	April 2022 – March 2023
Module VI: Obtain provisional CCCCO approval (3 Months)	0%	April 2023 – August 2023
Module VII: Launch program (4 Months)	10% (50,000)	September 2023 – December 2023 **Program begins: January 2024**
Module VIII: Continued action research and scalability (after 1 year)	10% (50,000)	January 2025
	515,000	

Appendix B

Direct Assessment CBE Regulations

Title 5, Division 6, Chapter 6, Subchapter 3, is amended to add Article 6, as follows:

Article 6: Direct Assessment Competency-Based Education

§ 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 California Education Code 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 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 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 subdivision 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 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 34 CFR § 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

Academic standards for modules of direct assessment competency-based education programs shall meet the criteria specified below:

(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.

(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

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:

(a) Development of direct assessment competency-based education programs by:

(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 assessments attempted

(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 USDOE §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 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 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.

Title 5, Division 6, Chapter 6, Subchapter 1, Article 1, Section 55002.5 is amended as follows:

§ 55002.5. Credit Hour Definition.

(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include inside and/or outside-of-class hours.

(b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least two units of credit.

(c) Cooperative work experience courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55256.5.

(d) Direct assessment competency-based education modules defined in section 55270 shall adhere to the formula for credit hour calculations identified in section 55270.12.

(e) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of 34 Code of Federal Regulations part 600.2.

(f) Credit hours for all courses may be awarded in increments of one unit or less.

(g) The governing board of each community college district shall establish policy, consistent with the provisions of this section, defining the standards for credit hour calculations. District policy shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each type of academic activity, standards for incremental award of credit, standard term length, calculation methods for short term and extended term courses, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code; and 34 Code of Federal Regulations part 600.2.

Title 5, Division 6, Chapter 6, Subchapter 1, Article 4, Section 55040 is amended as follows:

§ 55040. District Policy for Course Repetition.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by instructors, or with subchapter 2.5

(commencing with section 59020) of chapter 10 of this division, pertaining to the retention and destruction of student records.

(b) The policies and procedures adopted pursuant to subdivision (a) may,

(1) designate certain types of courses as "repeatable courses" consistent with the requirements of section 55041.

(2) permit a student to repeat a course in an effort to alleviate substandard academic work consistent with the requirements of section 55042.

(3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043.

(4) permit a student to repeat a portion of a course, other than a physical education, visual arts, or performing arts course, offered for variable units on an open-entry/open-exit basis which the student previously completed only under the circumstances described in section 55044.

(5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition.

(6) permit a student to repeat a course in cooperative work experience under the circumstances described in section 55253. When a cooperative work experience course is repeated pursuant to that section, the grade received each time shall be included for purposes of calculating the student's grade point average.

(7) permit a student to repeat a direct assessment competency-based education module and be counted as an FTE for state apportionment under the circumstances described in section 55270.9.

(8) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy may allow the previous grade and credit to be disregarded in computing the student's GPA each time the course is repeated.

(9) permit a student to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is legally mandated.

(10) permit a student to petition the district to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Such courses may be repeated for credit any number of times. The governing board of the district may establish policies and procedures requiring students to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.

(c) The policies and procedures adopted by the governing board of each community college district pursuant to subdivision (a) may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.

(d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

(e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161 and 55270.13 for courses in direct assessment competency-based education courses.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Title 5, Division 6, Chapter 6, Subchapter 1, Article 6, Section 55062 is amended as follows:

§ 55062. Types of Courses Appropriate to the Associate Degree.

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in section 55002(a) or section 55270, and that fall into the following categories to be offered as degree-applicable credit courses:

(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.

(b) Courses that apply to the major or area of emphasis in non-baccalaureate career technical fields.

(c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit

toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.

(d) All mathematics courses above and including Elementary Algebra.

(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the district governing board require entrance skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.

Title 5, Division 6, Chapter 9, Subchapter 2, Article 5, Section 58161 is amended as follows:

§ 58161. Apportionment for Course Enrollment.

(a) A community college district may claim the attendance of students for enrollments in credit courses for state apportionment only if so, authorized by this section and if all other requirements of this division are satisfied. For purposes of this section, the definition of enrollment found in section 55000 shall apply.

(b) A district may claim state apportionment for an enrollment in a credit course for the attendance of a student who receives a satisfactory grade, as defined in section 55000, one time unless an exception applies.

(c) A district may claim state apportionment for the attendance of students for enrollments totaling a maximum of three times per credit course and if all other requirements of this division are satisfied.

(d)(1) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students for enrollments in credit courses designated as repeatable, as provided in section 55041, as defined in section 55000, for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course.

(2) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students in active participatory credit courses that are related in content, in physical education, visual arts, or performing arts, as provided in section 55040(c), for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course.

(e) Notwithstanding subdivisions (b), (c), (d) and (e) of this section, a district may claim state apportionment for one additional enrollment if all other requirements of this division are met and only in the following circumstances:

(1) The attendance of a student for an enrollment in a credit course resulting in that student's repetition of the credit course because the district determines pursuant to section 55043 that there has been a significant lapse of time of no less than 36 months since the student previously successfully completed the course, unless an exception to the 36 month requirement applies.

(2) The attendance of a student for an enrollment in a credit course which is a repetition of the credit course pursuant to section 55045 due to extenuating circumstances, if such credit course is not designated as repeatable pursuant to section 55041.

(f) Notwithstanding subdivisions (b), (c) and (d) of this section, a district may claim state apportionment for the attendance of students in credit courses for enrollments in the credit courses without limitation if all other requirements of this division are met and in the following circumstances:

(1) The attendance of a student in legally mandated training as provided in section 55040(b)(9).

(2) The attendance of a student with a disability may be claimed for state apportionment for each enrollment by that student in a credit special class as a disability-related accommodation which is justified by one of the circumstances described in section 56029.

(3) Except for active participatory courses in physical education, visual arts, or performing arts, the attendance of a student for each enrollment in a portion of a variable unit open entry/open exit credit course, that is necessary for the student to complete one time the entire curriculum of the course as described in the course outline of record, may be counted for state apportionment only to the extent that repetition of such courses is permitted pursuant to section 55044.

(4) The attendance of a student for each enrollment in a cooperative work experience course pursuant to section 55253.

(5) The attendance of a student for each enrollment in a direct-assessment competency-based education module pursuant to 55270 and 55270.13.

(6) The attendance of a student withdrawing as a result of extraordinary conditions pursuant to section 55024(a)(10).

(7) The attendance of a student receiving a military withdrawal ("MW") pursuant to section 55024(d)(1).

(8) The attendance of a student withdrawing as a result of discriminatory treatment pursuant to section 55024(a)(8).

(9) The attendance of a student in a course as a result of a change in industry or licensure standards such that repetition of the course is necessary for employment or licensure as set forth in section 55040(b)(10).

(g) To the extent permitted by article 4 of subchapter 1 of chapter 6, a district may permit enrollment in credit courses beyond the limits set forth in this section, but such additional enrollments may not be claimed for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.