



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Noncredit Certificates

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Curriculum Institute
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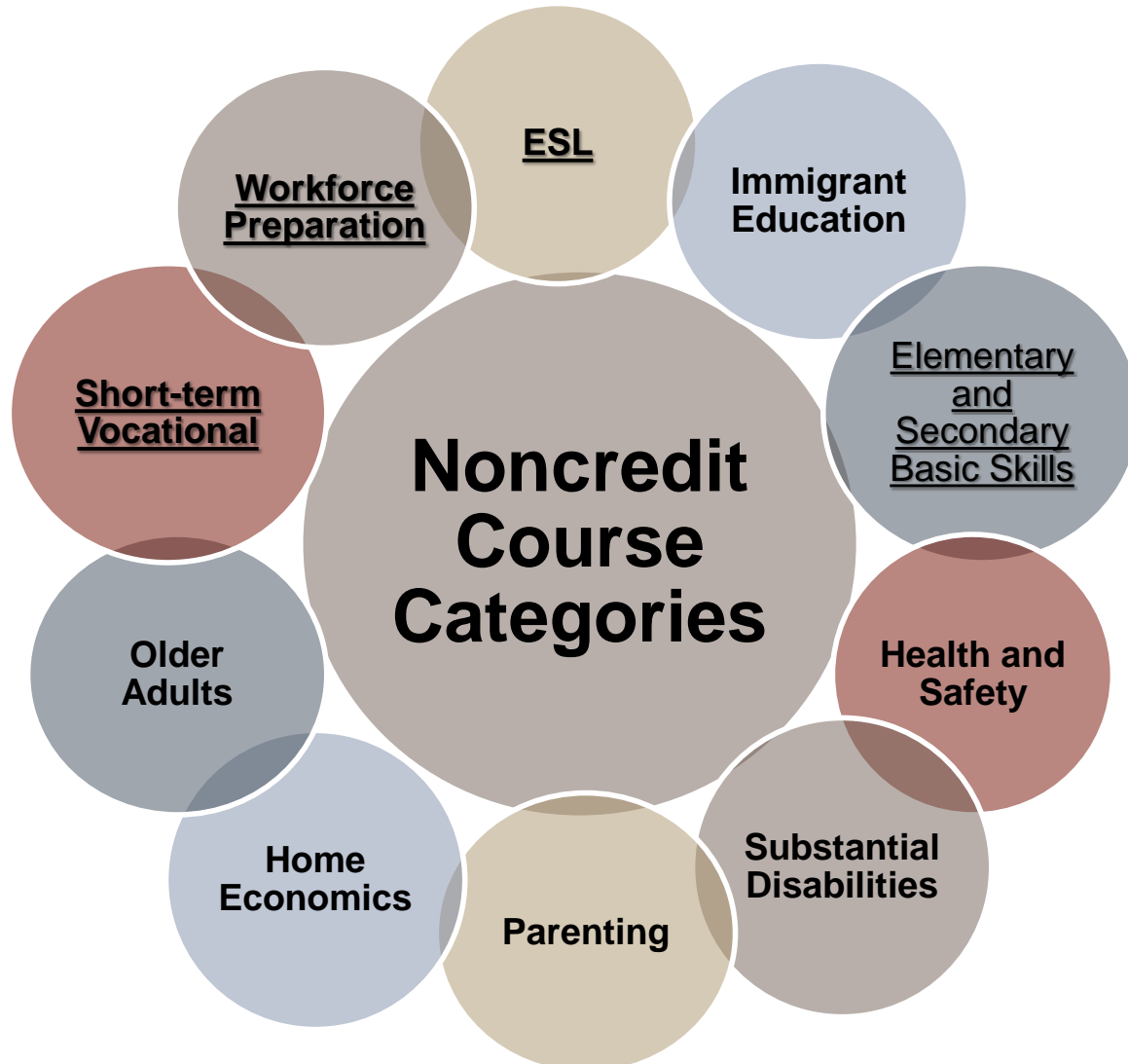
Getting Started

On a scale of 1-10 (1 = rookie & 10 = experienced veteran),
**where do you rate yourself in regards to
your knowledge of noncredit?**



Eligible Noncredit Categories

EC § 84757; CCR title 5 § 58160



The underlined instructional categories are eligible for (CDCP) enhanced funding, in accordance with Education Code 84760.5 and CCR title 5 section 55151 (i.e., ESL, Elementary and Secondary Basic Skills, Short-term Vocational With High Employment Potential, and Workforce Preparation).

