

## PART III: NONCREDIT CURRICULUM

### SECTION 1

# INTRODUCTION TO NONCREDIT PROGRAM AND COURSE APPROVAL

## SECTION 1. INTRODUCTION TO NONCREDIT PROGRAM AND COURSE APPROVAL

### A. History and Philosophy

Noncredit instruction evolved from the first adult school in California in 1865. It was established by the San Francisco Board of Education, followed by Oakland in 1871, Sacramento in 1872, and Los Angeles in 1887. Noncredit instruction in the California Community Colleges (CCC) is an important contributor to “open access” for students with diverse backgrounds. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction and the workforce. Noncredit instruction is especially important for students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and for those who are not native English speakers, among others.

Noncredit instruction is one of several educational options offered within the California Community College System. It offers students access to a variety of low and no cost courses including a focus on elementary and secondary basic skills, English as a second language, citizenship and workforce preparation, programs for adults with disabilities, short-term career technical education (CTE), parenting, older adult needs, health and safety, and home economics.

The benefits of noncredit curriculum for California Community College students are many. Noncredit courses are free and provide options for students who do not qualify for financial aid. Noncredit courses focus on skill attainment, not grades or units. They are repeatable and not affected by the 30 unit basic skills limitation. Noncredit courses can provide flexible scheduling and can be open entry/exit for students who are working and managing college at the same time. Noncredit courses are accessible to nearly all students and serve as elementary level skill building courses leading to pre-collegiate curriculum. Noncredit courses can also serve as a bridge to other educational/career pathways. They provide preparation, practice and certification in career and technical education. Noncredit courses may also be a point of entry into college-level courses for students who are not yet ready to enroll in a credit program.

## B. Legal Authority

The Board of Governors, by statute, has statewide responsibility for approving all new instructional noncredit programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges (CCCs) was created by the Legislature in 1968, this responsibility was transferred to the new board. It is now contained in Education Code section 70901:

### **70901: Board of governors; duties; rules and regulations; delegation; consultation**

(a) The Board of Governors of the California Community Colleges shall . . . perform the following functions:...

(b)(10) Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors.

The Legislature also made the requirement for state approval part of the finance law for community colleges. This provision was part of the Education Code for many decades, but in 1991, it was shifted to California Code of Regulations, title 5, section 58050:

### **58050: Conditions for Claiming Attendance.**

(a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:

(1) The course or the program of which it is a part must be approved by the Board of Governors in accordance with the provisions of subchapter 2 (commencing with section 55100) of chapter 6.

(2) The course must meet the criteria and standards for courses prescribed by section 55002.

To facilitate coordinated efforts between local and system responsibilities and curriculum processes, in 2004, the Chancellor's Office developed the System Advisory Committee on Curriculum (SACC), which in 2016 was renamed the California Community Colleges Curriculum Committee (5C) to more accurately reflect its charter. The committee provides a collaborative forum for system-level discussions pertaining to curriculum to guide related Chancellor's Office policies and practices.

## Minimum Conditions

Minimum Conditions are selected areas of regulations that may result in denial or reduction of state aid if violated. These minimum conditions are contained in title 5, sections 51000-51027. The Minimum Condition regulation on program and course approval is as follows:

### 51021: Curriculum

Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community college. All courses shall be approved by the Chancellor in the manner provided in subchapter 1 (commencing with section 55000) of chapter 6.

## Chancellor's Office Curriculum Review

California Education Code and California Code of Regulations, title 5, provide the mandate on the content of program and course proposals. The Chancellor's Office reviews community college proposals within the context of title 5. Community college noncredit course and program approval must be submitted electronically using the Chancellor's Office Curriculum Inventory (COCI).

Community college noncredit course and program proposals require review and approval by the Chancellor's Office prior to being offered at a community college. Formal notifications of (new and substantial change) noncredit program and course approvals are sent by email to the campus CIO with a copy to campus designee(s).

Colleges that receive Chancellor's Office approval of a new noncredit program or course are authorized to:

- Publish the description of a new program or course in the catalog or publicize a new program or course in other ways (Cal. Code Regs., tit. 5, § 55005).
- Collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program (Ed. Code § 70901(b)(10); Cal. Code Regs., tit. 5, §§ 55130 and 58050). Colleges that do not secure the required program approval are subject to loss of revenues through audit or administrative action.
- Award a degree or certificate with the designated title and require specific courses for the completion of such degree or certificate (Ed. Code, §§ 70901(b)(10) and 70902(b)(2)). Degree or certificate awards for programs that have not been approved by the Chancellor's Office when approval is required will not be recognized as valid for any audit or accountability purpose.

- Collect Related and Supplemental Instruction (RSI) funding if the [Division of Apprenticeship Standards](#) (DAS) has also formally approved a proposed apprenticeship program.

### **C. Development Criteria**

Five criteria are used by the Chancellor's Office to approve credit programs and noncredit programs and courses that are subject to Chancellor's Office review. They were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design.

These criteria have been endorsed by the community college system as an integral part of the best practice for curriculum development.

The five criteria are as follows:

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

Full explanations of these criteria are provided in Part 1, Section 1 of this Handbook.

