
OHLONE COLLEGE NONCREDIT COURSES AND PROGRAMS IMPLEMENTATION PLAN

January 4, 2019

MISSION AND VISION

Noncredit courses and programs complement Ohlone College's mission by providing course and program opportunities to diverse, nontraditional, and traditionally underserved populations throughout the Tri City and surrounding areas. Noncredit provides an effective and viable option for advancing the educational, career, and personal success of students who might otherwise not participate in course and program offerings at Ohlone College.

DESCRIPTION OF PROGRAM

The Ohlone College noncredit program will initially focus on helping students by providing workforce development and short-term vocational courses and programs. As the college adds additional noncredit courses, the focus will grow to include courses that enhance basic skills (math, reading, and writing) and ESL (including Vocational ESL). The college will strive to help underprepared students build both skills and confidence needed to transition to the next step in their academic or workforce education. As confidence and skills build, students will be better positioned to transition from noncredit to credit coursework as they move toward degree and/or career goals. Additionally, as the number of students in short term vocational and workforce development courses progress, the number of students who will be workforce ready will increase, thus providing a significant benefit to the surrounding businesses.

For instructors, the noncredit program will provide an opportunity to develop and implement new and innovative teaching techniques that enhance student engagement and success in a supportive, encouraging environment. For students who lack efficient and effective study and learning skills, the noncredit program will provide an opportunity to learn at their own pace and repeat subject matter until proficiency and competency are gained.

Title 5 section 55756.5 limits the number of units earned in pre-collegiate basic skills courses to a maximum of 30 semester units. Assembly Bill 705 directs colleges to provide students with a pathway to completion of transfer level English and Math within one year. Students who come to Ohlone lacking the skills to pass the pre-collegiate basic skills courses have the most to gain from the noncredit program. If some of the basic skills courses can be offered as noncredit, the chances of reaching the 30 unit limit would be reduced. Knowing that there may be a noncredit course in the specific area in which students traditionally have difficulties may provide them with the opportunity to develop those skills without using up financial aid and units.

BACKGROUND AND BENEFITS OF NONCREDIT INSTRUCTION

Community Colleges are authorized by California Education Code (84757) to offer several educational options. One of those options is noncredit instruction. As community colleges are increasingly encouraged to move students through to completion and/or to transfer into career opportunities, noncredit can play an integral role in helping meet this priority.

Noncredit courses have no credit associated with them and are offered to students without the expense of enrollment fees. As such, these courses do not use up valuable financial aid. These courses commonly attract students who might not otherwise consider college as an option for them.

Noncredit courses and programs are designed to assist students in reaching personal, academic, and professional goals. These courses often serve as an entry point to the community college for traditionally underserved students (immigrants, economically disadvantaged) needing basic skills in math, ESL, English language, and literacy. Students are given the opportunity to build critical skills that will prepare them for credit instruction.

The focus of these noncredit courses is on skill attainment rather than grades or units. Repeat enrollment is allowed (per §55002(c)(4) in accordance with §58161) until competency is reached, and students are not bound by the 30-unit basic skills limitation. Through noncredit, students can prepare, practice, and be certified in career pathways as well as build proficiency as they prepare for credit programs or employment. They can also provide an opportunity for career exploration and are consistent with a pathways approach as broad spectrum coursework can be developed in noncredit coursework to help students filter into career preparation.

Noncredit courses are not tied to traditional semester guidelines and may be offered in an open entry/open exit format (optional). Noncredit courses may also be designed to mirror existing credit courses to provide a noncredit option to students for the development of basic skills. Noncredit students have access to counseling and SSSP services which provides an important bridge to credit courses and programs.

The noncredit program at Ohlone College will provide an increased opportunity to develop partnerships with community businesses, high schools, the adult school, and other agencies in the region to help students gain employment or improve job performance. And, finally, as the noncredit program typically includes underrepresented groups, the implementation of this program may help improve inclusiveness college-wide and increase the college's ability to serve its diverse community and provide students with an opportunity to explore their interests as they define and fulfill their goals.

FUNDING FOR THE PROGRAM

Noncredit courses generate apportionment, and many include a sequence of courses leading to a certificate approved by the California Community Colleges Chancellor's Office.

