

Regulation Topic/Title **R077-25 Personalized Competency-Based Learning**

<i>Summary</i>	<ul style="list-style-type: none"> • This regulation creates a program of competency-based education that is reviewed and approved by the Department. • Section 1 establishes criteria for enrollment and attendance, distinguishing different requirements between grades K-8 and 9-12; specifically, this section addresses the “seat time” issue associated with competency-based learning. • Section 2-5,11, and 14-16 are conforming changes with added references to programs of competency-based education, while calling out integration of the calendar approval process for specialized programs. • Section 7-10 outlines how a school or district may submit a plan to the Department for a program of competency-based education, details the required elements of the application, requirements for school community and student engagement, and the Department process for approval. • Section 12-13 provides flexibility regarding units of credit and transcripts under a program of competency-based education.
<i>Background</i>	<ul style="list-style-type: none"> • Competency-based education was introduced in Nevada in 2015 and has been gaining steam since that time. In 2023, the Department engaged with districts, charter schools, and national experts to address barriers to competency-based education, specifically, “seat time” and units of credit. This group also worked to assess program consistency and practice across the agency. Ultimately, a program of competency-based education supports the flexibility needed to implement without sacrificing accountability and oversight from the Department, while working to mirror consistent processes (i.e., distance education programs, alternative education programs, etc.).
<i>Problem of Practice</i>	<ul style="list-style-type: none"> • The Department is unable to currently track when or how different schools may be innovating under competency-based education • Schools do not have the flexibility to innovate due to seat time and unit of credit requirements.
<i>Development</i>	<ul style="list-style-type: none"> • In SY23-24, the Department convened the Calendar, Credit, and Instructional Time Collaborative to work on revisions to school calendars, programs of competency-based education, and cleanup/consistency efforts within NAC. This Collaborative included over 10 districts and another 10 charter schools. The recommendations that emerged out of that group, in addition to the work done in the Future of Learning Collaborative led to this regulation. These regulations also align with the recommendations of the Commission on Innovation and Excellence in Education.
<i>Supportive Engagement</i>	<ul style="list-style-type: none"> • The Collaborative was supportive of the regulations moving forward.
<i>Oppositional Engagement</i>	<ul style="list-style-type: none"> • N/A
<i>Inflection Points</i>	<ul style="list-style-type: none"> • N/A
<i>History</i>	<ul style="list-style-type: none"> • These regulations were submitted in 2024 following the conclusion of the Collaborative, but were suspended due to the 2025 Legislature; this gets the regulation back on track.
<i>Questions and Notes</i>	<ul style="list-style-type: none"> •