### **D. Open Courses**

Title 5, section 51006, requires colleges to publish a statement in the official catalog and schedule of classes that all course sections or classes for which state aid is awarded are open to enrollment and participation by any person admitted to the college. The college may only restrict enrollment in a noncredit course when the restriction is specifically required by statute or legislation. This section also allows colleges to require that students meet advisories that have been established pursuant to title 5, section 55003. Situations where enrollment limitation may be allowed are discussed more specifically in title 5, section 58106. These sections allow the college to restrict students from enrolling in a course when:

- Health and safety considerations, facility limitations, faculty availability, funding limitations, or other constraints have been imposed by statutes, regulations, or contracts.

The college can limit enrollment only through one or more of the following approaches:

- Enrolling on a “first-come, first-served” basis or other non-evaluative selection technique (Cal. Code Regs., tit. 5, § 58006)
- Offering special registration assistance to the handicapped or disadvantaged student
- Enrolling in accordance with a priority system established by the local board
- Allocating available seats to students who have been judged most qualified in the case of intercollegiate competition, honors courses, or public performance courses
- Limiting enrollment to a cohort of students enrolled in two or more courses, provided, however, that a reasonable percentage of all sections of the course do not have such restrictions
- Restricting enrollment of a student on probation or subject to dismissal or to selected courses or of a student who is required to follow a prescribed educational plan

The open course concept means that no noncredit course may be offered for apportionment if it is restricted to a particular group, such as employees of a particular company or organization, students concurrently enrolled in a neighboring university, persons of a particular ethnicity, or any other narrowly defined group. Furthermore, although a noncredit course may be designed primarily for individuals in a particular group (for example, individuals already employed in a particular occupation), it may not be offered for apportionment unless it is open to, and designed in such a way that it could also be of benefit to, other students. Thus, a course may be primarily intended for skills upgrading of individuals already experienced in a particular occupation, but it must also be possible for a student in training for that occupation to take and benefit from the course, subject to legally established advisories.

Certain narrow exceptions to the open course rule are specified in law. These include enrollment preference for fire service personnel (Cal. Code Regs., tit. 5, § 58051(d)) and law enforcement trainees (Pen. Code, § 832.3(c)), courses conducted in a jail or federal prison (Cal. Code Regs., tit. 5, § 58051.6), students who are part of a cohort concurrently enrolled in another specified course (Cal. Code Regs., tit. 5, § 58106), and apprentices in “related and supplemental instruction” courses (Lab. Code, § 3076.3).

## E. Noncredit Curriculum Regulations

The legal parameters and standards for curriculum are established in the following sections of Education Code and California Code of Regulations.

Noncredit curriculum is defined in title 5, section 55002(c): "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."

Noncredit instruction is one of several educational options authorized by Education Code section 84757 to be offered within the CCCs. Students are offered access to a variety of courses at no cost, with the exception of textbooks and other materials, to assist them in reaching their personal, academic, and professional goals.

### Mandates and Regulations Related to Noncredit Course Standards and Approval

Authority	Topic
Ed. Code , section 66010.4(a)(1)	Missions and Functions of California Community Colleges
Ed. Code, section 70901(b)(1)(D)	Minimum Standards for Credit and Noncredit Courses
Ed. Code, section 78401(a)	Governing Board of any community college district's authority to maintain and establish courses for adults
Ed. Code, section 79144	Definitions of Apprenticeship Programs
Ed. Code, section 84750.5	Annual Budget Requests
Ed. Code, section 84757(a)(1-9)	Noncredit Courses Eligible for Funding
Ed. Code, section 84760.5	Attendance Hours Generated by Instruction in Career Development and College Preparation
Ed. Code, section 84810.5(a)(2)	Inmate Education Programs
Title 5, section 51006	Open Course Regulations
Title 5, section 53200	Definitions (Faculty, Academic Senate, Academic and Professional Matters, and Consult Collegially)

## Mandates and Regulations Related to Noncredit Course Standards and Approval (cont.)

Authority	Topic
Title 5, section 53412	Minimum Qualifications for Instructors of Noncredit Courses
Title 5, section 53414(e)(1-4)	Minimum Qualifications for Disabled Students Programs and Services Employees
Title 5, section 55000	Definitions
Title 5, section 55000(g)	Contract Course
Title 5, section 55002(a)(1)	Standards and Criteria for Courses (Curriculum Committees)
Title 5, section 55002(c)(1)(2)(3)	Standards and Criteria for Courses (c) (Noncredit Course Standards)
Title 5, section 55003	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.
Title 5, section 55021	Grading Policies
Title 5, section 55040-55046	Course Repeatability Regulations
Title 5, section 55050	Credit by Examination
Title 5, section 55064	Acceptance of Noncredit Courses
Title 5, section 55100	Course Approval
Title 5, section 55150	Approval of Noncredit Courses and Programs
Title 5, section 55151	Career Development and College Preparation
Title 5, section 55154	Adult High School Diploma Programs
Title 5, section 55155	Noncredit Certificates
Title 5, sections 55200-55210	Distance Education
Title 5, section 55220	Excursions and Field Trips
Title 5, section 55222	Provision of Medical or Hospital Service for Students
Title 5, section 56028	Educational Assistance Class Instruction
Title 5, section 58003.1(f)(2)	Full-time Equivalent Student; Computation
Title 5, section 58007	Noncredit Courses
Title 5, section 58012	Decimals; Rounding Off; References to Whole Numbers (Attendance Reporting)
Title 5, section 58051.5	Reports for Apportionment; Prohibited Classes