There are ten noncredit categories that are eligible for state apportionment in accordance with California Education Code sections 84757(a) and 84760.5 and California Code Regulations Title 5, section 58160. Noncredit apportionment is limited to the following ten categories:

Category		Description
A	English as a Second Language	Courses providing instruction in the English language to adult, non-native English speakers with varied academic, vocational and personal goals. Includes vocational ESL.
B	Immigrant Education (including citizenship)	Courses for immigrants eligible for educational services in citizenship, English as a second language, and <u>workforce preparation</u> courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical training.
C	Elementary and Secondary Basic Skills (including supervised tutoring)	English-language arts, mathematics, arts, philosophy, science, social sciences, technology/computer literacy, <u>workforce preparation</u> , problem-solving and life skills, including those competencies listed In the Secretary's commission on Achieving Necessary Skills (SCANS).
D	Health and Safety	Health and Safety Education
E	Courses for Adults with Substantial Disabilities	Course is an "approved special class" according to the provisions of Title 5, Section 56028.
F	Parenting	Including parent cooperative preschools, classes in child growth and development and parent-child relationships.
G	Home Economics	Education programs for home economics. Must have a TOP Code with the first two digits of 13.
H	Courses for Older Adults	Education programs for older adults.
I	Short-Term Vocational (including apprenticeshi	Courses required for programs with high employment potential as determined by the Chancellor. Must have a vocational TOP Code (not ESL).
J	Workforce Preparation	Classes and courses for students, eligible for educational services in workforce preparation classes, in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem-solving skills that are necessary to participate in job-specific

Four of the noncredit categories (Elementary and Secondary Basic Skills, English as a Second language (ESL), Workforce Preparation, and Short-term Vocational) are eligible for “enhanced funding” when those courses are included in at least one certificate of completion or certificate of competency that has been approved by the Chancellor’s Office. This complies with the provisions of the California Education code governing Career Development and College Preparation (CDCP) programs. Enhanced funding means the apportionment is equal to the apportionment earned for college credit courses at the rate used prior to implementation of the new funding formula.

As with all programs, courses must first be approved by the Chancellor’s Office before the college can submit a proposal for a new CDCP program. Enhanced funding for courses that are part of a CDCP program cannot be received until the corresponding program has been approved by the Chancellor’s Office.

DESCRIPTION OF CATEGORIES WITH ENHANCED FUNDING

CAREER DEVELOPMENT AND COLLEGE PREPARATION (C(T)E – CDCP)

Courses in this section prepare students for employment or success in college-level credit coursework. These courses include:

- English as a Second Language (ESL)
- Elementary and Secondary Basic Skills
- Short-term Vocational
- Workforce Preparation – courses 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.

In accordance with Title 5, section 55151, colleges may offer a sequence of noncredit courses that culminate in one of the following:

Noncredit Award	Description
Certificate of Completion [Defined Title 5 § 55151(h)]	<ul style="list-style-type: none"> • Demonstrated achievement of a set of competencies that leads to improved employability or job opportunities • Career development / CTE focus • Prepares students to progress in a career path, OR to take degree applicable credit courses • Sequence of CDCP-eligible courses in short-term Vocational or Workforce Preparation

<p>Certificate of Competency</p> <p>[Defined Title 5 § 55151(i)]</p>	<ul style="list-style-type: none"> • College preparation focus • Prepares students to take credit coursework, including basic skills and ESL • Prepares students to progress in a career path, or to undertake degree-applicable or nondegree-applicable credit courses • Sequence of CDCP-eligible courses in ESL or Elementary
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FACTORS WITH SIGNIFICANT IMPACT

As indicated above, the funding for noncredit courses and programs comes from apportionment generated from students who enroll in and attend the courses. Attendance is calculated through positive attendance for all hours the students are in class. When students miss classes or stop attending, the number of hours for the class is reduced and the apportionment from the state decreases. The college will need to provide faculty training, so they are able to implement strategies that will help increase retention and success of the noncredit students. This is essential to providing the financial support necessary to provide a successful noncredit program. In addition, a counselor assigned to the noncredit program will be helpful for early and frequent intervention to help keep at risk students on track and in class.

Additional resources will need to be thoughtfully considered and budgeted for as the college begins to implement noncredit courses and programs. As the college will be generating additional FTES with noncredit offerings, it is assumed that this increase will help to offset the additional faculty, staff, and other resources required in order to implement and fully support a quality noncredit program.

EVALUATION OF THE NONCREDIT PROGRAM

The number of students enrolled in noncredit courses may fluctuate the first couple of years due to circumstances such as course development; curriculum approval; the implementation of the noncredit program; advertising and marketing; registration issues; counseling and guidance; etc. The college will track the number of students enrolled in noncredit courses each semester and will continue to add courses and sections until student need has been met.

Education plans will be developed for all of the noncredit students, but it is important to recognize that not all noncredit students will be working toward a degree or transfer pathway. Instead, noncredit students may solely be interested in updating their workplace or job

readiness skills; obtaining a specific certificate required for a pay raise; acquiring professional training for entry or re-entry into the job market; and/or taking the course for self-improvement and personal growth. It is important to realize, however, that once in an academic environment, students may be inspired to achieve an academic or vocational goal they may not have sought or have thought possible. As a result, the student may transition to the college's credit courses and programs with their new-found confidence and skills.

The achievement of goals and completion of Student Educational Plans will be tracked for noncredit students. Data will also be collected regarding the number of students who transition from noncredit into a credit course and/or program.

