

## NEW NON-CREDIT COURSE PROPOSAL FORM

This document is intended to assist faculty in the development of new non-credit courses and provide information as to what the Course Evaluation Subcommittee and the Chancellor's Office considers when reviewing, voting upon and approving courses. Complete all sections of this form in its entirety. It is recommended that faculty consult with the Course Evaluation Subcommittee Chair and/or Curriculum Committee Chair prior to creating a course. Questions regarding this form may be directed to the aforementioned parties.

### SECTION 1: RATIONALE, EVIDENCE, AND JUSTIFICATION FOR THE PROPOSAL

The following are typical considerations of the Evaluation Subcommittee. Please be prepared to address how this course will affect:

#### STUDENTS

- Scheduling flexibility
- Available course offerings
- Student demographics and preparedness
- Cost for enrollment/materials
- Ability to meet educational goals
- Eligibility for Priority Registration
- Clear pathways to further education and economic advancement
- Contact Time as it relates to student success

#### THE INSTITUTION

- Scheduling Resources
- Budgetary Constraints
- Alignment with [LBCC's Strategic Plan](#)
- Program Review

#### ALIGNMENT WITH

- [Mission of the System](#): CTE, Transfer, Basic Skills, etc.
- California Community College Chancellor's Office
- [Education Code](#)
- [Title 5](#)
- Community Needs
- Best practices

### Need of Proposed Course

Please state why the course is being introduced in terms of its utility to students. Provide both quantitative and qualitative support. Documentation must be attached to the proposal. Labor Market Information from Economic Modeling Specialists International can be obtained from Dean, Academic Services. Courses that are part of a new non-credit certificate require a need statement.



Documentation of **need** is attached. ([Labor market data for LA & Orange County](#), demographics, degree requirements, etc.)

## Non-Credit Course Categories

Recognizing the import of these types of courses for student, community and local economic development, the state currently provides apportionment equalized with that of credit instruction in the following four courses, if they also meet the criteria listed under *Feasibility of Proposed Course*:

- English as a Second Language (ESL):** Courses in programs that provide instruction in the English language to adult, non-native English speakers with varied academic, vocational, and personal goals, and that provide pathways to a variety of academic, career-technical, and personal growth opportunities.
- Elementary and Secondary Basic Skills:** Courses in programs that provide instruction for individuals in elementary- and secondary-level reading, writing, computation, and problem-solving skills in order to assist them in achieving their academic, vocational, and personal goals. Includes high school diploma programs.
- Short-term Vocational:** Courses in programs which the Chancellor and Employment Development Department have determined to have high employment potential and noncredit apprenticeship and pre-apprenticeship program courses.
- Workforce Preparation:** Courses in programs that provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem solving skills that are necessary to participate in job-specific technical training.
- Immigrant Education:** Courses in programs that provide the opportunity to become active members of economic and civic society, including preparation for citizenship.
- Adults with Substantial Disabilities:** Courses provide individuals with life-skill proficiencies that are essential to the fulfillment of academic, vocational, and personal goals.
- Older Adults:** Courses in programs that offer opportunities for re-entry into the workforce.
- Parenting:** Courses in programs that provide development of improved behavioral strategies and the provision of interventions for young children to improve kindergarten readiness.

## Other Options

- Community Services Offerings (fee-based or Community Education classes) based on community needs. Offerings cover a wide variety of affordable not-for-credit learning opportunities, such as classes, workshops, seminars, and excursions for personal and professional enrichment. Community Services programs are self-supporting and are open to all members of the community willing to pay a minimum fee. Chancellor's Office approval is not required for Community Services Offerings.

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**PLEASE CONTINUE TO FEASIBILITY OF PROPOSED COURSE.**  
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## Feasibility of Proposed Course

Use the prompts below, in consultation with your Department Head and Dean, to review the impact of the course proposal on programs, budget, personnel, facilities and students' ability to meet their educational goals.

### **PROGRAMS**

Noncredit courses must be placed in Career Development and College Preparation (CDCP) Certificates in order to qualify for equalized apportionment. CDCP certificates of competency (basic skills) or completion (workplace readiness) must include a minimum sequence of two required courses. In addition to course approval, the certificate must go through the ADGE approval process and be approved at the Chancellor's Office before the courses can be offered.

Proposed program of study/catalog language, including the sequence of courses to which this course will belong, is attached.

In what ways does the proposed course sequence serve as an on-ramp to a credit course sequence or further certification?

New noncredit courses mirroring existing credit courses should be on the same review cycle as the existing course. Does this course mirror an existing credit course?  Yes  NO

If mirrored course exists, please provide the following information:

- Title & Number of existing course:
- Last review date:
- Each element of this proposal and how it will be handled in co-located courses has been taken into consideration.
- Credit course will be offered as well as the noncredit course.
- Credit course will be inactivated. The credit course will go through the Course Evaluation Inactivation process.
- Course Modification form to inactivate is attached.