Noncredit Program Definition

- An education program defined in title 5, section 55000(m), as “... an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. All noncredit programs that receive state funding require Chancellor’s Office approval.”

Types of Noncredit Programs

NC Programs that must be submitted to the Chancellor's Office for approval are the following:

Career Development and College Preparation (CDCP) Programs:
Certificate of Competency AND Certificate of Completion

Adult High School Diploma

Noncredit Apprenticeship Program

Locally Approved Programs

CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP)

CDCP Policy Requirements

5 CCR § 55151 A noncredit course involving CDCP will be eligible for enhanced funding pursuant to EC § 84750.5 and 84760.5 if it satisfies the following requirements:

- Content and assessment standards for certificates shall be defined by the local curriculum committee
- Curriculum committee shall review noncredit educational programs leading to a certificate using the same standards as applied to credit educational programs leading to a certificate
- Approved by the governing board of the district

Title 5 § 55155 CDCP Programs (More)



May not be referred to as a certificate of achievement regardless of its length or whether it has been approved by the Chancellor



A description of each approved noncredit educational program shall be included in the college catalog



Colleges can establish a NC certificate that is not CDCP due to college preference or ineligibility for enhanced funding; do not need Chancellor approval; cannot call it certificate of competency or completion

Career Development and College Preparation Courses (CDCP)

- Education Code Statutes: CDCP Funding (84750.5);
 - Intended to bridge students into higher education and/or earned employment
 - Must be part of a noncredit certificate to receive enhanced funding.
 - Categories:
 - Elementary and Secondary Basic Skills
 - English as a Second Language
 - Workforce Development
 - Short-term Vocational (including CTE and Workforce prep for older adults)



Noncredit CDCP Certificates

Certificate of Completion

- For career field with high employment potential
- (§ 55151 (i)) – Short - term Vocational, Workforce Preparation

OR

Certificate of Competency

- In a career field transitioning to credit, a degree, or baccalaureate institution
- (§ 55151 (h)) – ESL, Basic Skills, VESL

