Noncredit Guide
De Anza Academic Senate

Introduction

This guide is a local curriculum guide to address any questions about credit purview over noncredit curriculum.

In the California Community College system noncredit instruction is defined in Title 5 as instruction seeking to provide educational opportunities for students to achieve and advance personal goals, career preparation and professional development. Ten categories have been established to offer Noncredit programs. Nine of the noncredit instructional areas are found in Education Code §84757 and the tenth is found in Title 5 §55151. The ten areas are as follows:

1. English as a Second Language
2. Immigrant Education
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics or Family and Consumer Sciences
8. Courses for Older Adults
9. Short-Term Vocational Programs
10. Workforce Preparation

Of these areas, De Anza College will be offering as noncredit English as a second language, short term vocational courses, and workforce preparation.

Noncredit classes were first offered at De Anza College in Fall of 2018 with five sections from automotive technology. The curriculum for each of these noncredit classes was mirrored to the equivalent for-credit classes and students from both for-credit and noncredit rosters were in the same classroom together. Initially, auto tech focused on classes in which students could earn a noncredit certificate for areas of the automotive repair industry which have high job demands, such as tire and brake shops and large franchises. The noncredit classes, which are tuition-free, are a perfect fit for students who otherwise would not be able to afford college and also need the education and training for entry-level employment. Student data has shown that the majority of noncredit students are first-time De Anza College students. Auto Tech then offered more noncredit classes to expand offerings in other specialty areas within the automotive industry. Other departments should consider the opportunities and positive outcomes for students who might benefit from basic skills and job readiness.

Career Development College Preparation (CDCP)

Noncredit CDCP courses and programs qualify for full state apportionment. "The Chancellor's Office reviews community college proposals within the context of Title 5 Community college noncredit course and program approval must be submitted electronically using the Chancellor's Office Curriculum Inventory*" (*Program and Course Approval Handbook*, 2017). The criteria considered by the Chancellor's office in the approval of noncredit courses are: 1. Appropriateness to Mission 2. Need 3. Curriculum Standards 4. Adequate Resources 5. Compliance."

At De Anza, the curriculum development and approval process is the same as the credit process. The De Anza Curriculum Committee, a committee of the Academic Senate, works closely with the Office of Curriculum to ensure that the submitted Course Outline of Record (COR) contains the required components (Title 5 §55002).

- Number of contact hours normally required for a student to complete the course
- Catalog description
- Objectives
- Content in terms of a specific body of knowledge
- Instructional methodology
- Examples of assignments and/or activities
- Methods of evaluation for determining whether the stated objectives have been met

It is recommended that CORs include, at a minimum, the following elements:

- Course number and title
- Status (noncredit versus credit or others)
- Contact Hours
- Catalog Description
- Prerequisites, corequisites, advisories on recommended preparation, or other enrollment
  - limitations (if any)
- Enrollment Repetition Limitations
- Student Learning Outcomes
- Representative Textbook(s), including open educational resources that meet course
  - standards (necessary for articulation)
- Field Trips

The De Anza curriculum committee, "established by the mutual agreement of the college and/or district administration and the academic senate" (Title 5 §55002), is responsible for ensuring that any course recommended for approval "covers the appropriate subject matter, and uses resource materials, teaching methods and standards of attendance and achievement that the committee deems appropriate of the enrolled students" (*Program and Course Approval Handbook*, 2019).

Other Topics

Faculty Teaching Non-Credit
According to the CCCCO Course Approval Handbook and Title 5 section § 55002(a)(4), courses are to be taught by qualified instructors in accordance with specification defined in the course outline of record.

Noncredit course repetition
There is no limit to the number of times a student can repeat noncredit classes.