## Mandates and Regulations Related to Noncredit Course Standards and Approval (cont.)

<b>Authority</b>	<b>Topic</b>
Title 5, section 58102	Course Description
Title 5, section 58104	Dissemination of Information
Title 5, section 58130	Noncredit Classes in Dancing of Recreational Physical Education; State Aid or Apportionment for Attendance
Title 5, section 58160	Noncredit Course Funding
Title 5, section 58161.7	Recommendations Regarding Repetition of Noncredit Courses and Related Issues
Title 5, section 58164	Open Entry/Open Exit Courses
Title 5, section 58168	Tutoring
Title 5, section 58170	Apportionment for Tutoring
Title 5, section 58172	Learning Assistance
Title 5, section 58760	Description of Noncredit Activities
Title 5, section 58762	Noncredit Activities

## PART III: NONCREDIT CURRICULUM

### SECTION 2

# NONCREDIT COURSE CRITERIA AND STANDARDS

## SECTION 2: NONCREDIT COURSE CRITERIA AND STANDARDS

### I. Noncredit Course Criteria

#### OVERVIEW

Noncredit instruction is one of several educational options authorized by Education Code section 84757 to be offered within the California Community Colleges. Students are offered access to a variety of courses at no cost, with the exception of textbooks and other materials, to assist them in reaching their personal, academic, and professional goals.

This section provides an overview of the criteria used by the Chancellor's Office staff in evaluating noncredit course submissions. The review criteria used by the Chancellor's Office staff are rooted in the curriculum standards established in title 5, section 55000 et. seq., and explained in the Noncredit Course Standards section of this Handbook. To ensure that standards for all criteria are met, and is organized as follows:

- Noncredit Categories
- Criteria for Data Elements

### II. Noncredit Course Standards

#### OVERVIEW

This section provides an overview of the standards for all noncredit course curricula, including requirements for local approval, the COR, and MIS data elements. This section is organized as follows:

- The Course Outline of Record for Noncredit Courses
- Standards for Approval of Noncredit Curriculum
- Other Topics and Standards in Noncredit Courses

## A. Noncredit Categories

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code § 84757 and the tenth is defined in Cal. Code Regs., tit. 5, § 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served.

1. [English as A Second Language](#) (ESL) courses provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills parents need to help their children learn to read and succeed in society; skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills (Ed. Code § 84757(a)(3)).
2. [Immigrant](#) courses are designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation 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 writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code § 84757(a)(4)).
3. [Elementary and Secondary Basic Skills](#) includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses 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, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code § 84757(a)(2)).
4. [Health and Safety](#) courses focus on lifelong education to promote health, safety, and the well-being of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).

5. [Substantial Disabilities](#) courses are designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in title 5, section 56001. Courses for students with substantial disabilities are an “assistance class” according to provisions of title 5, section 56028, and Education Code section 84757(a)(5).

Educational Assistance Classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities.

6. [Parenting](#) includes courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to the following: ages and stages of child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children’s education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a)(1)).
7. [Home Economics](#) or family and consumer sciences includes courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code § 84757(a)(8)).

8. [Courses for Older Adults](#) offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement (Ed. Code § 84757(a)(7)).
9. [Short-term Vocational Programs](#) are designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years (Ed. Code, §§ 78015, 78016, and 84757(a)(6)).
10. [Workforce Preparation](#) courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., tit. 5, § 55151).

In addition to the ten eligible areas, title 5, sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

### **Criteria for Noncredit Course Submissions**

Local districts are responsible for ensuring that the submitted Course Outline of Record (COR) contains all required elements as specified in section 55002 and that local approval is consistent with all standards in title 5, section 55000 et seq. The Chancellor's Office reviews and approves noncredit course submissions to ensure that courses meet these standards and to validate that the associated data elements for each course are correct and compliant with regulations. The review criteria used by the Chancellor's Office staff are based on the standards for course curriculum established in title 5 and

explained in the Noncredit Course Standards section of this Handbook. Submission and approval of noncredit courses is conducted through review of the following components submitted by local colleges:

- Completed Curriculum Inventory Proposal Fields for Data Elements
- COR meeting the standards in title 5, section 55002, and approved by the local governing board

## B. Criteria for Data Elements

The following data elements are entered into the COCI and evaluated by Chancellor’s Office staff during the submission review process. The CCCCCO MIS Division identifies some of these data elements as Course Basic (CB) codes. Many course elements require CB codes. Other course elements such as District Governing Board Approval Date and Catalog Description do not require CB codes, but are critical components of the review process. Entry errors associated with these elements and inconsistencies can result in course submissions being returned to the college for revisions.

