

BASICS OF NONCREDIT

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CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

WHAT IS NONCREDIT?

- Noncredit courses are zero unit courses offered to students without the expense of enrollment fees and designed to help students reach personal, academic, and professional goals
- Noncredit courses often serve as a point of entry for underserved students as well as a transition point to prepare students for credit instruction



WHY NONCREDIT? STUDENT BENEFITS

- Affordable (FREE!)
 - No cost
 - No financial aid necessary
- Accessible
- Open entry/open exit format (optional) can serve students at point of inquiry
- Flexible scheduling
- Access to counseling and SSSP services



WHY NONCREDIT? STUDENT BENEFITS

- Focus on skill attainment, not grades or units
- Students may re-enroll until achieving all outcomes and objectives
- Not affected by 30-unit basic skills limitation
- Pre-collegiate skills development
- Prepare for credit programs or employment
 - CTE: preparation, practice, and certification
 - Bridge to other educational/career pathways



WHY NONCREDIT? FACULTY PERSPECTIVE

- Focus on skill attainment, not units
- Innovate! Create new courses and programs to meet student need
- Opportunity for students to re-enroll in a course, practice skills, and become more proficient
- Courses have immediate impact on students' lives and communities



WHY NONCREDIT? FACULTY PERSPECTIVE

- Option for students struggling with credit courses, especially basic skills
- Opens the equity door – provides access to underserved students
- Completion of noncredit courses can be part of multiple measures assessments
- Opportunity to “create” college students – opens door to credit opportunities



NOT-FOR-CREDIT? NO!

- **Not-for-credit**
 - **Also called community service, or community education, or fee-based.**
 - **Self-supporting – registration fees must cover complete cost of offering course**
 - **No curriculum approval required (unless local process)**
 - **No MQs established by state**



CREDIT

VS.

NONCREDIT

Degrees and certificates of achievement	Certificates of completion, competency
Unit bearing	Hour bearing
Designated lecture & lab hours	No lecture or lab designation
Grades (A-F or P/NP)	Grades dependent on district (P/SP/NP, A-F)
Transcript	Not transcribed at most colleges...yet
Generates apportionment	Generates apportionment: CDCP or regular noncredit
Student fees apply	No student fees
Not repeatable	Re-enrollment allowed



NONCREDIT CATEGORIES

Noncredit	AEBG	CDCP
<ul style="list-style-type: none"> • ESL • Basic Skills • Short-term Vocational • Workforce Preparation • Immigrant Education • Courses for Adults w/ Substantial Disabilities • Parenting • Programs for Older Adults • Family & Consumer Sciences • Health & Safety 	<ul style="list-style-type: none"> • ESL • Basic Skills * • Short-term Vocational • Workforce Preparation • Immigrant Education • Courses for Adults with Disabilities • Parenting *May include supervised tutoring, high school diploma or equivalency, and classes for adults helping students 	<ul style="list-style-type: none"> • ESL • Basic Skills * • Short-term Vocational • Workforce Preparation *May include co-requisite learning assistance but not stand alone supervised tutoring. May also include high school equivalency



CAREER DEVELOPMENT & COLLEGE PREP (CDCP)

- Preparation for employment or success in college-level credit coursework
- In accordance with **Title 5, section §55151**, colleges may offer a sequence of noncredit courses that culminate in:
 - Certificate of Competency
 - Certificate of Completion
 - Adult High School Diploma (*only eligible for CDCP when approved in accordance with title 5 section 55154 (f)*)
- Four categories: ESL, Basic Skills, Short-term Vocational, Workforce Prep
- CDCP courses can be eligible for apportionment funding equal to credit
- Requirements established in Ed. Code 84760.5



DESIGNATING COURSES AS CDCP:

Data element CB22 is used to designate a course as CDCP:

- **A - English as a Second Language (ESL)**
- **C - Elementary and Secondary Basic Skills**
- **I - Short-term Vocational**
- **J - Workforce Preparation: In the areas of basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training.**



NONCREDIT CERTIFICATES

Certificate of Completion

- Sequence of CDCP courses in Short-term Vocational or Workforce Preparation
- Defined in Title 5, section 55151(h)

Certificate of Competency

- Sequence of CDCP courses in ESL or Elementary & Secondary Basic Skills
- Defined in Title 5, section 55151(i)

Standards for approval are defined in 55151(j)

- Same standards of quality as credit certs (55070)



NONCREDIT RESTRICTIONS

- CORs for courses intended for special populations must clearly demonstrate that the course meets the needs of those populations (Immigrant Education, Parenting, Persons with Substantial Disabilities, Older Adults)
- “No state aid or apportionment may be claimed on account of attendance of students in noncredit classes in dancing or recreational physical education” -Title 5, section 58130
- Apportionment by positive attendance, not census



TITLE 5 REQUIRED ELEMENTS OF THE COR FOR NONCREDIT

- Course Number and Title
- Course Description
- Total Contact Hours
- Course Objectives
- Course Content
- Method of Instruction
- Methods of Evaluation
- Assignments and/or Other Activities

Title 5 §55002(c)1



NONCREDIT COURSE APPROVAL

Title 5 Standards for Approval same as for credit:

- **Section 55002(c)1** – The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students.
- The role of the curriculum committee is to review and approve curriculum just as it does for credit curriculum



NONCREDIT COURSE APPROVAL

Discipline Placement process same as for credit:

- See *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* aka “MQ Handbook”.
- Discipline assignments for noncredit courses may be noncredit discipline minimum qualifications or credit discipline minimum qualifications.
- If noncredit courses are assigned to noncredit discipline MQs, than anyone who meets or exceeds those MQs can teach the courses.



NONCREDIT GRADING OPTIONS

- Locally determined.
- Letter grades (A-F), Pass/No Pass (P/NP), and Satisfactory Progress (SP) permitted.
- Regardless of chosen grading options, course design still needs to include student evaluation and feedback.



AREAS FOR DISCUSSION

- **Overlap between credit and noncredit basic skills**
- **Overlap between credit CTE and noncredit CTE**
- **Use of noncredit as requisite course**
- **Inequities between credit and noncredit faculty compensation/teaching hours**
- **Matching student needs with type of course**



WHO SHOULD BE HAVING DISCUSSIONS?

- Faculty!
- Noncredit course and programs are curriculum, therefore faculty have primacy
- Faculty need to actively influence decisions
- Include faculty –credit and noncredit - in all disciplines that may be affected
- Curriculum, not funding, should drive discussions and decisions



RESOURCES

- *Noncredit Instruction: Opportunity and Challenge*, ASCCC, adopted spring 2009.
- *The Role of Noncredit in the California Community Colleges*, ASCCC, adopted fall 2006.
- *The Course Outline of Record: A Curriculum Reference Guide Revisited*, ASCCC, adopted spring 2017.
- *Program and Course Approval Handbook*, 6th Edition, Chancellor's Office, 2017.



QUESTIONS?

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