EDUCATIONAL MASTER PLAN 2020-2025

This Noncredit Plan has been created to allow for the development and implementation of a noncredit program at Ohlone College. It is understood and accepted that revisions to the Educational Master Plan will include noncredit. This plan will remain in effect until the Educational Master Plan has been reviewed and approved by the Ohlone College Board of Trustees, at which time it will supersede this plan.

STANDARDS AND CRITERIA FOR NONCREDIT COURSES

STANDARDS FOR APPROVAL

The Title 5 standards for approval for noncredit courses are the same as those for credit courses. Title 5, Section 55002(c) 1 states that the Curriculum Committee shall recommend approval of the course based on standards it deems appropriate.

55002(c)

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a) (1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. 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. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated

objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.

The determination of placement within a discipline for a noncredit course is the same as for a credit course.

THE NONCREDIT COURSE OUTLINE OF RECORD (COR)

Noncredit courses are required to have an official Course Outline of Record that meets the standards in Title 5, section 55002(c)(2). The noncredit COR will include the following elements:

- Course number and title
- Identified Status (noncredit)
- Contact hours
 - Total Lecture Hours
 - Total Lab Hours
 - Total Outside of Class Hours
 - Total Student Work Hours
- Grading Option
- Catalog and Schedule Description
- Counselor Information
- Prerequisites, corequisites, advisories on recommended preparation, or other enrollment limitations (if any)
- Student Learning Outcomes and/or Objectives
- Content
- Sample assignments and/or activities
- Methods of Evaluation aligned with Learning Outcomes
- Methods of Instruction
- Field trips
- Textbooks and/or resources
- Supplies

A new course proposal shall also include a justification for the course indicating student/community need for the course and how the course is appropriate to the mission of Ohlone College. Upon subsequent revisions to the course, the justification section will contain an indication of what was changed and why it was changed.

Noncredit Course Outlines of Record will be submitted and maintained within CurricUNET, or whatever curriculum inventory system is in use by Ohlone College. Noncredit courses will follow the same course review schedule as the discipline within which the course has been placed.

NONCREDIT PROGRAM IMPLEMENTATION GUIDELINES AND RECOMMENDATIONS

MANAGEMENT

Academic Affairs will coordinate the noncredit program, in collaboration with Student Services, and will oversee and act as a resource in the development and implementation of the noncredit program. Each Dean will provide direction for the noncredit courses and programs in their areas in the same manner as for credit courses and programs.

COURSES

NONCREDIT COURSE DEVELOPMENT

Noncredit courses will be developed at the discretion of the Ohlone College faculty members.

Courses will be developed based on student need and appropriateness to the Ohlone College mission.

Noncredit courses will be approved by the Ohlone College Curriculum Committee and will follow the same approval criteria and pathway as all credit courses.

NONCREDIT COURSE ID'S, NUMBERS, AND NAMES

Noncredit courses will be identified first by department, then by course number. All noncredit courses will be assigned a course number in the 900s. (Example: BSM-910A, Communication in the Workplace)

CLASS SIZES

The class size for noncredit courses will follow all negotiated contract language that has been reached regarding credit courses. Maximum class sizes for noncredit courses will be established as part of the course development and approval process following the same guidelines used to determine class size for credit courses.

COURSE OFFERINGS

The schedule for noncredit course offerings (days and times) and the number of sections offered will be developed and submitted following the same processes as for credit courses.

DISTANCE EDUCATION AND NONCREDIT

Fully online and hybrid noncredit courses will not be offered during the first phase (first year) of implementation. Distance Education will be an option that will be considered in subsequent years.

COURSE MANAGEMENT SYSTEM

A course shell will be created for noncredit courses upon request of the instructor.

SYLLABI

Noncredit class syllabi will follow the same recommendations established for credit classes. Syllabi are to be filed with the Academic Dean prior to the start of each semester.

STUDENT LEARNING OUTCOMES

Noncredit class Student Learning Outcomes will follow the same requirements established for credit courses.

GRADES

Noncredit course grading will follow the Curriculum Committee policy on noncredit grading. Grading options for all courses will be included in the course outline of record and established during the course development and approval process.

NONCREDIT STUDENT SERVICES AND FEES

STUDENT FEES

It is likely that for the initial rollout of noncredit, some students may be enrolled in both credit and noncredit courses. For those students who are not also enrolled in credit courses, fees may or may not be charged per California Education Code, section 76380. This is a local decision that will be determined by the Board of Trustees. Students may be required to purchase instructional materials required for the noncredit course, provided that such materials are of continuing value to students outside of the classroom setting, and provided that such materials are not solely or exclusively available from the district. (Title 5, section 59400 (a))

STUDENT SERVICES

Noncredit students will have access to all Ohlone College student services. A student services representative and an assigned counselor may be appointed to support registration and advising for noncredit students.

ADMISSIONS AND RECORDS

COURSE ENROLLMENT PROCESS

Noncredit students will use the adopted noncredit registration process to register for noncredit courses.

