

administration • reference memo

- keywords:
- **BOARD POLICY**
 - **CREDIT FREE ACTIVITIES**
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ANY REVISION TO THIS POLICY REQUIRES EDUCATION COUNCIL JOINT APPROVAL

The College is a comprehensive community college providing many learning activities primarily through its Academic and Career/Vocational and Instructional Services Division. However, the College recognizes that a life-long learning program requires learning activities with variety of subject matter and learning methodology. In addition, the College promotes and contributes to the cultural, intellectual and social life of the community and makes its physical plant and resources available to the community at large, and works in co-ordination with social service organizations. For many of these learning activities, no credit toward college certification is granted; in this sense, these activities are “credit free”.

STATUS OF CREDIT FREE ACTIVITIES

To ensure compatibility between credit and credit free activities and to maintain the standards and quality of the College’s credit programs, the following guidelines shall apply:

1. Credit Free Courses and Activities will differ from Credit courses

Credit and Credit free activities differ in purpose, in scope, in target group, in the length, frequency and permanence of offerings, in depth and complexity of subject matter, in funding and in administrative requirements.

These differences together balance the College’s ability to serve the variety of interests and needs in the community to which it is responsible. It is, therefore, in the best interests of the College and of the community to specify, monitor and maintain these differences. To this end, the criteria specified in the table below shall be used to distinguish credit and credit free activities.

Most activities can be defined as either “credit” if they meet most of the criteria listed in the “credit” column, or “credit free” if they meet most of the criteria listed under “credit free”. However, it is recognized that some activities may fall somewhere in between the two sets of criteria and could possibly be placed under either label. In such instances, the functional area may investigate the possibility of securing extra credit funding so that the activity may be offered as a credit activity. It is important to remember however, that availability of funding can be a decisive factor in placing a course under either credit or credit free labels only after it has been determined that the activity can legitimately be placed under either label, using the criteria listed below.

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Conversely, credit courses will not be seen as credit free courses because of cutback in credit funding; rather, such “threatened” courses should be offered as cost-recoverable credit courses.

CRITERIA	Credit & Instructional Services	Credit Free
Target Group for New Students	Students drawn mainly from present and past regular College enrollments, and from the potential student population desiring offerings which are normally available on either a full-time or part-time basis	Students drawn mainly from the larger community, not presently or previously enrolled in credit offerings and interested only in occasional part-time courses, usually "after hours" and in areas of specific personal interest.
Student's Reasons for Taking a Course or Programme	<ol style="list-style-type: none"> 1. Working towards defined career or personal goals. 2. Wants or needs institutional recognition through formal evaluation. 3. Seeks broader, complex, more in-depth information. 	<ol style="list-style-type: none"> 1. Personal interest and/or social interaction. 2. Wants or needs less institutional recognition. 3. Seeks a vocational or more informal enrichment, general information or development.
Time Commitment	Usually at least 45 in-class hours with specified requirements for reading, papers, and assignments and exams.	Usually limited to less than 20 in-class hours with little requirement and less commitment to work outside of class.
Curriculum	<ol style="list-style-type: none"> 1. Curriculum moves from introductory to higher levels and often has prerequisites. Student must prove prior knowledge to move from one level to the next. 2. More depth and complexity; development of ideas and applications in more detail. 3. Wider-ranging and more highly developed level of information, related to disciplines and programmes and 	<ol style="list-style-type: none"> 1. No prerequisites. Curriculum sometimes has "levels" (beginners, intermediate, advanced but student does not have to demonstrate prior knowledge and may "choose" his/her own level. 2. More generalized and "popularized" information. 3. Narrower and less highly developed level of information related to specific community interest and demand.

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CRITERIA	Credit & Instructional Services	Credit Free
	pursuit of same.	
Funding	Usually subsidized through Ministry of Advanced Education, Training and Technology; but may occasionally be cost recoverable.	Tuition fee revenue and externally designated subsidy pays for instructional, supply and administrative costs.

2. There shall be Consultation between Divisions in the Design of the Credit Free Activities

There should be consultation, as appropriate, before presenting credit free activities to ensure that such activities do not duplicate the credit offerings of the College. Such consultation will take place with the faculty of the Divisions, as well as through the Education Council. Disagreements arising from such consultation are to be referred to the Deans for resolution. If no resolution is reached, the matter may be further referred to the President for decision.

3. Credit Free Activities shall carry no Formal Assessment

In designing and presenting credit free courses, workshops and other activities, the College shall, at all times inform other co-operating agencies and the participants in such programs that such activities do not include a formal assessment and grading.

However, participants in credit free activities may receive recognition of their participation; the college is prepared to testify to attendance or participation.

Adopted by Capilano College Board February 20, 1990