### **STUDENT EQUITY**

While the LBCC Educational Master Plan has focused on achieving equitable outcomes for student groups based primarily on racial/ethnic differences, the current Student Equity Plan broadens the student groups to include age and gender, in addition to students with disabilities (DSPS), economically disadvantaged students, foster youth, and veterans. What resources are needed to ensure disproportionately impacted students have the tools needed to succeed in the course? For more information, please refer to [LBCC Student Equity](#).

**PERSONNEL**

Analyze current teaching schedules. How will the addition of the proposed course impact full-time faculty's ability to teach core program courses? Will new faculty need to be hired? What impact may this have on learning or student success?

Analyze the impact on clerical/support staff workload. Will course require support from staff? Have staff or direct supervisor been consulted?

**FACILITIES**

Will the new course require new types of support from other areas at the college? (Student Services, Admissions and Records, Facilities, Libraries or Success Centers, etc.)

**BUDGET**

Analyze impact on department supply budget. What supplies and equipment will be required, both start-up and ongoing? Non-credit instruction may require department-provided course materials.

Will renovations be required? If so, what are the costs associated and how will they be funded? Are there available capital outlay funds?

Overall, what impact will this new course have on the department budget, both now and in the future?

**FTES**

Analyze the proposed course’s impact on current Full Time Equivalent Students (FTES) and Full Time Equivalent Faculty (FTEF) plans. A starting point is to calculate the number of FTES a class at maximum class size could generate. One would then want to evaluate how this might contribute to or detract from area goals given existing FTES generations.

Noncredit course FTES are generated based on the total hours of actual attendance of all students at the end of the semester divided by 525. Each 525 hours of positive attendance equals 1 FTES.

*Formula: (Hours attended by Student 1 + Hours attended by student 2 + Hours attended by Student 3, etc.)/525 = FTES generated*

Since these courses use positive attendance each student’s attendance must be recorded at each class meeting. Based on estimated maximum class size and estimated positive attendance, please calculate the estimated FTES.

Referencing the proposed course’s estimated FTES and FTEF, how will the new course impact efficiency in your area?

**SUMMARY**

Summarize the feasibility in terms of impact on programs, budget, personnel, facilities and students’ ability to meet their educational goals, based on your responses and discussions of the above.

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**PLEASE CONTINUE TO BENEFIT OF PROPOSED COURSE.**  
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## Benefit of Proposed Course

How will this new course benefit students in our [service area](#)?



Explain how this benefit will be measured.

Please paste the portions of the LBCC MISSION which the proposed course fulfills ([AR. 4005.2](#)), from the [LBCC Planning website](#). Explain how the course will contribute to the mission of the institution.

### **VALUES**

### **GOALS**

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**PLEASE CONTINUE TO SECTION 2.**  
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**SECTION 2: CTE COURSE PROPOSALS ONLY**

CTE courses must be recommended by the program Advisory Committee whose membership must be approved by the Vice President of Academic Affairs.

Advisory Committee meeting minutes include date, time, location, membership, attendees **AND** make specific reference to the proposed course and the committee’s recommendation.

The course has been developed with state grant funds for economic development.  Yes  No

If yes, please explain:

The proposed course comes within the scope of state and/or federal laws other than the Education Code and California Administrative Regulations for the Community Colleges and, therefore, must comply with those laws.  Yes  No

If yes, please explain:

How does the course assist students in developing “soft skills” or career readiness?

How does the course align with any non-credit curriculum offered in the pathway?

**NOTE:** Job outlook and workforce projection must be included in statement of need.

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**PLEASE CONTINUE TO SECTION 3.**  
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### SECTION 3: COURSE CATALOGUE DESCRIPTION

SUBJECT & CATALOGUE NUMBER (e.g. HIST 10): See <i>Course Band</i> definitions under <i>Section 6: Course Impact</i>	
ABBREVIATED DESCRIPTIVE TITLE (19 characters max):	
FULL DESCRIPTIVE TITLE (40 characters max):	

Discipline(s) to which course belongs (see [Chancellor's Office Disciplines List](#)):

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Check if course is one of the following:

- Work Experience
- Experimental
- Special Topics

### Course Units/Hours

Please supply the following information, taking into account the definitions below:

<input type="checkbox"/> Variable Hours (check if applicable) Must be noted in the Catalogue Description			
<b>Min Hrs:</b>		<b>Max Hrs:</b>	
<b>Min Units:</b>		<b>Max Units:</b>	

In-Class Hours	Number of Hours
Lecture Hours	
Lab Hours	
Out-of-Class Hours	Number of Hours
Homework Hours	
Other Out-of-Class Hours Note: Required off-campus activities must be noted in Catalogue Description.	
<b>Total Learning Hours</b>	
<b>Total Units</b>	



<input type="checkbox"/> Units and hours are commensurate
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Provide a descriptive title for the *Other Out-of-Class Activities*:


## SECTION 4: GENERAL COURSE OUTLINE

### Optional Course Outline Criteria

Please check all of the following boxes that apply to the proposed course.