Grading Policy
To provide flexibility for noncredit programs and for students, De Anza College noncredit courses will be graded using these options.
- Letter Grade
- Pass/No Pass
- Satisfactory Progress (successful completion of coursework toward an award)

Mirroring of Credit and Noncredit Courses

A mirrored class COR includes the exact same content as required for credit class COR and follows the same similar approval process. The following applies to mirrored courses:

- Courses will be listed in the schedule of classes
- For each course, the number of seats available for the noncredit section is decided by discipline faculty. This noncredit seat count, along with the seat count for the mirrored for-credit section, should equal the FA negotiated seat count.
- Students enrolled in noncredit classes are required to complete the same work and assignments as the credit students
- Noncredit students earned a letter grade, pass/no pass grade or satisfactory progress while credit students earned a letter grade.

The college has an opportunity to provide mirrored courses to bridge pathways for students and adult learners to achieve academic success. The noncredit program could be positioned to further community partnerships, promote the development of articulation agreements, and link to existing guided pathways efforts.

Noncredit as Prerequisites and Corequisites

According to the advice provided by ASCCC, "Colleges have the ability to use noncredit courses to meet prerequisite requirements. This practice would allow colleges to shift basic skills courses out of the credit program and to offer them as noncredit courses for which students would not be required to pay fees. Advantages to offering basic skills instruction through noncredit include reduced unit accumulation, no course fees, more flexible scheduling options, and courses based on outcomes rather than grades. Colleges considering this option should remember that many credit students are required to take a minimum number of units to maintain financial aid eligibility.

The use of noncredit corequisites allows colleges to offer support courses for credit courses in mathematics, English, and English as a Second Language through which students are able to re-enroll in the support course until they are able to successfully complete the parent course."

Non-Credit Curriculum Process at De Anza College (approved by AS on March 16, 2020)

All noncredit curriculum must meet Career Development College Preparatory (CDCP) guidelines. All noncredit curriculum must be submitted using the established De Anza College curriculum submission guidelines. Initiators must meet all deadlines and curriculum requirements.

At this time noncredit programs do not require BACCC approval.

Please follow the guidelines below to submit curriculum for approval as CDCP noncredit. The decision and process to offer a course as noncredit is a department decision.
1. Discuss courses to be offered as noncredit with department faculty.
2. Inform your division Dean of your decision.
   E-mail proposed course numbers to be mirrored and proposed certificate title(s) to the CTE and Workforce Development Division. Contact noncredit@deanza.edu. If any faculty need help with understanding the CDCP requirements, request a meeting with the appropriate contact.
3. If the proposed courses and certificate request meet the CDCP requirements, the request will be forwarded to the noncredit Committee Chair.
4. The Noncredit Committee will forward course numbers to the Office of Curriculum for mirroring in ECMS and noncredit course numbering.
   Note: Contact the Curriculum Committee for guidance.
5. Once the proposed noncredit curriculum is mirrored, the normal curriculum process must be followed. The normal curriculum process includes the cover sheet, new course request, and any content review matrices for prerequisites. See the curriculum web site for the proper *forms* to use for new courses http://dilbert.fhda.edu/curriculum/ Note: The load and seat count assignment form is not required for noncredit course submission. For courses that are currently scheduled for revision, faculty must follow the process below. Contact Noncredit Committee Chair for advice if needed.

Important information (Curriculum Process, cont.):
An application for certificate is required. A complete application will also contain the program requirements form (all courses), advisory committee recommendation (CTE courses), labor market information, and analysis (CTE courses). Contact Committee Chair for advice if needed.

Process for Mirroring Credit Courses *Currently in Revision* (from the Curriculum Office)

1. Complete the revisions in ECMS for the credit course ONLY.
2. Complete all necessary paperwork for BOTH the credit course AND the noncredit mirrored course.
3. Obtain signatures.
4. Send an email to the Curriculum Office (ecmsadmin@fhda.edu) with the following subject and body in the email for the credit course ONLY: ·

SUBJECT: ECMS Course Outline Complete: Course #_____

                   The following course is now complete in ECMS and ready for Curriculum Committee review.