Completion counts for AEBG/AEP, SWP, and Scorecard metrics

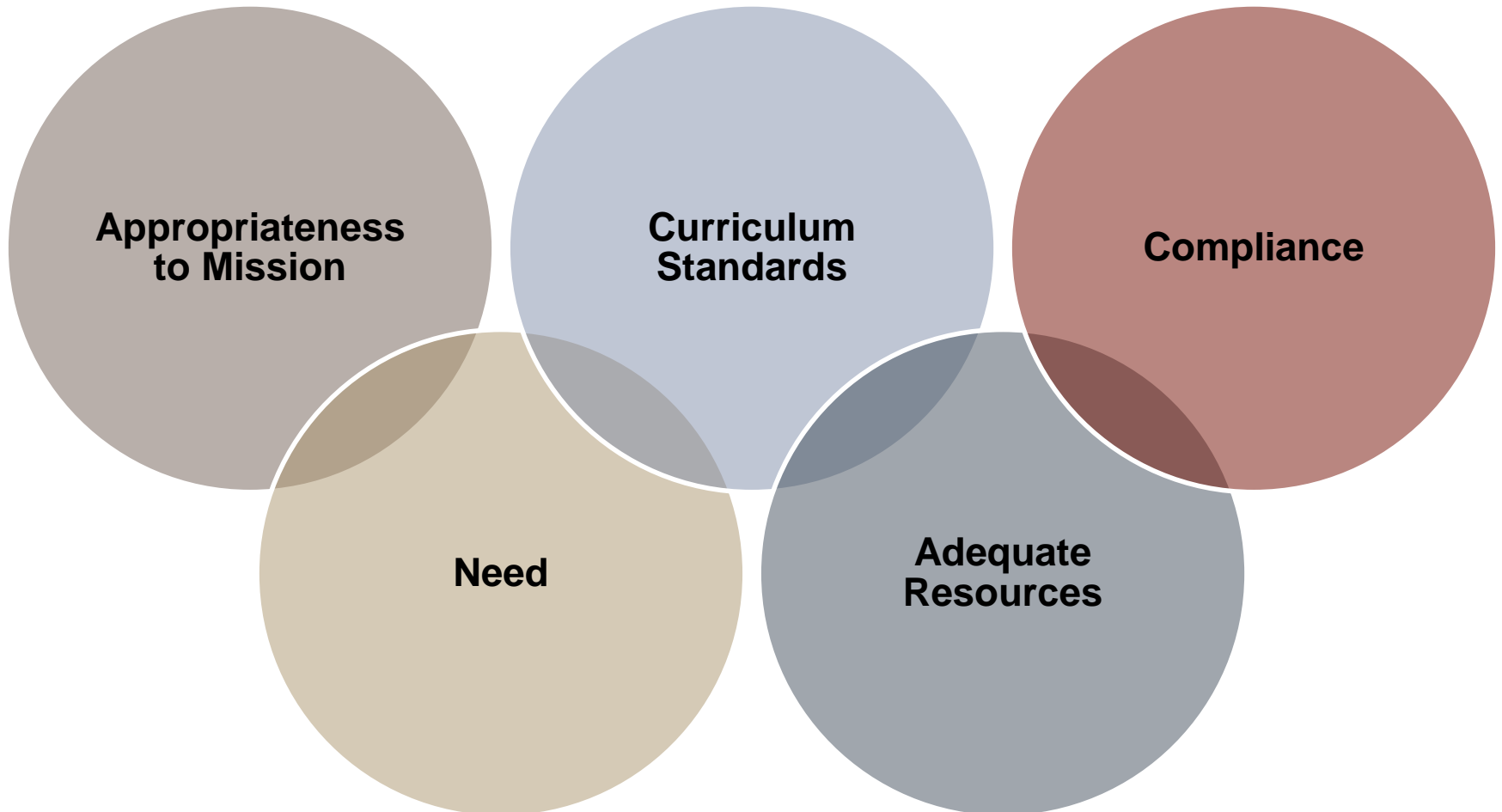
Comparison of FTES Funding Rates (Noncredit, Enhanced Noncredit (CDCP), and Credit)

| | 2006 – 2007 | 2016 – 2017 | 2017 – 2018 |
|--|---------------|---------------|---------------|
| Basic (Regular) Noncredit | \$2626 | \$2840 | \$3050 |
| Enhanced Noncredit (CDCP) | \$3254 | \$4724 | \$5072 |
| Credit | \$3254 | \$4724 | \$5072 |

source: CCCC Fiscal Services 2017-18 Advance Apportionment Report, Exhibit "C", posted 7-24-17
http://extranet.cccc.edu/Portals/1/CFFP/Fiscal_Services/Apport/2017-18/Advance/Exhibit_C_2017-18Adv.pdf

Noncredit Program Approval

Five criteria used by the Chancellor's Office to approve noncredit programs and courses. These criteria are as follows:



Noncredit is part of the Community College Mission

Education Code section 66010.4 (2) states, “In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

- (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in **English as a second language, adult noncredit instruction**, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
- (B) The provision of **adult noncredit education curricula** in areas defined as being **in the state's interest is an essential and important function of the community colleges.**

Approval Guidelines title 5 § 55150

- a) Approval from the CO through established process
- b) COR must be on file with each college
- c) Colleges must keep current records
- d) NC programs that qualify for enhanced funding, adult HS diplomas, other NC program approved by the CO
- e) Must use established CO forms and records