DED NO.	DATA ELEMENT NAME
<b>CB00</b>	Course Control Number (this number is assigned by the Chancellor’s Office, it is not necessary for new courses)
<b>CB01</b>	Department Number
<b>CB02</b>	Course Title
<b>CB03</b>	TOP Code
<b>CB04</b>	Credit Status
<b>CB05</b>	Transfer Status
<b>CB08</b>	Basic Skills Status
<b>CB09</b>	SAM Priority Code
<b>CB10</b>	Cooperative Work Experience
<b>CB11</b>	Course Classification Status
<b>CB13</b>	Educational Assistance Class Instruction (Approved Special Class)
<b>CB21</b>	Prior Transfer Level
<b>CB22</b>	Noncredit Category
<b>CB23</b>	Funding Agency Category
<b>CB24</b>	Program Status

### **CB01: Department Number**

This identifier should be structured to include an abbreviation of the department to which the course belongs, followed by the numbers and/or letters used to distinguish it from other courses in the same department. It is the identifier that occurs on the student's academic transcript, for example, ESL501. The department number must be entered exactly as it is entered into the college and/or district's enterprise resource system. If there are no spaces between the department and course number, do not add a space in the CI. Inconsistencies in data entry will impact MIS reporting.

### **CB02: Course Title**

This data element records the course title exactly as it appears in the COR and the college catalog. If the college uses long and short titles, enter the long title. This field is limited to a maximum of 68 characters including punctuation and spaces, and the title must be different from what is entered in CB01.

### **CB03: TOP Code**

This field is for recording the appropriate TOP Code for the course. An asterisk (\*) in this field denotes a vocational TOP Code. A link to the [Taxonomy of Programs \(TOP\) Code Manual, 6th Edition](#) is available on the Chancellor's Office website, under Academic Affairs Curriculum and Instruction page.

The TOP Code should be assigned according to the content and outcomes of the course, and must conform closely to the TOP Code given to similar courses at other colleges around the state. The TOP Code reflects the main discipline or subject matter and is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP Code should contact the Chancellor's Office; if the proposed TOP Code does not seem appropriate, the Chancellor's Office will advise the college.

### **CB04: Credit Status**

This element indicates the credit status of a course (defined in Cal. Code Regs., tit.5, § 55002). All noncredit courses will select "N" (noncredit) in this field, indicating the course is noncredit.

### **CB05: Transfer Status**

This element indicates the transfer status of a course. COCI automatically populates this field with C-Not Transferable, the only available option for noncredit courses.



### **Course Hours Minimum**

This field indicates the minimum number of contact hours for the course as a whole. Enter the minimum number of regularly scheduled hours of instruction that are normally required for a student to achieve the course objectives, sufficiently covering the course scope and breadth of topics. This number must be entered in CI as a decimal. For example, ten and one-half hours would be entered as 10.5.

### **Course Hours Maximum**

This field indicates maximum number of contact hours of the course as a whole. Enter the maximum number of regularly scheduled hours of instruction that are normally required for a student to achieve the course objectives, sufficiently covering the course scope and breadth of topics. This number must be entered in CI as a decimal. For example, ten and one-half hours would be entered as 10.5. This number must be greater than or equal to the number entered in the course hours minimum field.

### **CB08: Basic Skills Status**

The basic skills status is indicated as either B (Course is a basic skills course) or N (course is not a basic skills course).

### **CB09: Student Accountability Model (SAM) Priority Code**

This element is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs. This element corresponds with the CB03 TOP Code selected. For example, if a vocational TOP Code is selected as denoted by an asterisk (\*), then CB09: SAM Priority Code must equal A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), or D (Possibly Occupational), and respectively cannot equal E (Non-occupational).

### **CB10: Cooperative Work Experience**

This element indicates whether the course is part of a cooperative work experience program, according to the provisions of title 5, section 55252. In COCI, select N if the course is not part of a cooperative work experience program or select C if the course is part of a cooperative work experience program. N indicating noncredit should be for CB04 not CB10.

### **CB11: Course Classification Status**

This element identifies courses eligible for enhanced funding. In COCI, select one of the following codes: Use code "J" if the course is part of an approved noncredit program in the area of Workforce Preparation authorized by title 5, section 55151; use code "K" if the course has been approved for

noncredit enhanced funding, but does not meet the criteria for "J"; or use code "L" if the course has not been approved for noncredit enhanced funding.

### **CB13: Educational Assistance Class Instruction (Approved Special Class)**

This data element indicates whether the course is "educational assistance class instruction" according to the provisions of title 5, section 56028, and will be coded "S" (Course is designated as an approved special class for disabled students) or "N" (Course is not a special class).

### **CB21: Prior Transfer Level**

This element indicates course level status for English, writing, ESL, reading, and mathematics courses. Indicate the relationship of the course to college level by selecting one of the following eight options: Y (Not applicable), A (One level below transfer), B (Two levels below transfer), C (Three levels below transfer), D (Four levels below transfer), E (Five levels below transfer), F (Six levels below transfer), G (Seven levels below transfer), or H (Eight levels below transfer).

