

Dual listed courses refer to mirrored credit and noncredit courses, in which credit and noncredit versions of a course have CORs that are essentially identical in all aspects, except units and grading, including outcomes, objectives, content, methods of instruction, methods of evaluation, assignments, etc. These courses are offered simultaneously and taught by the same instructor (typically a credit instructor) with a specific number of seats reserved for noncredit students (as determined by the discipline experts).

Below is more detailed information about mirrored credit and noncredit courses taken from the “Noncredit Instruction: Opportunity and Challenge” report as revised in spring 2019 by the 2018-2019 Noncredit Committee, chaired by Craig Rutan.

Mirroring of Credit and Noncredit Courses

Mirroring of Credit and Noncredit Courses Mirroring existing credit classes into noncredit class offerings addresses the unique college and career goals of adult education noncredit students who are interested in exploring the rigor and expectation of credit courses without the pressure of the credit course such as the tuition fees, the Carnegie rule, and the course repeatability restrictions. Additionally, students are able to achieve Career Development and College Preparation Certificates of Completion in the CTE discipline and Certificates of Competency in ESL.

A mirrored class COR includes the exact same content and required fields as the credit class COR and goes through a similar approval process. These mirrored courses are listed in the schedule of classes, and usually have the credit faculty as the instructor of record. Noncredit students register for the noncredit course, but there is often a limit on how many noncredit students may enroll. The number of seats available to noncredit students is decided discipline by discipline. Noncredit students attend the course lectures and/or labs throughout the given semester and are required to complete the same work and assignments as the credit students enrolled in the **dual-listed credit course**. The significant difference is that the noncredit students will earn a Pass/Some Progress/No Pass grade while the credit students will earn a letter grade after completing the course.

Mirrored courses provide an opportunity for institutions to bridge pathways for the adult noncredit learner populations to achieve academic success in credit courses. Mirrored courses also provide an opportunity to build new, and strengthen existing, relationships across campus and with industry partners. There are also areas of growth which promote effective articulation agreements and incorporate more accurate metrics and analytics to support more mirrored classes into ongoing institutional student-focused guided pathways and meta-major framework from college to career.

Noncredit as Prerequisites and Corequisites

The use of noncredit courses to serve as a prerequisite or a corequisite to a credit or noncredit course was not explicitly included in §55003, but the Chancellor’s Office maintained that it was permissible. Initially, it was believed that noncredit courses could be used to satisfy prerequisite

or corequisite requirements, but that a student (either credit or noncredit) could not be required to take a specific noncredit course.

In August 2018, the Chancellor's Office and the Academic Senate (released a set of frequently asked questions related to the local implementation of AB 705 (Irwin, 2017) that stated that colleges could require students to enroll in a noncredit prerequisite or corequisite if the requirement was validated. This is a significant shift in interpretation that has been codified in the 2019 revisions to §55003.

Colleges have the ability to use noncredit courses to meet prerequisite requirements. This would allow colleges to shift basic skills courses out of the credit program and offer them as noncredit courses where students would not be required to pay fees. There are advantages to offering basic skills instruction through noncredit, including reduced unit accumulation, no course fees, more flexible scheduling options, and the courses are outcomes based. 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 where the student will be able to reenroll in the support course until they are able to successfully complete the parent course. These courses could be scheduled as open entry/open exit, allowing the student to drop in when they need additional support, but not be forced to attend support every week if they don't need it. The courses could also be offered via managed enrollment and offered as a mirrored course where students can be enrolled in either a credit or noncredit version of the support course. With the recent changes to Title 5, colleges will be able to require students to enroll in noncredit corequisites, just like they would with a credit corequisite, but the student will not be forced to pay any additional course fees.

Course Repetition

Since the modifications to Title 5 §55041 in 2012, community colleges have been exploring different options to address the loss of most course repeatability. While noncredit courses cannot replace all of the loss of repeatability in the fine and performing arts because those courses do not typically fit within the allowed areas of noncredit instruction, students are permitted to reenroll in noncredit courses without petition.

Many colleges have encountered challenges accessing the course repetition options available in Title 5 §55040 because students do not want to complete the required petition necessary to retake the credit course. In some cases, the college can create equivalent noncredit courses, particularly in vocational programs where recertification may be required, and a student can enroll in those courses as many times as they choose. This is an excellent option for students that do not require units, but just need to complete a course that allows them to demonstrate competency. These repeated enrollments would have no course fees.

For courses in the fine and performing arts, it is possible that colleges could create courses for older adults that would allow some students to participate in things like theatrical productions or

a choir, but these courses would only be allowable under the older adults category of noncredit instruction and would be funded at the traditional noncredit rate. Open access courses that are equivalent to existing credit courses in areas like music, art, theater, and dance are not likely to fit within any of the allowed areas of noncredit instruction and would be rejected by the Chancellor's Office when submitted for approval.

While noncredit does give access to courses that can essentially be repeated, not all credit courses that lost repeatability are appropriate for noncredit instruction and those that are may not be a better solution than having students complete a petition to retake the existing credit course.