Curriculum Review Process and Timeline



Local Curriculum Committee Approval



District Governing Board Approval



College Submits Curriculum Proposal to CCCCO



CCCCO Proposal Review & Approval

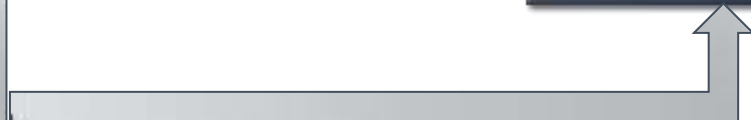
Timeframe determined per local policy

Timeframe determined per local policy

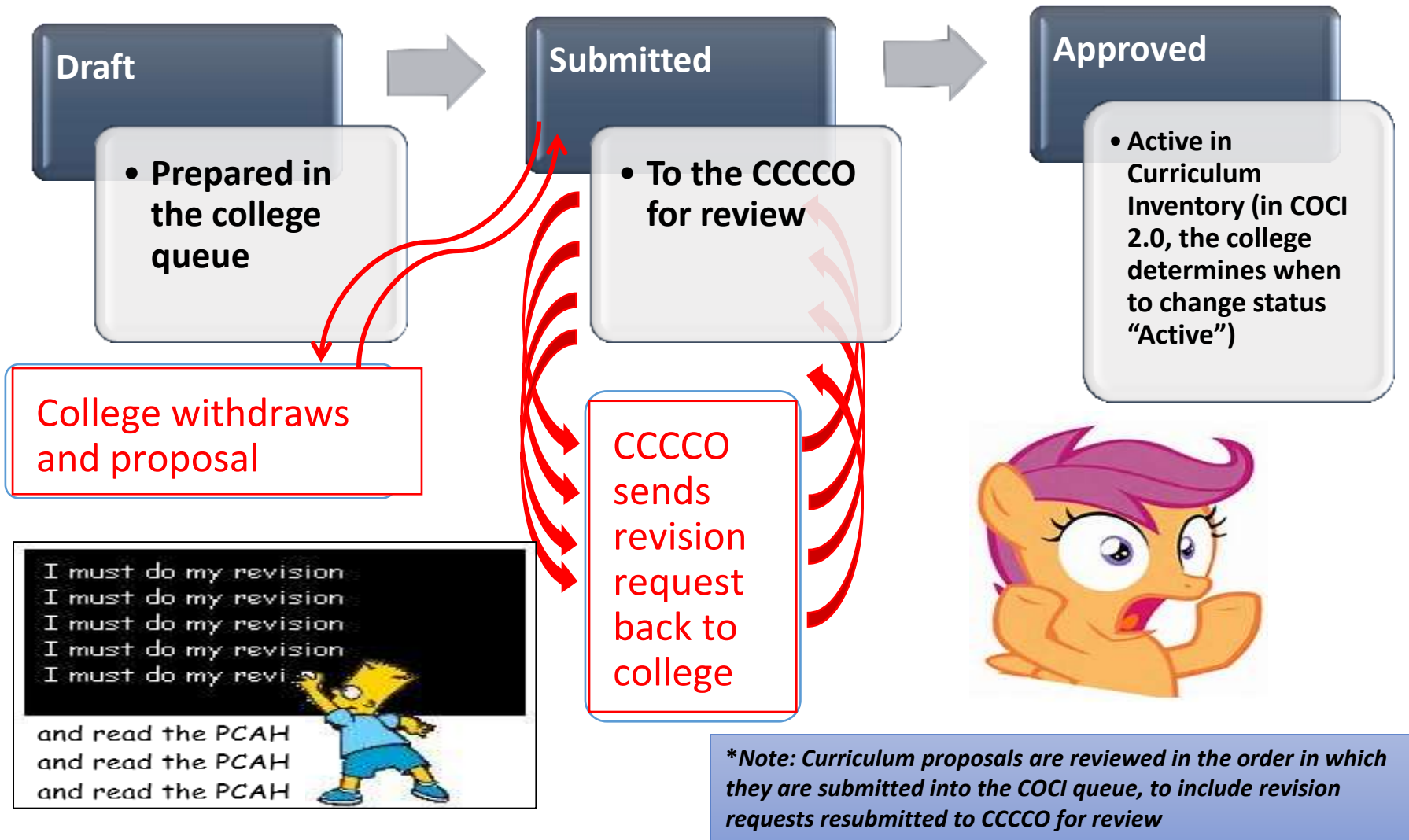
Submit proposal into COCI

Occurs within 60 days of submittal to CCCCO; timeframe subject to total number of proposals received*

