

Definitions of Noncredit Program and Award Types

An education program is defined in Title 5, § 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 chaptering (note: CDCP in the short-term vocational instructional domain requires Chancellor’s Office review before chaptering).

The Board of Governors, by statute, has statewide responsibility for oversight on all new instructional programs in community colleges. The authority is contained in Education Code § 70901. Title 5, § 55150 – Approval of Noncredit Courses and Programs, sets forth the basic requirements for chaptering 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 chaptering on the basis of factors listed in Title 5, § 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.

Noncredit Program Approval

There are five criteria used by the Chancellor’s Office to chapter 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 chaptering include:

- Career Development and College Preparation (CDCP) Programs (note: CDCP certificate programs in the short-term vocational instructional domain require Chancellor’s Office review before chaptering)

- 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 Programs

Noncredit 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, § 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 and chaptered, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code §§ 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 with high employment potential program, English as a Second Language (ESL) and vocational English as a Second Language (ESL) (see Title 5, § 55151). CDCP programs in the short-term vocational instructional domain require Chancellor's Office review before chaptering.

CDCP funding for courses that are part of a CDCP program cannot be received until the program is chaptered.

For program proposals in the CDCP category of short-term vocational with high employment potential, 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.edd.ca.gov) (<http://www.labormarketinfo.edd.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, §§ 55150, 55151 and 55155. Upon chaptering, a program is assigned a unique Program Control Number. For more information regarding MIS data elements, refer to the discussion above, on noncredit course data criteria elements, and the [Data Element Dictionary](#) (DED) available on the Chancellor's Office website at <https://webdata.cccco.edu/ded/cb/cb.htm>.

Table 14 — Noncredit Coding Guide for CDCP Enhanced Funding

CDCP Category of Certificate	CB24: Course Program Status	CB22: Noncredit Category	CB11: Course Classification Status
Workforce Preparation	1 – Program Applicable	J – Workforce Preparation	J – Workforce Preparation
ESL	1 – Program Applicable	A - ESL	K – Other Noncredit Enhanced Funding
Elementary and Secondary Basic Skills		C - Elementary and Secondary Basic Skills	
Short-term Vocational with High Employment Potential		I - Short-term Vocational with High Employment Potential	

Note: refer to the Noncredit Categories section of this Handbook, above, for additional information on the noncredit instructional categories and Course Basic (“CB”) fields listed in this table.

Certificate of Competency

Pursuant to Title 5, § 55151, students completing noncredit courses in a prescribed pathway, chaptered by the Chancellor’s Office, that prepares students to take non-degree-applicable credit coursework, including basic skills and English as a Second Language (ESL), or to take degree- applicable credit coursework leading to completion of a credit certificate, an associate of arts degree, or transfer to a baccalaureate institution, a Certificate of Competency may be awarded. A noncredit Certificate of Competency is 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 the student to progress in a career path or to undertake degree-applicable or non-degree-applicable credit courses (CCR, Title 5, §55151(i)).

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.

Certificate of Completion

Pursuant to Title 5, § 55151, students completing noncredit courses in a prescribed pathway, chaptered by the Chancellor’s Office, leading to improved employability or job opportunities, a Certificate of Completion may be awarded. A noncredit Certificate of Completion is a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares the student to progress in a career path or to take degree-applicable credit courses (CCR, Title 5 §55151(h)). 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.

Criteria for Approval

The background and criteria of some of the required elements for noncredit program approval are briefly discussed below. All CDCP certificate programs in the short-term vocational instructional domain require Chancellor's Office review before chaptering.

The submission must include all required documentation, including:

- Narrative
- Course Outlines of Record (COR) for all courses
- Labor Market Information (LMI) for short-term vocational with high employment potential only
- NOTE: unlike credit Career Technical Education programs, noncredit vocational programs do not require Advisory Committee or Regional Consortium recommendations

Narrative

All new and modified noncredit certificates must include a narrative that addresses the following four items:

- Program Goals and Objectives - must address a valid transfer preparation, workforce preparation, basic skills, civic education, or lifelong learning purpose. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives. Select an appropriate program goal of either: CTE, for short-term vocational or local, for all other certificates. Note: If the certificate program goal selected is "Career Technical Education (CTE)," then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The courses specified must coincide with the courses associated with the certificate proposal record. Within the program requirements table, specify the total student contact hours of each course
- Master Planning – describe how the certificate program fits into the mission, curriculum, and master planning of the college and higher education in California

Labor Market Information (LMI)

All new and modified noncredit CDCP certificates in the short-term vocational instructional domain must provide Labor Market Information that is less than two years old.