POSITIVE ATTENDANCE

Attendance shall be recorded for each $\frac{1}{4}$ hour that students are present in the class. The Ohlone College noncredit positive attendance roster will be available online via WebAdvisor. Attendance will be tracked daily by the instructional faculty member teaching the noncredit course. Because apportionment is contingent upon attendance, faculty will be encouraged to reach out to students who miss class.

At the conclusion of each semester, the instructor will submit the positive attendance totals as per the adopted process.

TRANSCRIPTS

The current goal is that noncredit courses will be transcribed on a separate noncredit transcript. Students can obtain a transcript from the Office of Admissions and Records according to current process.

COLLEGE CATALOG, CLASS SCHEDULE, AND WEBPAGE

NONCREDIT CLASS SCHEDULE

Noncredit classes will be published in a separate section within the class schedule. A separate listing of noncredit courses will be included on the Ohlone College Website.

COLLEGE CATALOG

Ohlone College will include a section within the college catalog for noncredit programs, certificates, and courses.

As applicable, the catalog description of each noncredit course and program should

include an indication of the pathway between the noncredit courses and programs and the credit courses and programs.

NONCREDIT WEBPAGE

The college will develop a noncredit webpage on the Ohlone College website.

MARKETING

The Ohlone College Office of College Advancement will develop a strategy that will be used to let the community know about the college's plans to offer noncredit programs and courses. This plan shall be created in conjunction with noncredit faculty, student services, and the Academic Dean.

NONCREDIT FACULTY

MINIMUM QUALIFICATIONS FOR NONCREDIT FACULTY

Except as provided within Title 5, subsection 53412, the minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualifications for credit instruction in the appropriate discipline. If a course is offered as a mirrored (or stacked) section, where there is a difference between the credit and noncredit minimum qualifications, the minimum qualifications will default to the higher of the two qualifications.

COMPENSATION

Compensation for noncredit faculty will be negotiated with the union. Until agreement is reached, compensation will mirror contractual agreements in place for credit faculty per adopted salary schedule.

Discipline Assignments

Noncredit Discipline	Alignment of Discipline to one of the 10 Noncredit Areas	Department(s) involved in development and approval of noncredit curriculum
Mathematics – Basic Skills: Noncredit	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible)	Math
Writing – Basic Skills: Noncredit	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible)	English
Reading – Basic Skills: Noncredit	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible)	English
English as a Second Language (ESL): Noncredit	English as a Second Language (CDCP/Enhanced Funding eligible)	English and ESL
Older Adults: Noncredit	Courses for Older Adults	Depends on curriculum area
Citizenship: Noncredit	Immigrant Courses	Social Science, History
Health and Safety: Noncredit	Health and Safety	Kinesiology, Health/Fitness & Wellness
Home Economics: Noncredit	Home Economics or family and consumer sciences	Human Development; Consumer and Family Studies
Parent Education: Noncredit	Parenting	Human Development; Consumer and Family Studies; Early Childhood Studies
Specialized Instruction (DSPS): Noncredit	Substantial Disabilities	Student Services
Specialized Instruction (DSPS: Vocational Noncredit	Substantial Disabilities	Student Services
Vocational (short-term): Noncredit	Short-term Vocational Programs (CDCP/ Enhanced Funding eligible)	All C(T)E
Workforce Preparation: Noncredit	Workforce Preparation (CDCP / Enhanced Funding eligible)	All C(T)E

PRIORITIZATION FOR THE 10 AREAS OF NONCREDIT

Area of Noncredit		Department Assignment
1	Short-term Vocational Programs (CDCP/ Enhanced Funding eligible) <input type="checkbox"/> BSM – Business Management	BSM and CNET
1	Workforce Preparation (CDCP/ Enhanced Funding eligible) <input type="checkbox"/> CNET – Computer skills	BSM and CNET
1	Elementary and Secondary Basic Skills (CDCP/ Enhanced Funding eligible) <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Reading	Math English
1	English as a Second Language (CDCP/ Enhanced Funding eligible)	English and/or ESL
2	Courses for Older Adults <input type="checkbox"/> Music <input type="checkbox"/> Art	Music Art
3	Immigrant Courses	TBD
4	Health and Safety	Kinesiology
5	Home Economics or Family and Consumer Sciences	TBD
6	Parenting	TBD
7	Substantial Disabilities	TBD

2018-2019 ACTION PLAN FOR NONCREDIT PROGRAM DEVELOPMENT

GOALS, OBJECTIVES, RESOURCES, AND ACTIONS

GOAL 1:

To successfully implement a fully supported noncredit program

OBJECTIVE 1:1

- The college will develop noncredit courses and programs based on need.