BODY: Course #: _____
                   Initiator name: _____
                   Initiator extension: _____

5. Submit the original paperwork for BOTH the credit course AND the noncredit mirrored course.
6. Once the paperwork AND email are received by the Curriculum Office. We will mirror the credit course and inform the initiator that the course has been mirrored.
7. The initiator then has ONE week to go back into ECMS to:

      1. Claim the course to edit.
      2. Add the appropriate noncredit verbiage in Topic I - Catalog Information.
      3. Send an email to the Curriculum Office (ecmsadmin@fhda.edu) with the following subject and body in the email for the noncredit course ONLY:

          SUBJECT: ECMS Course Outline Complete: Course #_____

                        The following course is now complete in ECMS and ready for Curriculum Committee review.

          BODY: Course #: _____
                          Initiator name: _____
                          Initiator extension: _____

8. The credit and noncredit courses will go through the established curriculum review process.

Effective Practices

The following is advice, based on lessons learned, for department faculty who are considering offering noncredit classes.

Enrollment Data Monitoring
- Monitor enrollment daily during the registration period for each quarter
- Keep track of the following:
  - Number of sections with at least one enrollment
  - Number of noncredit enrollments
  - Percentage of total department enrollment that is from noncredit sections
  - Percentage of total department section-count that is from noncredit sections

Click Here for Auto Tech Noncredit Enrollment History Data

Marketing Efforts
- Add noncredit information to department and faculty web sites
- Advertise on Facebook, Instagram, and Twitter
- E-mail a database of former students going back as far as needed to help promote noncredit classes, as noncredit classes are repeatable
- Create flyers, with the help of the Office of Communication, to distribute at consortium adult schools, in classrooms, and throughout the community
- Create mailers that can sent out within the community to residents and other small businesses, primarily for promoting noncredit CTE classes
- Respond to phone calls and e-mails to answer questions from prospective students. Help first-time college students with CCC Apply

Registration for Each Quarter
- Schedule an approved noncredit section for each mirrored for-credit section offered. Department faculty can choose how many sections of a given course are offered as noncredit
- Set noncredit seat count to a minimal starting-point and adjust the seat count of the mirrored for-credit course by that amount, as a starting point. Starting point will vary by department
- Increase noncredit seat count if enrollment increases to the starting point and lower the for-credit seat count to maintain the same total seat count
- Reduce noncredit seat count and increase for-credit seat count if noncredit enrollment is slow and for-credit enrollment is strong
- Communicate with students on waitlists to determine if adding a new section will fill

After the Quarter Begins
- Noncredit classes will have a unique roster, add code list, and attendance sheet
- Print attendance sheet on the first day and keep track of hours every day, as noncredit classes are "positive attendance" classes. For full-quarter length classes, a second

attendance sheet will be needed half way through the quarter and should be printed on the day it is needed to avoid missing any days

- Privately communicate with noncredit students to explain the logistics of noncredit classes and to make sure they have enrolled in the correct class
- Ask every noncredit student how they heard about the noncredit classes to further marketing ideas
- Census is not required for positive attendance sections

At the End of the Quarter
- Assign appropriate grade (letter, P/NP, or satisfactory progress), based on how the course was set up by the department
- Enter the total number of positive attendance hours attended for the quarter, for each noncredit student. The total hours possible for the quarter can be found in "Essentials" within Active Roster
- Save all totaled and signed attendance sheets for Admissions and Records

Resources and References

References
Academic Senate for California Community Colleges. Noncredit Instruction: Opportunity and Challenge. Revised Spring 2019

California Community Colleges Chancellor Office (2019) Program and Course Approval Handbook for California Community Colleges (PCAH). Educational Services and Support Office: CCCCO

Title 5 §55021(c) Career Development and College Preparation. https://govt.westlaw.com/calregs/Document/IDE218C73CDF343B8AC8681D5F2B0E03 6?originationContext=document&transitionType=StatuteNavigator&needToInjectTerms =False&viewType=FullText&contextData=%28sc.Default%29

Resources
Academic Senate for California Community Colleges. The Course Outline of Record: A Curriculum Reference Guide Revisited. Spring 2017.