#### Enrollment Options

- Open Entry/Open Exit

#### Materials Required for Success in Course

Given the nature of the student population the course is intended to serve, how will the materials required for success in the course be provided?

- Materials provided by program  
 Materials paid by student. Materials Fee Memo is attached ([Form](#))

### Required Course Outline Criteria

Please verify that the proposed course meets ALL of the following criteria by checking ALL of the following boxes.

#### Student Learning Outcomes (SLOs)

Strong course proposals should start with the development of learning outcomes and objectives as well as a plan for assessing those outcomes. The SLOs and Assessment Plan must be approved by the ASLO committee and ASLO Coordinator (see *Section 9: Approvals*) prior to submission to Academic Services. Find form and information [online](#).

- There are 1 or 2 measurable outcomes.  
 Outcomes and objectives align with course content and assignments.  
 Outcomes are categorized by type of skills developed.  
 Outcomes begin with active verbs from Bloom's Taxonomy and express what students are able to DO by the end of the course.  
 Course learning *objectives* are more discrete than and feed into broader learning *outcomes*.  
 SLOs are unique to the course/do not duplicate those of other courses in the program.

#### Content

- Course content has been numbered and listed as topics and subtopics.  
 Course content aligns with course learning outcomes and objectives.  
 Course content is independent of a specific textbook.

#### Methods of Instruction

- Methods and their relation to content are described rather than simply stated.  
 Methods are those typically utilized to assist students in achieving course outcomes.  
 Instructional Methods for Lab are described (as applicable).  
 Opportunity for soft skills/career development are incorporated.

#### Assignments

- Assignments and their connection to content are described.  
 Assignments that facilitate development of stated outcomes and objectives are evident.  
 Assignments necessitate and foster critical thinking (refer to Bloom's taxonomy).

#### Evaluations

- Describes criteria upon which listed assignments will be evaluated.  
 Each evaluation listed has a corresponding assignment described on the assignments page, and vice versa.

#### Effectiveness

- Methods for measuring the course's effectiveness in achieving its intended purpose are described.

**Teaching Materials**

- The variety of teaching materials typically used are described.
- Course textbooks are less than 5 years old.

If not, explain why older publications are required:

- Format provided in Course Outline database has been followed.
- Instructor-developed materials listed indicate frequency with which they are updated.

Course outlines of courses intended for special populations must clearly demonstrate that the course meets the needs of those populations (Immigration Education, Parenting, Persons with Substantial Disabilities, Older Adults).

**REVIEW OF LIBRARY RESOURCES**

- Please confirm that the LBCC library has sufficient resources to support student success in this program.

**If you have questions**, the contact for Access Services (textbooks, circulation, interlibrary loan, databases) is Nenita Buenaventura ([nbuenaventura@lbcc.edu](mailto:nbuenaventura@lbcc.edu)) and the contact for the Library Collection Development and Acquisitions Unit is Shamika Simpson ([ssimpson@lbcc.edu](mailto:ssimpson@lbcc.edu)).

**If you have requests**, please use the links to the forms below to inform library staff of your needs.

To request textbooks, databases or other course materials: [Click this link](#)

To request resources for research, assignments, general interest and information needs: [Click this link](#)

**SECTION 5: CONTENT REVIEW OF REQUISITES AND ENROLLMENT LIMITATIONS**

To add prerequisites to a course, one must provide rationale and evidence of need, including exit skills in the requisite or advisory course. It is incumbent upon faculty to demonstrate that students are highly unlikely to succeed in acquiring the proposed course's content without the outcome & objective skills in the requisite course.

- Addition of prerequisites requires completion of the *Requisite Validation Form*. Please check to confirm that you have completed **one** *Requisite Validation Form* for **each** requisite AND have attached all forms for submission.

What impact will these prerequisites have on other courses, sequence scheduling, and student's ability to meet their educational goals?

- Instructor Consent (Processes required for students to acquire permission must be noted in Catalogue Description.)

## SECTION 6: APPROVALS

ALL of the following signatures are required prior to submission.

Date department-wide discussion/approval of the course took place:

Meeting minutes or other documentation is attached.



**Faculty Author:** I have completed all portions of this document, as applicable:

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**FA Signature:**

**Department Head:** I have reviewed and discussed this new course with the department faculty.

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**DH Signature:**

**Area Dean:** I have reviewed the proposal and will support this course; the school has adequate resources.  
I have reviewed the proposal and there are concerns regarding feasibility.

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**AD Signature:**

**SLO Coordinator:** SLO(s) and corresponding Assessment Method(s) have been received and approved by ASLO.

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**SLO Co. Signature:**