RESPONSIBLE PERSON(S):

Discipline faculty

ALIGNMENT WITH MISSION AND STRATEGIC GOALS

- Goal 1: Through innovative programs and services, improve student learning and achievement.
- Goal 2: Provide relevant sustainable Career and Technical Education (CTE) that is responsive to student needs, supports student academic success, and prepares students to meet industry needs.
- Goal 5: Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

INSTRUCTIONAL LEARNING OUTCOME

- ACTION
 - Identify departments where there is need for noncredit curriculum development of courses and programs.
 - Provide training and support necessary to approve quality noncredit courses and programs
 - Curriculum tracking
- DESCRIPTION
 - Form focus groups and/or have conversations with students, C(T)E and ESL faculty, and the Adult School partners to determine areas in which noncredit curriculum is needed to meet student need.
 - Review the data to determine areas where noncredit curricular support could be beneficial in enabling student success in the pathway toward certification, degree attainment, and/or transfer.
 - The Curriculum Committee will be trained to evaluate noncredit courses and inform the noncredit course originators of revisions for all noncredit course outlines of record to ensure compliance with noncredit standards.
 - CurricUNET: The form will be revised in CurricUNET for the continued development of noncredit courses and programs. Will need to add proposal types that allow for revisions and deactivation.
- RATIONALE

- o Determining student need is paramount in creating a successful program.
- o Noncredit and credit courses are similar but there are specific additional requirements for the course outlines of record (COR) for noncredit courses that are unique. The Curriculum Committee members will be trained on the noncredit COR requirements as well as how to evaluate the courses for compliance.
- o Courses for noncredit will be entered into CurricUNET with numbers beginning with 900 to differentiate them from credit courses.
- RESOURCE TYPE
 - o Office of Institutional Research will provide assistance with data collection; funds for pizza for student focus groups
 - o Conferences and Trainings for Curriculum Committee members
 - o Workshops for noncredit faculty
- TIMELINE AND BUDGET
 - o Beginning Fall 2018 and ongoing

OBJECTIVE 1:2

- Provide instructional expertise for noncredit course and program development.

RESPONSIBLE PERSON(S):

VPAA, Ohlone faculty

ALIGNMENT WITH MISSION AND STRATEGIC GOALS

- Goal 5: Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

INSTRUCTIONAL LEARNING OUTCOME

- ACTION
 - o Provide training opportunities during Learning College Week for faculty to learn how to create noncredit courses and certificates and to discuss the pros and cons of noncredit instruction with the faculty at large.
- DESCRIPTION
 - o Professional development around noncredit curriculum is important for the development of the program.
- RATIONAL
 - o It is the responsibility of the faculty to develop, write and implement the noncredit curriculum.
 - o Full-time faculty must be retained to lead the development of the noncredit courses and programs
- RESOURCE TYPE
 - o Contract- Classroom Instructional
- TIMELINE AND BUDGET
 - o Beginning Spring 2019 and ongoing

OBJECTIVE 1:3

- The college will provide administrative support for the growth of a noncredit program.

RESPONSIBLE PERSON(S):

VPAA

ALIGNMENT WITH MISSION AND STRATEGIC GOALS

- Goal 5: Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

INSTRUCTIONAL LEARNING OUTCOME

- ACTION
 - o Assign noncredit to a Dean who will coordinate program development, financial support for professional development, and seek potential collaborations with neighboring businesses, the Adult School, and local high schools.
- DESCRIPTION
 - o A review of other community college's noncredit programs revealed that most, if not all, began with a director position, since most noncredit programs start small.
 - o The first year a Dean will oversee the implementation of the noncredit program, courses, faculty hires, etc.
- RATIONALE
 - o The first year will provide an opportunity to evaluate the commitment necessary for program oversight.
- RESOURCE TYPE
 - o Personnel

TIMELINE AND BUDGET

- o Fall 2018 and ongoing

OBJECTIVE 1:4

- Students will be enrolled into noncredit courses and their performance in the noncredit courses and programs will be tracked.

RESPONSIBLE PERSON(S):

VPSS, and Admissions and Records personnel

ALIGNMENT WITH MISSION AND STRATEGIC GOALS

- Goal 1: Through innovative programs and services, improve student learning and achievement.
- Goal 2: Provide relevant sustainable Career and Technical Education (CTE) that is responsive to student needs, supports student academic success, and prepares students to meet industry needs.
- Goal 5: Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

INSTRUCTIONAL LEARNING OUTCOME

- ACTION
 - The college will need to increase registration support for noncredit students. The current credit student admissions application to Ohlone College is through Open CCCApply. The same process may be used if extra support and assistance is provided for noncredit students.
 - A noncredit transcript will be developed to record course progress, grades, etc.
- DESCRIPTION
 - The online application form at Open CCCApply can be difficult to navigate. The implementation of a user-friendly online application system is paramount to the success of the noncredit program.
 - A noncredit transcript is needed so that noncredit students can verify course enrollment and completion for employment opportunities and/or to show progress towards competency in a specific subject area.
- RATIONALE
 - Admissions and Records support services and personnel will need to increase in order to support the noncredit students and programs.
- RESOURCE TYPE
 - Personnel
- TIMELINE AND BUDGET
 - Fall 2018 and ongoing

OBJECTIVE 1:5

- Noncredit students will receive the counseling services needed to help them succeed.