Adult High School Diploma

Pursuant to Title 5, § 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, § 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. Note: A noncredit course in any college awarding 10 high school credits must be designed to require a minimum of 144 hours of lecture, study or laboratory work (CCR, Title 5, § 55154). Each course shall be of sufficient duration to permit a student to master the content of the course as specified in the California State Board of Education's Course Content Standards (CCR, Title 5, § 55154).

Criteria for Approval

The background and criteria of some of the required elements are briefly discussed below.

The submission must include all required documentation, including:

- Narrative - describing the development of the AHSD program (see narrative sub-components below; the narrative subcomponents are pursuant to Title 5, § 55154)
- Course Outlines of Record (COR)

Narrative Components

- **Demonstration of Need:** Provide quantitative and qualitative data demonstrating the need for the proposed Adult High School Diploma program in the college. For example, discuss the number of students that have not completed high school in the service area (dropout rate); address the total number of students that have not passed the California High School Exit Exam (CAHSEE) in the service area; and/or demonstrate the requirement of a high school diploma for employment in the industries in the service areas. Describe how the college has verified that this program will not have an adverse impact on similar programs and options at neighboring colleges.
- **Catalog Description:** Provide a description of the program that will be placed in the college's catalog and schedule of classes. This description should cover the program's goals, objectives, and expected outcomes.
- **Program Organization:** Describe how the program will be consistent with the mission of the college and the relationship to other programs that complement or link to the AHSD program. Additionally, provide an organizational chart consisting of the AHSD program faculty and staff.

- **Ongoing Faculty/Staff Efforts:** Describe in detail how the college will fund ongoing faculty/staff needed in order to sustain the program.
- **Professional Development for Faculty and Staff:** Describe the professional development activities that will be available for faculty teaching in the program to ensure that faculty has the necessary knowledge and skills to facilitate student success and completion of the AHSD program.
- **Student Services:** Describe the support services provided to students to assist them in completing the program (e.g., counseling, orientation, student follow-up, and monitoring).
- **Student Assessment:** Provide a description of student assessment procedures for academic placement in the program. Describe the method the college will use in evaluating student progress and the tools the college will utilize to determine student progress towards the program's objectives
- **Instructional Support Services for Students:** Identify and describe the instructional support services for students, such as tutoring, supplemental instruction, and other instructional support services such as those provided in the learning resource center.
- **Facilities:** Describe the facilities where the program will be implemented. If facilities are not currently available, describe the district's master plan for providing appropriate facilities for this program.
- **Curriculum Alternatives:** Provide a description of requirements or conditions by which a student can obtain high school credit by examination or by successfully completing college degree-applicable or non-degree-applicable credit course work and any alternative means for students to complete the prescribed course of study. All alternative means must meet or exceed the content standards for the high school curriculum established by the California State Board of Education. These can be found on the [California State Board of Education website](http://www.cde.ca.gov/be/st/ss/) (www.cde.ca.gov/be/st/ss/).

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. The approval requirement is specifically required by the annual Budget Act. See the information above, for noncredit course requirements for apprenticeship courses. For purposes of submission into the Chancellor's office curriculum inventory system, an apprenticeship program is considered short-term vocational and will use the data elements associated with this type of program in the DED.

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 § 79144. 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. 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.

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

Locally Approved Programs

Per title 5 section 55155, the district may develop locally approved noncredit programs, but they may not designate or refer to them as a certificate of completion, certificate of competency, certificate of achievement (credit), or, by extension, an adult high school diploma. No CDCP enhanced noncredit funding nor credit apportionment may be collected. A noncredit certificate of completion and certificate of competency that is not chaptered by the Chancellor's Office will not receive CDCP enhanced funding.