NONCREDIT COURSES: WHAT ARE THEY AND HOW DO THEY WORK?

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TYPES OF COURSES

Title 5 § 55002 defines four types of courses:

Type	Purpose	Additional Details
Degree-applicable and non-degree-applicable courses	Degree or Certificate	Articulate with 4-year institutions Apply to ADTs Agree with C-ID descriptors when applicable
Noncredit courses	College Preparation and Career Development	Enhanced funding available for certain noncredit categories
Not-for-credit courses	Feel-based Community Service/Education	No apportionment Self-supporting
Contract Education (not a type of course but an offering)	Education/training paid for by a business or organization (restricted enrollment	No apportionment Credit, Noncredit, and not-for-credit may be offered

DIFFERENCES BETWEEN CREDIT & NONCREDIT

Credit

Degrees and Certificates of Achievement

Generates apportionment; student fees apply

Degree applicable and non-degree applicable

Unit bearing

Not repeatable (with exceptions)

Approval: Curriculum Committee, Governing Board, Chancellor's Office

Noncredit

Certificates of completion and competency

Generates two levels of apportionment (non credit and enhanced noncredit); no student fees

Enhanced noncredit = Career Development and College Preparation (CDCP)

No units

Repeatable

Limited to 10 different categories

Approval: Curriculum Committee, Governing Board, Chancellor's Office

10 NONCREDIT CATEGORIES

Categories eligible for state funding according to Title 5 Section 58160:

- **English as a Second Language**
- **Immigrant Education (including citizenship)**
- **Elementary and Secondary Basic Skills (including supervised tutoring)**
- Health and Safety
- **Courses for Adults with Substantial Disabilities**
- Parenting
- Home Economics
- Courses for Older Adults
  - Eligible for AB86 funding if primarily related to workforce entry or reentry
  - Eligible for AB86 funding if designed to develop knowledge and skills to assist K-12 students
- **Short-Term Vocational (including apprenticeship)**
- Workforce Preparation

Future funding under AB86 for areas in **blue**

CAREER DEVELOPMENT & COLLEGE PREPARATION (CDCP)

Also called Enhanced Funding through SB 860

Must be sequenced and lead to certificates

CDCP Enhanced Funding Categories:

- ESL
- Math and English Basic Skills
- Short-term Vocational
- Workforce Preparation (speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills necessary to participate in job-specific technical training)

Courses must be Chancellor's Office approved before submitting a CDCP certificate

- Noncredit Certificate of Completion (career development)
- Noncredit Certificate of Competency (college preparation)

Other noncredit programs may be offered but do not receive enhanced funding

RESTRICTION FOR NONCREDIT

No state apportionment for students attending noncredit courses in PE and dance

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

"Restriction Summary for Noncredit Courses" – PCAH 5th Ed. P. 98

COURSE OUTLINE OF RECORD (COR)

COR is a legal document:

- Contract between the faculty, students, and college
- Local academic senate (curriculum committee), local governing board, and Chancellor's Office must approve all credit and noncredit courses

Noncredit COR Requirements (Title 5 §55002)	
Course number and title (500 level)	Course content
Catalog description	Homework
Total hours of instruction	Evaluation (grade optional)
Objectives	Materials fee
TOP Code/SAM Code	Special characteristics
Total contact hours	Justification of need
Noncredit eligibility category	Class schedule description
Part of program/certificate	

OPPORTUNITIES WITHIN NONCREDIT

Grading Options – Grades are not reflected in student's GPA

- No grade
- Standard letter-grades or Pass/No Pass
- Progress Indicators (Satisfactory Progress)
- Feedback essential to student learning

Enrollment Options – All courses receive Positive Attendance Apportionment

- Open Entry/Open Exit
- Managed Enrollment

Unlimited Repeatability

Dual Delivery – credit and noncredit courses that cover similar subjects for different skill levels (courses cannot be identical)

Support for credit classes – can be a Learning Community structure

NONCREDIT FTES

525 hours of Instruction (Positive Attendance) equals 1 FTE

- Based on the number of students present at each course meeting
- Divide the sum of contact hours by 525

Title 5 § 58007

Exact hours of student attendance need to be recorded every day for every student enrolled in each section of the course (often done through SARS)

Attendance records need to remain on file for 4 years after the term ends

BENEFITS TO STUDENTS

- Affordable (no enrollment fees/tuition)

- Focus on skill attainment, not grades or units

- Repeatable (no 30-unit basic skills limit)

- Open Entry/Exit

- Accessible to nearly all students

- Elementary to pre-collegiate skills

- Bridge to other educational/career pathways

- CTE: Preparation, Practice and Certification
  - Entry-level training leading to career pathways

OPPORTUNITIES FOR STUDENTS

- Multiple pathways for transfer and non-transfer students

- Options for students who are not eligible for financial aid

- Flexible scheduling

- Preparation for credit courses and programs

- Access to information about new academic and/or career opportunities and pathways

- Access to counseling and matriculation services

- Access to book vouchers, child care, etc.

OPPORTUNITIES FOR FACULTY

- Create and innovate new courses to meet student needs

- Different delivery methods

- Courses have immediate positive impact on students' lives and communities

- More freedom to tailor course curriculum

OPPORTUNITIES FOR THE COMMUNITY

- Place to pilot and try new curriculum

- Dual delivery system

- Freedom to tailor curriculum in response to community and occupational needs

OPPORTUNITIES FOR CURRICULUM

- No repeatability limits!

- More options for students who are struggling with passing credit courses

- Preparation by requisite skill development to be successful in credit courses

- Completion of noncredit courses as part of multiple measures assessments

- Incentivize students to move into credit programs

THE NONCREDIT STUDENT

- Often the neediest, most underserved members of our community

- Wide range of goals, generally attempting to gain skills needed for:
  - Personal/family
  - Employment
  - Educational transition, pre-collegiate skills

NONCREDIT FACULTY

- Must meet minimum qualifications for noncredit established in Title 5 **§53412**

- Lead in the "shared vision" for curriculum development

- Determine the need and opportunity for noncredit in individual departments

ADDITIONAL DISCUSSIONS

How much overlap between Credit and Noncredit Basic Skills and CTE is needed or acceptable?

What do SCC students need, and how can SCC meet student needs with noncredit course offerings?

What roles do faculty, administration, and staff play in noncredit curriculum development?

RESOURCES

Program and Course Approval Handbook, 5th Edition page 96, and page 190

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