RESPONSIBLE PERSON(S):

VPSS and Counseling faculty

ALIGNMENT WITH MISSION AND STRATEGIC GOALS

- Goal 1: Through innovative programs and services, improve student learning and achievement.
- Goal 2: Provide relevant sustainable Career and Technical Education (CTE) that is responsive to student needs, supports student academic success, and prepares students to meet industry needs.
- Goal 5: Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

INSTRUCTIONAL LEARNING OUTCOME

- ACTION
 - Part-time and full-time counselors will be available to help noncredit students. Educational planning for noncredit will be coordinated by the counseling department as a part of the registration process.
- DESCRIPTION
 - Counselors will assist with Student Education Plans, tracking student progress, facilitating Orientation workshops. Assistance with registration may also be provided for noncredit students.
- RATIONALE
 - Noncredit students will need the support of counselors to help them select courses and plan their educational program of study. At risk and struggling students will benefit from regular and intrusive follow up by faculty and counselors to help keep students engaged and on track.
- RESOURCE TYPE
 - Personnel
- TIMELINE AND BUDGET
 - Spring 2019 and ongoing

OBJECTIVE 1:6

- The college will provide support for students with learning disabilities in noncredit courses.

RESPONSIBLE PERSON(S):

VPSS and SAS personnel

ALIGNMENT WITH MISSION AND STRATEGIC GOALS

- Goal 1: Through innovative programs and services, improve student learning and achievement.
- Goal 2: Provide relevant sustainable Career and Technical Education (CTE) that is responsive to student needs, supports student academic success, and prepares students to meet industry needs.
- Goal 5: Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

INSTRUCTIONAL LEARNING OUTCOME

- ACTION
 - Support noncredit students with learning disabilities or accommodation needs.
- DESCRIPTION
 - SAS counselor and tutors will be available to help students with disabilities who are enrolled in noncredit courses. There may also be additional software needs.
- RATIONALE
 - Noncredit SAS students will need help with selecting courses and to plan their educational program of study.
- RESOURCE TYPE
 - Personnel
- TIMELINE AND BUDGET
 - Spring 2019 and ongoing

OBJECTIVE 1:7

- The college will provide noncredit students with tutoring and testing support services.

RESPONSIBLE PERSON(S):

VPAA

ALIGNMENT WITH MISSION AND STRATEGIC GOALS

- Goal 1: Through innovative programs and services, improve student learning and achievement.
- Goal 2: Provide relevant sustainable Career and Technical Education (CTE) that is responsive to student needs, supports student academic success, and prepares students to meet industry needs.
- Goal 5: Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

INSTRUCTIONAL LEARNING OUTCOME

- ACTION
 - o Provide the required support staff and technology needed to assist noncredit students with their needs.
- DESCRIPTION
 - o The goal is that tutoring and testing services will be provided for the noncredit students at both Fremont and Newark.
- RATIONAL
 - o Noncredit students will need similar support services for tutoring and testing as is currently provided to credit students.
- RESOURCE TYPE
 - o Personnel
- TIMELINE AND BUDGET
 - o Spring 2019 and ongoing

CURRICULUM CRITERIA

Courses wishing to be considered for approval as a noncredit course must complete the following addendum to the Course Outline of Record.