**Note: Curriculum proposals are reviewed in the order in which they are submitted into the COCI queue, to include revision requests*



Curriculum Review Process and Timeline (Reality)



Program Submission



Courses must first be approved before the college can submit a proposal for a new CDCP program



CDCP funding for courses that are part of a CDCP program cannot be received until the program is approved



Cannot divide a class that is 110 hours or less into two courses to create a certificate

Short-term Vocational Certificate Proposals

- STV program proposals must provide evidence of high employment potential in one of two ways:

Identify the area of instruction on the list of occupational titles with high employment potential (<http://www.labormarketinfo.ca.gov>)

Attach another data source containing current labor market or job availability data with an explanation of how the data is verified

- No regional or advisory input required for STV certificate proposals

FIELD EXAMPLES

Program Rationale, Transcripts, Certificates



CCC CURRICULUM INVENTORY Noncredit Program Proposal

Noncredit Certificate of Competency or a Certificate of Completion: In Home Support Services

NARRATIVE:

Program Goals and Objectives:

The goals of the program encompass the content of courses in the sequence, community need, and the missions of both Mt. San Antonio College (Mt. SAC) and the CCCCO. After completing the In Home Support Services (IHSS) program, students will:

1. Gain employment as a personal care attendant in a home setting or a care facility.
2. Demonstrate job readiness skills.
3. Progress through the health career ladder by enrolling in further allied health career programs.

These objectives clearly address the contribution that this program can make to the regional economy by producing qualified employees in a high demand field. The IHSS program objectives are consistent with and directly addresses a primary mission of the community colleges which is to “advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.”

There is an evident community need specifically to provide the educational training included in this program. According to the Labor Market Index (LMI), Personal Care Attendant is the fastest-growing occupation with the highest demand in Los Angeles County. It is expected that by 2020, there will be a need for over 240,000 care providers which reflects a 62% increase in current jobs in this field.

<http://www.labormarketinfo.edd.ca.gov/county/losangel.html#OCCDATA>

Catalog Description:

This short-term program is intended to prepare students to become personal care attendants in the home or in a health care facility. Career development is also provided to increase employability and work skills. This program is specifically for noncredit students who are seeking training in the health field for immediate entry-level employment. Furthermore, this program will also provide foundational skills and training for students to enter into more advanced health training programs. Students must pass both core courses to earn the In Home Supportive Service certificate.

Program Requirements:

The program requirements must be consistent with the catalog description (as entered in item 2 above). Display the program requirements in the table format below.

| Required Course | Elective Course | Department Course ID | Course Title | Hours of Instruction |
|------------------------|------------------------|-----------------------------|---------------------------------|-----------------------------|
| X | | BS ABE05 | Career Development | 45 hours |
| X | | VOC IHSS | In Home Support Services | 100 hours |
| | | | | |

Master Planning:

In 2009, Mt. SAC Continuing Education Division staff and faculty were awarded a grant aimed at training basic skills students and unemployed and underemployed individuals in an in demand occupation. The objectives of this grant also promoted contextualization of basic skills and job readiness skills within the vocational content. Thus, Mt. SAC faculty determined that they would design content for contextualized coursework to train personal care attendants. During the 3-year grant period, Continuing Education faculty wrote a noncredit In Home Support Services course, which was approved by the CCCCCO in 2011. When the grant expired in 2012, the course became institutionalized and began to be offered as a noncredit course in conjunction with a Career Development course. Continuing Education faculty and staff recognized the value of students gaining a certificate, especially for the purpose of immediate employment.

This program, including the courses proposed, is highly relevant to the Mt. SAC's curriculum offerings. It is an entry level course into the healthcare field and provides a clear pathway to further health programs in noncredit and credit programs. Furthermore, when students progress to other health programs, there is an opportunity to seek state licensures and increase earning potential. The practice of contextualizing health care curriculum with job readiness skills and basic skills is innovative, relevant to adult students, and promotes acceleration. IHSS also clearly aligns with the Mt. SAC's mission which is in part "to support students in achieving their full educational potential in an environment of academic excellence."