The selected code must correspond with the CB05: Transfer Status selected, as well as with processing edit checks in the MIS [Data Element Dictionary](#) (DED); please consult the DED for a complete listing of fidelity and integrity checks for this element. Additionally, extensive rubrics were created to determine appropriate coding for this element. These rubrics can be found on the [Basic Skills Initiative](#) website at <http://www.cccbsi.org>.

### **CB22: Noncredit Category**

This element classifies a noncredit course in accordance with its primary objective within the ten state-supported noncredit categories set forth in Education Code section 84757(a). Select the appropriate noncredit category: A=ESL; B=Citizenship for Immigrants; C=Elementary and Secondary Basic Skills; D=Health and Safety; E=Courses for Persons with Substantial Disabilities; F=Parenting; G=Home Economics; H=Older Adults; I=Short-term Vocational; and J=Workforce Preparation.

### **CB23: Funding Agency Category**

This element describes whether or not a Chancellor's Office Economic Development Grant was used to fully or partially develop a course and/or curriculum. Select one of the following three options: A (primarily developed using Economic Development funds), B (partially developed using Economic Development Funds, exceeding 40 percent of total development costs), or Y (not applicable).

## **CB24: Program Status**

This element indicates whether or not a course is part of an educational program as defined in title 5, section 55000. Select one of the two following options: 1 (Program-applicable – the noncredit course is part of a sequence of courses or program that results in a certificate of completion or certificate of competency) or 2 (Not Program-applicable – the noncredit course is not part of a sequence of courses or program that results in a certificate of completion or certificate of competency).

## **Special Characteristics Code Descriptor**

This code is used to identify special characteristics of the noncredit course. Select the appropriate characteristic(s) from the following seven options (if applicable):

- Learning Assistance – a form of supplemental instruction
- Bilingual Instruction – a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English
- Convalescent Setting – a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home
- Correctional Facility – a course taught either at or through a federal, state, or local correctional institution
- Apprenticeship – a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experience, upon agreement with the program sponsor/employer and the California Division of Apprenticeship Standards
- Persons of Substantial Disabilities – a course designed to serve persons with substantial disabilities
- Citizenship for Immigrants – a course designed to provide instruction and services in citizenship

## **District Governing Board Approved**

The college certifies that the local district governing board, pursuant to title 5, sections 55002 and 55100, approved the course by selecting “yes”.

## **District Governing Board Approval Date**

This section requires the date that the local governing board, pursuant to title 5, sections 55002 and 55100, originally approved the course.

## **Catalog Description**

Enter the catalog description exactly as it appears in the COR and the college catalog.

## II. Noncredit Course Standards

### A. The Course Outline of Record for Noncredit Courses

All noncredit courses are required to have an official Course Outline of Record (COR) that meets the standards in title 5, section 55002 (a)(3). Current CORs must be maintained in the official college files (paper or electronic database) and made available to each instructor. It is recommended that CORs include, at a minimum, the following elements:

#### RECOMMENDED ELEMENTS FOR NONCREDIT CORs:

- Course number and title
- Status (noncredit versus credit or others)
- Contact Hours
- Catalog Description
- Prerequisites, corequisites, advisories on recommended preparation, or other enrollment limitations (if any)
- Repeatability
- Content in terms of a specific body of knowledge
- Objectives
- Field Trips
- Methods of Instruction
- Methods of Evaluation
- Assignments and/or Other Activities

The following COR components are required for noncredit courses:

#### COR COMPONENTS REQUIRED FOR NONCREDIT COURSES

- Number of contact hours normally required for a student to complete the course
- Catalog description
- Objectives
- Content in terms of assignments and/or activities
- Methods of evaluation for determining whether the stated objectives have been met

This standard places the burden of rigor upon the curriculum committee to determine that course elements of the COR are appropriate to the intended students.

In addition to these components, Chancellor's Office approval of noncredit courses requires the submission of all MIS data elements listed in the previous section of this Handbook. While there is no regulatory requirement that these are listed on the COR, good practice suggests that MIS data elements should be included as part of the local curriculum review and submission process, whether on the COR or on attachments to the COR.

For a detailed discussion of good practices related to COR development and the explanations of the standards for local course approval set forth in title 5, refer to the ASCCC paper titled, [The Course Outline of Record: A Curriculum Reference Guide \(2008\)](#), which may be downloaded from the ASCCC website at [www.asccc.org](http://www.asccc.org) under the "publications" tab.

### **Contact Hours**

This is the number of instructional hours normally required for a student to complete the course of study. Instructional hours should be sufficient to cover the scope and breadth of the course and to ensure student progress toward achieving the course objectives. Contact hours may be stated as a specific number or a range of minimum to maximum number of hours according to local practice.

### **B. Standards for Approval of Noncredit Curriculum**

All noncredit courses offered by a community college are subject to approval by the district governing board (often called "local approval"). Local approval of noncredit courses must include review by a curriculum committee established in accordance with title 5, section 55002. The curriculum committee and governing board must determine that the noncredit course meets the standards of title 5, sections 55002, 55002.5, 55003, 55062, and all other applicable provisions of title 5. These standards are explained in the ASCCC paper, "[The Course Outline of Record: A Curriculum Reference Guide](#)." In addition, all noncredit courses must be appropriate to the mission of the California community college (CCC) system, as defined in Education Code section 66010.4, and must be consistent with the requirements of accrediting agencies.