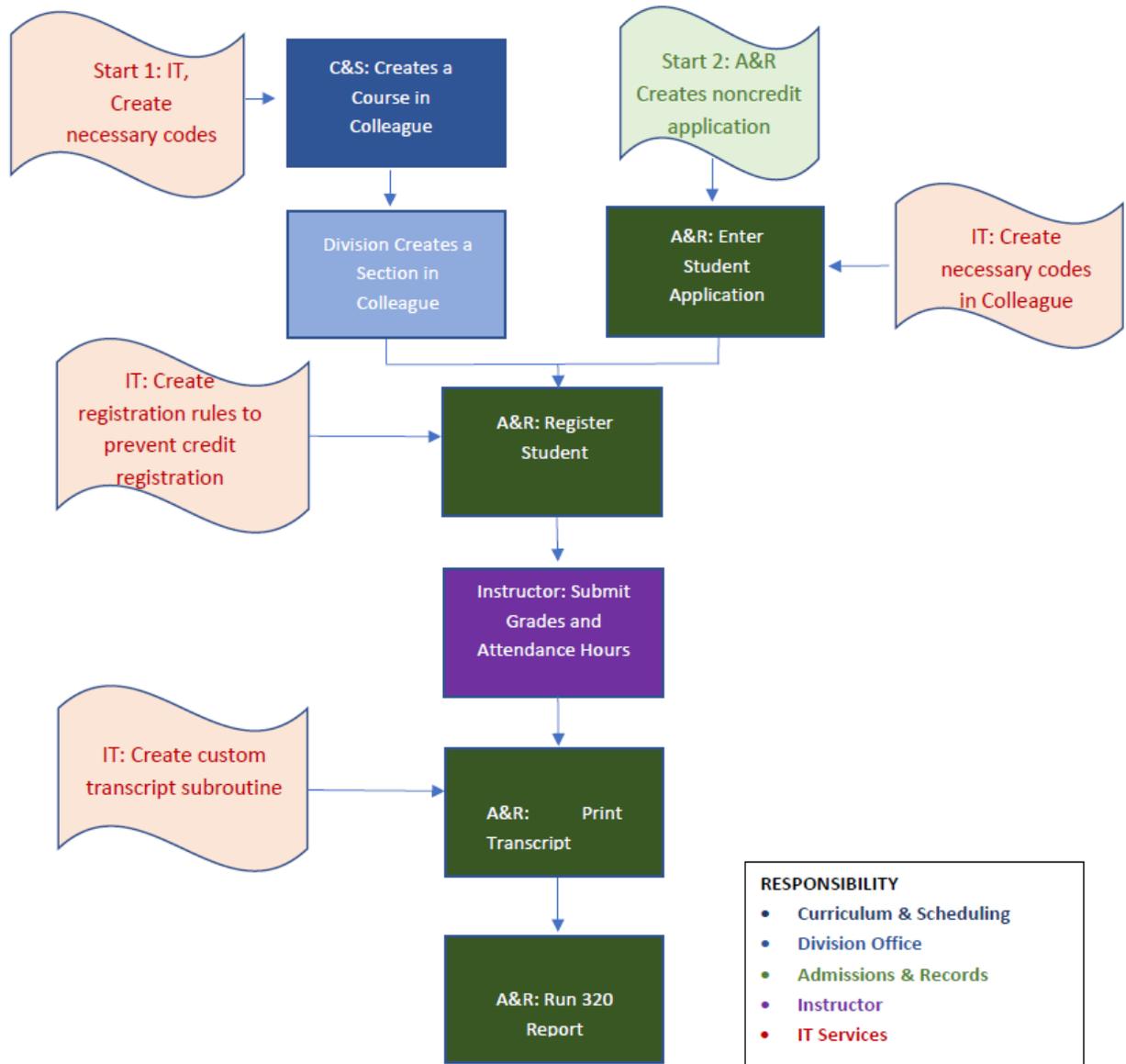
Workforce Preparation	
Enhanced Funding Eligible The basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem-solving skills that are necessary to participate in job-specific technical training.	<input type="checkbox"/> Yes List the skills:
CDCP-Enhanced Funding (select at least one)	<input type="checkbox"/> Leads to a certificate of completion or a certificate of competency. <input type="checkbox"/> Basic skills of speaking, reading, writing, mathematics, decision-making, or problem-solving that are necessary to participate in job-specific technical training. <input type="checkbox"/> Vocational ESL
CTE (must meet all three)	<input type="checkbox"/> Demonstrated demand in region <input type="checkbox"/> Insufficient regional production <input type="checkbox"/> Aligns with regional curricula
Does not include dancing or recreational physical education	<input type="checkbox"/> Yes

Older Adult Education	
Not Enhanced Funding Eligible	
<p>Classes that meet the needs of older adults:</p> <p>Health Exercise, diet, nutrition, active life, and disease prevention.</p> <p>Consumer Resources Safety and security, orientation and training for employment, economic survival, consumer skills, nutrition.</p> <p>Self-Management Leisure time, persona; living expenses, marketing, banking, investing, real estate, taxes, reading, writing, math, fraud avoidance, explore paid employment, volunteer and entrepreneurial opportunities, sills needed to keep up with advancing technology.</p> <p>Entitlement Medi-Cal, Supplemental Security Income, Social Security, pre-retirement planning, and legal assistance.</p> <p>Creative Expression Aptitudes in the arts to enhance mental acuity, fine motor skills, and creativity.</p> <p>Communication Oral and written communication skills, current computer technologies (i.e. skill-building for email, web-based communications, etc.)</p> <p>Family, Community and Global Involvement Factors that support healthy family and personal relationships or provide opportunities to gain knowledge and apply interest in current community and global affairs.</p>	<input type="checkbox"/> Yes List the need(s)
A reference to older adults or a similar term is reflected in the course content, objectives, and methods of	<input type="checkbox"/> Yes
There is an educational focus to the curriculum.	<input type="checkbox"/> Yes
The program is designed for older adults, meaning that the program meets the needs of the two subpopulations within the older adult categories: the active older adult, and the frail older adult.	<input type="checkbox"/> Yes
The class will be advertised and marketed specifically to older adults.	<input type="checkbox"/> Yes
Class attendance will be made up of primarily older adults.	<input type="checkbox"/> Yes
If included, applied physical exercise (skill and drill) for older adults is appropriate only when it is not the focus of the course or part of a game or sport.	<input type="checkbox"/> Not included <input type="checkbox"/> Included, but appropriate
Does not include dancing or recreational physical education.	<input type="checkbox"/> Yes