**Pathways to Credit
VESL Career Paths 2017-18 Expansion
ESL Department**

VESL 1st Semester

- ESL Speaking C (ESL SPKC)
- ESL Writing C (ESL WTGC)
- Career & Life Planning (BS CNSL5)
- Computer Keyboarding (VOC CS11)

VESL 2nd Semester: Transitions

**Credit Programs
Pathway**

- ESU Academic English (LANG3)
- Microcomputer Applications (VOC CSB15)

**College
A.A./A.S.
B.A./B.S.
M.A./M.S.**

**Health Careers
Pathway**

- ESL for Health Professionals (VHLTH)
- Microcomputer Applications (VOC CSB15)

**Health
Certificates
and Degrees
Credit or
Noncredit**

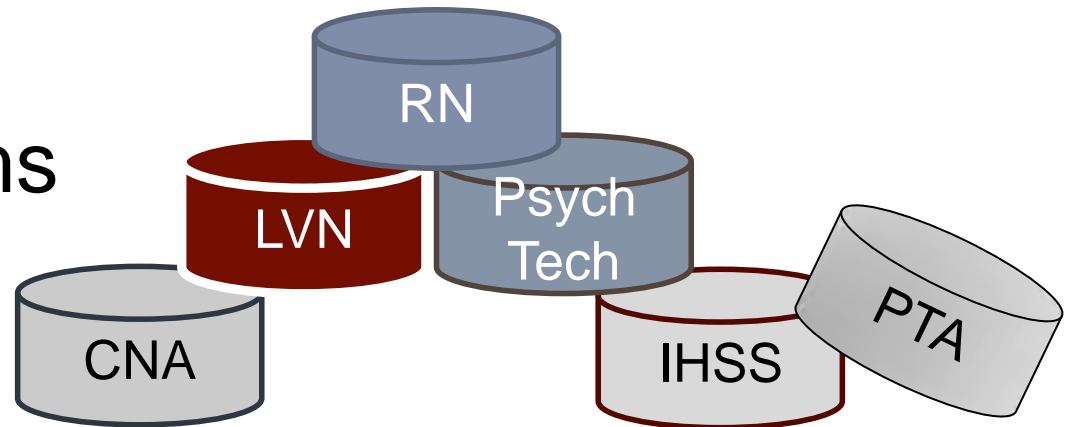
**Business Careers
Pathways**

- ESU Accounting (LANG3)
- ESU Hospitality (LANG3)
- Microcomputer Applications (VOC CSB15)

**Business
Certificates
and Degrees
Credit or
Noncredit**

What Do You Have in Place?

- What can you build upon?
 - Health Careers
- Gaps in programs



- Combine current courses for new certificate



Awarding Certificates

- Noncredit Transcripts
- Noncredit Grades/AKA progress indicators
- Collection of data
- Awarding to Students



Record of: [REDACTED]
 Issued To: pick up

Course Level: Non Credit

Degree: NC Award 288 to < 480 hours 12-DEC-2015
 Major : ESL - Beginning Level

| SUBJ NO. | COURSE TITLE | GRD | R |
|---------------------|-----------------------------|-------|----------------|
| INSTITUTION CREDIT: | | | |
| Summer 2015 | | | |
| PROGRESS WORK | | | |
| ABE01 | Career Information/Guidance | 0.00 | IN PROGRESS |
| LANG1 | Language Skills Laboratory | 0.00 | IN PROGRESS |
| | In Progress Credits | 0.00 | |
| Fall 2015 | | | |
| CIT2 NAT | Citizenship for | 0.00 | P 0.00 |
| LVL4 | ESL - Level 4 | 0.00 | P 0.00 |
| Ehrs: | 0.00 GPA-Hrs: 0.00 | QPts: | 0.00 GPA: 0.00 |
| Winter 2016 | | | |
| CIT2 NAT | Citizenship for | 0.00 | P 0.00 |
| L SPKB | ESL - Speaking | 0.00 | P 0.00 |
| CPNET | Internet Resear | 0.00 | SP 0.00 |
| Ehrs: | 0.00 GPA-Hrs: 0.00 | QPts: | 0.00 GPA: 0.00 |
| Spring 2016 | | | |
| L LVL5 | ESL - Level 5 | 0.00 | P 0.00 |
| BCDP | Basic Computing | 0.00 | SP 0.00 |
| BCPP1 | PowerPoint Basi | 0.00 | SP 0.00 |
| BCPP2 | PowerPoint Basi | 0.00 | SP 0.00 |
| Ehrs: | 0.00 GPA-Hrs: 0.00 | QPts: | 0.00 GPA: 0.00 |
| PROGRESS WORK | | | |
| LANG1 | Language Skills Laboratory | 0.00 | IN PROGRESS |
| | In Progress Credits | 0.00 | |