Curriculum approval at the local level plays a central role in ensuring that noncredit students receive the same quality of instruction provided to other students. More importantly, it is the fundamental mechanism that engages faculty in the design and evaluation of noncredit curriculum and its effectiveness in helping students to transition to college, gain meaningful wage work and contribute to the community and civic society.

Requirements for local curriculum approval include:

- Local curriculum committee approval of all noncredit courses or sequences of courses constituting a program.
- The curriculum committee conducting review has been established by mutual agreement between the college and/or district administration and the local Academic Senate. The committee is a committee of the local Academic Senate or a committee that includes primarily faculty.
- The curriculum committee shall recommend approval of the course only if the course:
  - covers the appropriate subject matter and
  - uses resource materials, teaching methods and standards of attendance and achievement that the committee deems appropriate of the enrolled students.
- The COR shall specify the scope, objectives, content, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.
- The COR serves as the official record of the noncredit course description; is maintained in the official college files; and is made available to each instructor.
- The COR indicates approval by the chair of the curriculum committee and the chief instructional officer.
- All sections of the noncredit course are taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the COR.
- The district governing board has approved all noncredit courses.
- For the purposes of noncredit state apportionment, courses fall within one of the categories listed in Education Code sections 84757, 84750.5, and 84760.5 and are approved by the Chancellor's Office.

## **C. Other Topics and Standards in Noncredit Courses**

### **1. Conduct of Noncredit Courses**

The conduct of noncredit courses is defined in title 5, section 55002(a)(4) "Conduct of Course." Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record." All sections of the course are to be taught by a qualified instructor pursuant to title 5, section 53412.

## **2. Repetition and Noncredit Courses**

There are no specific limitations on noncredit course repetition. Noncredit repetition and multiple enrollments are defined as follows:

- Repetition in noncredit courses – the student has completed the maximum number of hours required for the course and re-enrolls and repeats the same course content.
- Re-enrollment in noncredit courses – a student has completed fewer than the maximum number of hours required for the course and re-enrolls in the same course during another term. The student then proceeds in the course and completes subsequent content or another portion or all of the required hours for the course.
- Multiple enrollments in noncredit courses – a student enrolls in more than one section of the same course during the same term.
- Completion of noncredit courses – a student has participated in the course for the total number of hours specified on the course outline. The hours required for a noncredit course completion may be accumulated in one section during one term, over multiple terms or by enrolling in multiple sections during a single term or terms.

## **3. Grading Policy for Noncredit Courses**

The grading policy for noncredit courses is defined in title 5, section 55021(c): “The grading policy may provide for award of grades in noncredit courses, including courses which are part of a high school diploma program or may be accepted for high school credit by a high school.”

## **4. Acceptance of Noncredit Courses towards Requirements for an Associate Degree**

Students may seek to receive credit for knowledge or skills acquired through completion of a noncredit course in accordance with title 5, section 55050. The governing board of each community college district shall establish and publish administrative procedures to implement Credit by Examination. These procedures shall assure all such examinations are established by faculty in accordance with the standards set out in title 5, section 55050. Refer to your local credit by examination policy and procedure.

## **5. Apportionment and Noncredit Courses**

Title 5, section 58130, clearly states, “[n]o state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.” While the courses may still be approved and offered under the current noncredit course approval policies, these courses may not be included in attendance data for apportionment purposes. Determining whether or not a course falls into these categories and

deciding if a course should be added to the schedule is a matter of careful consideration for each campus. Respectively, an ongoing review of noncredit course offerings in the TOP Codes of 0835.XX (Physical Education) or 1008.XX (Dance) is imperative. If a college chooses to offer these courses, they may not include the courses in its noncredit attendance calculations for the Apportionment Attendance Reports (CCFS-320) submitted to the Chancellor's Office.

According to, title 5, section 51006, each governing board of a community college district is required to adopt a policy or resolution stating "[t]he policy of this district is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college(s) and who meets such prerequisites as may be established pursuant to section 55003 of division 6 of title 5 of the California Code of Regulations." This policy must be available to students. It "shall be published in the official catalog, schedule of classes, and addenda to the schedule of classes for which full-time equivalent student (FTES) is reported for state apportionment." Additionally, "a copy of the statement shall also be filed with the Chancellor."

Title 5, section 58051.5(a), states "No community college district may claim for purposes of state apportionment any classes: ...(3) if such classes are not located in facilities clearly identified in such a manner, and established by appropriate procedures, to ensure that attendance in such classes is open to the general public, except that students may be required to meet prerequisites which have been established pursuant to sections 55002 and 55003."