Short term Vocational Programs Enhanced Funding Eligible	
High Employment potential	<input type="checkbox"/> Yes
Consists of a course of study, or an organized sequence of courses leading to a vocational/career technical objective, certificate or award that is directly related to employment	<input type="checkbox"/> Yes List the outcome(s): <input type="checkbox"/> Certificate of Completion:
Meets a documented labor market demand	<input type="checkbox"/> Yes Need: Documentation Source:
Does not duplicate other employment training programs in the area	<input type="checkbox"/> Yes, does not duplicate
Can measure employability and completion success of students	<input type="checkbox"/> Yes
The course is program applicable at this time	<input type="checkbox"/> Yes
Leads to a certificate of completion or competency	<input type="checkbox"/> Yes
Does not include dancing or recreational physical education.	<input type="checkbox"/> Yes, not included
Does not include work-experience, internship, fieldwork, cooperative education, independent study, or job shadowing	<input type="checkbox"/> Yes, not included

NONCREDIT OPERATIONS WORKFLOW

After the instructor has created the course and/or program, and it has moved successfully through the approval pathway with final approval by the Board of Trustees, the follow workflow will be followed.



TIMELINE FOR APPROVAL TO IMPLEMENTATION

IEPI NONCREDIT TASK FORCE REVIEW AND APPROVAL OF THE PLAN

- Suggested completion by end of October 2018

FACULTY SENATE AND CURRICULUM COMMITTEE REVIEW AND APPROVAL RECOMMENDATION TO ADOPT NONCREDIT PLAN

- Suggested presentation at Curriculum Committee November 5, 2018 for first read
- Suggested presentation at Faculty Senate November 7, 2018 for first read
- Second reading and vote at Curriculum Committee December 3, 2018.
- Second reading and vote at Faculty Senate December 5, 2018.

COLLEGE COUNCIL

- Presented as informational item to College Council early spring, 2019

PRESIDENT REVIEW AND APPROVAL

- Suggested completion by December 5, 2018

BOARD OF TRUSTEES REVIEW AND APPROVAL

- Presented as consent agenda item at December Board Meeting.

IMPLEMENTATION OF NONCREDIT PROGRAM

- Timeline for BSM Customer Service Academy and BSM courses
 - o **BSM courses** were approved by Ohlone Curriculum Committee spring 2018.
 - Courses are BSM-910A through BSM-910K (11 courses)
 - Approved by Ohlone Board of Trustees and the Chancellor's Office
 - Approved for non-enhanced funding to start spring 2019
 - o **Certificate of Completion: Customer Service Academy**
 - Includes Coursework: BSM-910A through BSM-910K (11 courses)
 - Submitted to Curriculum Committee September 2018
 - Submitted to Chancellor's Office October 2018
 - Approval anticipated for **Fall 2019** offering, possibly earlier

- o **Certificate of Completion: Customer Service: Communication and Writing**
 - Includes coursework: BSM-910A, BSM-910B, BSM-910H
 - Approved by Ohlone Curriculum Committee September 2018
 - Approved by the Ohlone Board of Trustees October 2018
 - Submitted to Chancellor's Office after Board meeting
 - Approval anticipated for **Fall 2019** offering, possibly before
- o **Certificate of Completion: Customer Service: Team Building**
 - Includes coursework: BSM-910C, BSM-910E, BSM-910F, BSM-910G, BSM-910J, BSM-910K
 - Approved by Ohlone Curriculum Committee September 2018
 - Approved by the Ohlone Board of Trustees October 2018
 - Submitted to Chancellor's Office after Board meeting
 - Approval anticipated for **Fall 2019** offering, possibly before
- o **Certificate of Completion: Customer Service: Problem Solving**
 - Includes coursework: BSM-910D, BSM-910H, BSM-910I, BSM-910K
 - Approved by Ohlone Curriculum Committee September 2018
 - Approved by Ohlone Board of Trustees October 2018
 - Submitted to Chancellor's Office after Board meeting
 - Approval anticipated for **Fall 2019** offering, possibly before
- Timeline for CNET Certificate of Completion: Essential Computer Literacy Skills and CNET courses
 - o **Courses**
 - CNET-901A**
 - Approved by Ohlone Curriculum Committee May 2018
 - Approved by the Ohlone Board of Trustees June 2018
 - Approved by the Chancellor's Office
 - Available to offer by spring 2019 at the earliest
 - CNET-901B**
 - Approved by the Ohlone Curriculum Committee October 2018
 - Submitted to Chancellor's Office after Board meeting
 - Approval anticipated for Fall 2019 offering, possibly before
 - o **CNET Certificate of Completion: Computer Fundamentals**
 - Approved by the Ohlone Curriculum Committee October 2018
 - Approved by the Ohlone Board of Trustees October 2018
 - Submitted to Chancellor's Office after Board meeting
 - Approval anticipated for Fall 2019 offering, possibly before