| SUBJ NO. | COURSE TITLE | GRD | R |
|------------------------------------|--------------------------------|-------|----------------|
| Institution Information continued: | | | |
| Summer 2016 | | | |
| CIT2 NAT | Citizenship for | 0.00 | SP 0.00 |
| ESL SPKC | ESL - Speaking | 0.00 | SP 0.00 |
| VOC CPNET | Internet Resear | 0.00 | NP 0.00 |
| Ehrs: | 0.00 GPA-Hrs: 0.00 | QPts: | 0.00 GPA: 0.00 |
| Fall 2016 | | | |
| VOC CPNET | Internet Resear | 0.00 | NP 0.00 |
| Ehrs: | 0.00 GPA-Hrs: 0.00 | QPts: | 0.00 GPA: 0.00 |
| Summer 2017 | | | |
| ESL SPKC | ESL - Speaking | 0.00 | P 0.00 |
| Ehrs: | 0.00 GPA-Hrs: 0.00 | QPts: | 0.00 GPA: 0.00 |
| Fall 2017 | | | |
| IN PROGRESS WORK | | | |
| CIT2 NAT | Citizenship for Naturalization | 0.00 | IN PROGRESS |
| CIT2 NAT | Citizenship for Naturalization | 0.00 | IN PROGRESS |
| ESL SPKC | ESL - Speaking C | 0.00 | IN PROGRESS |
| VOC CSB15 | Microcomputer Application | 0.00 | IN PROGRESS |
| VOC CSB15 | Microcomputer Application | 0.00 | IN PROGRESS |
| | In Progress Credits | 0.00 | |
| ***** END OF TRANSCRIPT ***** | | | |

DRAFT OF TRANSCRIPT

SSN [REDACTED]

Student ID [REDACTED]

Date of Birth: 12

Record of: [REDACTED]

Issued To: [REDACTED]

DRAFT OF TRANSCRIPT

Course Level: Non Credit

Degree: NC Award 288 to < 480 hours 12-DEC-2015
Major

Major : ESL - Beginning Level

SUBJ NO.

| SUBJ NO. | COURSE TITLE | GRD | R | Institution |
|----------|--------------|-----|---|-------------|
|----------|--------------|-----|---|-------------|

INSTITUTION CREDIT:

Summer 201

CIT2 NAT

ESL SPKC

VOC CPNET

Ehrs: 0

Summer 2015

IN PROGRESS WORK

BS ABE01 Career Information/Guidance 0.00 IN PROGRESS

BS LANG1 Language Skills Laboratory 0.00 IN PROGRESS

In Progress Credits 0.00

Fall 2016

VOC CPNET

Ehrs: 0

Fall 2015

CIT2 NAT Citizenship for 0.00 P 0.00

Questions?



Thank you!

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Madelyn Arballo: marballo@mtsac.edu

Other questions? info@asccc.org

References

Program and Course Approval Handbook (PCAH)

- http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf

Chancellor's Office Noncredit Info

- <http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum/NoncreditCurriculumandInstructionalPrograms.aspx>

Noncredit Instruction: Opportunity and Challenge (ASCCC paper)

- http://www.asccc.org/sites/default/files/publications/noncredit-instruction09_0.pdf

Preparing Students for Careers and College through Noncredit Enhanced Funding (CCCCO Report – Dec 2016)

- <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-CDCP-Report-ADA.pdf>