## **6. Noncredit and FTES and Computation of Enrollment**

Attendance reporting procedures for noncredit courses are defined in title 5, section 58007: Contact hours of enrollment in noncredit courses, except for noncredit courses using the alternative attendance accounting procedure described in title 5, section 58003.1(f)(2), shall be based upon the count of students present at each course meeting. Full-time equivalent students in noncredit courses shall be computed by dividing the sum of contact hours of enrollment by 525, except for noncredit courses using the alternative attendance accounting procedure described in title 5, section 58003.1(f)(2). Nonresidents may be claimed for purposes of calculating full-time equivalent students only if they are living in California during the period of attendance and are otherwise eligible for such purposes as provided in this chapter.

## **7. Noncredit Distance Education**

Pursuant to title 5, sections 55200-55205, and 58003.1(f)(2), noncredit courses may be offered via distance education. Title 5, sections 55200-55205, specifies that course quality standards



apply to distance education in the same manner as for regular classroom courses, and that each course delivered via distance education must be separately approved as such through local curriculum approval processes. In addition, the regulations require regular effective contact between instructors and students. Title 5, section 58003.1(f)(2), specifies the attendance accounting method for noncredit courses offered via distance education.

## **8. Noncredit Apprenticeship Courses**

Apprenticeships are regulated in multiple sections of state regulations and code, including title 5, section 55250.5 and Labor Code sections 3070-3098. These regulations define an apprenticeship as preparation for any profession, trade, or craft that can be learned through a combination of supervised on-the-job training and off-the-job formal education. [The California Division of Apprenticeship Standards](#) (DAS) within the California Department of Industrial Relations and the Chancellor's Office of the CCCs share responsibility for the approval of noncredit apprenticeship programs. This shared responsibility has created a partnership for developing apprenticeship

programs that includes the community college and the employer, also known as the program sponsor.

The DAS approves matters dealing with on-the-job instruction and maintains the standards. Both the California Apprenticeship Law and the annual California Budget Act refer to the off-the-job formal education as related and supplemental instruction (RSI). Providing RSI is the job of the community colleges, adult schools, and regional occupational program centers. In addition, Labor Code section 3074 states that apprenticeship RSI shall be the responsibility of and be provided by state and local boards in charge of CTE in partnership with the program sponsor, who is normally the employer. The noncredit programs or courses must have the approval of the Chancellor's Office for both curriculum and RSI funding.

Required documentation must be signed by the Chief of the DAS (or designee) to indicate that the apprenticeship has been approved, including the specific campus approved for the RSI, apprenticeship title, file number, and sponsor contact information. Justification of the need for any new CTE programs, including apprenticeships, is specifically required through a job market study (LMI), pursuant to Education Code section 78015.

The Chancellor's Office has delegated authority to the Apprenticeship Program Coordinator, who provides support to the college and the program sponsor throughout the development and implementation of an apprenticeship program. The Vice Chancellor of Educational

Services (or designee) reviews the programs and courses offered by the community college using criteria that represent the standards of good practice established in the field of curriculum design.

Apprenticeship proposals require additional supporting documentation including a [California Division of Apprenticeship Standards](#) (DAS) Approval Letter. Refer to the Submission and Approval Guidelines for more details on the proposal requirements for apprenticeships.

## **9. Standards for Open Entry/Open Exit Noncredit Courses**

Open entry/open exit courses are defined in title 5, section 58164 as credit or noncredit courses in which students may enroll at different times and complete at various times or at varying paces within a defined period, such as a semester or quarter.

When an open entry/open exit course provides supplemental learning assistance (pursuant to Cal. Code Regs., tit. 5, § 58172) in support of another course or courses, the COR for the supplemental open entry/open exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue. Determination of student contact hours must be based on the maximum number of hours that the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental COR must be prepared in light of the primary course objectives, but the hours for the supplemental COR will then be based on the objectives and related assignments specified in the supplemental COR.

## **10. Noncredit Tutoring**

In addition to the ten eligible areas, title 5, sections 58168 and 58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Education Code § 84757) in support of primary/parent noncredit courses.

For further guidelines regarding noncredit tutoring see the "[California Community Colleges Supplemental Learning Assistance and Tutoring Regulations and Guidelines](#)," located on the California Community Colleges Chancellor's Office website under the Academic Affairs Basic Skills and English as a Second Language (ESL) webpage.

## PART III: NONCREDIT CURRICULUM

### SECTION 3

# NONCREDIT PROGRAM CRITERIA AND STANDARDS

## SECTION 3. NONCREDIT CRITERIA AND STANDARDS

### OVERVIEW OF NONCREDIT PROGRAMS

#### OVERVIEW

This section provides an overview of the standards for all noncredit programs and is organized as follows:

- Definitions of Noncredit Program and Award Types
- Noncredit Program Approval
- Noncredit Career Development and College Preparation
- Adult High School Diploma
- Noncredit Apprenticeship Programs
- Locally Approved Programs

## **A. Definitions of Noncredit Program and Award Types**

An education program is 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.

The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community colleges. The authority is contained in Education Code section 70901. Title 5, section 55150 – Approval of Noncredit Courses and Programs, sets forth the basic requirements for approval of a noncredit instructional program.

Approval of a noncredit educational program is effective until either:

- The noncredit educational program or implementation of the noncredit educational program is discontinued or modified in any substantial way; or
- The Chancellor evaluates the noncredit educational program after its approval on the basis of factors listed in title 5, section 55151 or 55154, as applicable. If the Chancellor determines that the noncredit educational program should no longer be offered based on the evaluation, the Chancellor may terminate the approval and determine the effective date of termination.

## **B. Noncredit Program Approval**

There are five criteria used by the Chancellor's Office to approve noncredit programs and courses. The five criteria were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting agencies, and the standards of good practice established in the field of curriculum design. These criteria are as follows:

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

Full explanations of these criteria are provided in Part 1 of this Handbook.

The types of noncredit educational 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—a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
  - Certificate of Completion—a certificate leading to improved employability or job opportunities
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Programs

### **C. Noncredit and Career Development and College Preparation**

Programs and required courses classified as noncredit Career Development and College Preparation (CDCP) prepare students for employment or to be successful in college level-credit coursework. In accordance with title 5, section 55151 colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards: Certificate of Competency, Certificate of Completion, or Adult High School Diploma. Once a program is approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5. CDCP certificates can be awarded in the following four noncredit categories: elementary and secondary basic skills, workforce preparation, short-term vocational program, English as a second language and vocational English as a second language (see title 5, 55151).

As with all noncredit programs, the 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.

For short-term vocational program proposals colleges must provide evidence of high employment potential in one of two ways. They can identify the area of instruction on the list of occupational titles with high employment potential (<http://www.labormarketinfo.ca.gov>) or attach another data source containing current labor market or job availability data with an explanation of how the data is verified.

CDCP programs must be approved in accordance with title 5, sections 55002 and 55100. Upon approval, a program is assigned a unique Program Control Number. For more information regarding MIS data elements, refer to the [Data Element Dictionary](#) (DED) available on the Chancellor's Office website ([www.cccco.edu](http://www.cccco.edu)).

## **1. Certificate of Competency**

Pursuant to title 5, section 55151 colleges may offer a sequence of noncredit courses that culminate in a Certificate of Competency or a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL, a Certificate of Competency may be awarded. A noncredit Certificate of Competency means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The Certificate of Competency must include the name of the certificate and the date awarded, be identified by a TOP Code number and program discipline, and list the relevant competencies achieved by the student.

## **2. Certificate of Completion**

Pursuant to title 5, section 55151 colleges may offer a sequence of noncredit courses that culminate in a Certificate of Completion or a certificate leading to improved employability or job opportunities. For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, leading to improved employability or job opportunities, a Certificate of Completion may be awarded. A noncredit Certificate of Completion means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares students to progress in a career path or to take degree-applicable credit courses. The Certificate of Completion must include the name of the certificate and the date awarded, be identified by a TOP Code number and program discipline, identify the goal of the program, and list the courses completed by the student.

## **D. Adult High School Diploma**

Pursuant to title 5, section 55154 colleges may offer a sequence of noncredit courses that culminate in an Adult High School Diploma (AHSD). An AHSD is composed of a sequence of noncredit courses leading to a high school diploma that is awarded by the community college district or jointly by the district and a high school in accordance with title 5, section 55154. The course content standards should meet or exceed the standards for high school curriculum established by the California State Board of Education. A high school diploma is granted when the student has completed the equivalent of at least 160 high school credits, including the specified minimum number of credits in the five general subject areas of English, mathematics, natural sciences, social and behavioral science, and

humanities. In addition, at least 20 of the total 160 required high school credits must be completed in residence at the community college granting the diploma. This specialized program requires additional justification not required for other noncredit programs.

### **E. Noncredit Apprenticeship Programs**

Apprenticeship noncredit offerings have some unique elements regarding curriculum approval and funding approval. All apprenticeship noncredit programs and courses must obtain Chancellor's Office approval for each college responsible for the offerings. This is specifically required by the annual Budget Act.

The apprenticeship curriculum offered by community colleges, adult schools, and regional occupational program centers is referred to as related and supplemental instruction (RSI) in the apprenticeship law and in the Budget Act. Apprenticeship RSI described in Education Code section 79144.

An employer who has an apprenticeship RSI program at an adult school or regional occupational program center can apply to move the program to a community college. If the college wants approval to offer the program, it must follow the procedures set forth in Submission Guidelines. Apprenticeships must also be approved by the state Department of Industrial Relations.

If a district intends to receive apprenticeship RSI funding, the Budget Act states that the program or courses must have the approval of the Chancellor's Office. Thus a district must receive from the Chancellor's Office both curriculum approval and RSI funding approval. For both of these approvals, the application must contain documentation that the [Division of Apprenticeship Standards](#) (DAS) within the Department of Industrial Relations has approved the apprenticeship. The approval documentation must list the specific campus approved for the RSI, and must be signed by the chief of the DAS or designee.

Apprenticeship programs involve long-range planning to provide adequate funding; therefore, it is important for the community college district to notify the Chancellor's Office apprenticeship coordinator as soon as the district decides to give the employer or program sponsor a letter of intent to be the Local Educational Agency (LEA). This notification is to be used when working with a new apprenticeship program or applying for the transfer of an existing program from another community college, adult school, or regional occupational program center.