

Section 4: Noncredit Curriculum

Section 4: Noncredit Curriculum describes the standards and criteria for noncredit program and course development, approval procedures for noncredit programs and courses, and instructions for completing proposals for approval of noncredit programs and courses by the Chancellor's Office.

Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within the California Community Colleges. Students are offered access to a variety of courses at no cost to assist them in reaching their personal, academic, and professional goals. Currently, 10 categories of noncredit courses are eligible for state funding and are discussed in this section. 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. 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/or for those who are not native English speakers, among others.

The California Community Colleges Chancellor's Office website (www.cccco.edu) provides links to resources that can assist with the development of noncredit courses and programs as required by the California Education Code and applicable portions of the California Code of Regulations (referred to as Title 5 in this *Handbook*). This section draws information from several publications and sources, which can be accessed under the *Admin > Resources* tab in the CCC Curriculum Inventory.

Noncredit Categories Eligible for Apportionment

Chancellor’s Office approval is required for all noncredit courses that receive state funds. Ten noncredit categories (CB22) classify a noncredit course in accordance with its primary objective. The classifications of noncredit courses are eligible for state apportionment in accordance with Education Code sections 84757(a) and 84760.5, and Title 5, section 58160. Table Nine aligns CB22 with applicable TOP codes for each Noncredit Eligibility Category, as described in the *Taxonomy of Programs Manual, 6th Edition* available on the Chancellor’s Office Academic Affairs Division website (www.cccco.edu/aad). Note: a ^ denotes a Valid Top Code that is also in alignment with the Basic Skills Initiative (BSI) definition of a basic skills course (refer to the preceding discussion in this Handbook section for additional information).

Table 9. Noncredit Categories (CB22) and Valid TOP Codes

CB22 Code	Noncredit Eligibility Category	Valid TOP Codes [^]
A	English as a Second Language (ESL)	493084 [^]
	Provide instruction in the English language to adult, non-native English speakers with varied academic, vocational, and personal goals. English as a Second Language provides instruction primarily in, but not limited to, the areas of listening, speaking, reading, and writing, and may integrate other areas such as computer literacy, cultural competency, Secretaries Commission on Achieving Necessary Skills (SCANS) competency, study skills, vocational skills, and life skills. Based upon student goals, noncredit ESL provides pathways to a variety of academic, career-technical, and personal growth opportunities.	493085 [^]
		493086 [^]
		493087 [^]
		493100 [^]
B	Immigrant Education	220120
	Provide immigrants and their families with the opportunity to become active and participating members of economic and civic society, and may include preparation for citizenship.	220500
		220700
		493090 [^]
C	Elementary and Secondary Basic Skills	150100 [^]
	Provide instruction for individuals in elementary- and secondary-level reading, writing, computation, and problem-solving skills in order to assist them in achieving their academic, vocational, and personal goals. Elementary-level is generally recognized to mean that, where appropriate, the coursework addresses the content and proficiencies at levels through the 8th grade.	152000 [^]
		170100 [^]
		170200
	Secondary-level is generally recognized to mean that the coursework addresses the content and proficiencies at levels through the 12th grade and may incorporate a high school diploma. Based on community needs, a college can develop an Adult High School Diploma program.	493009 [^]
		493014
		493030
		493031
		493032
Supplemental instruction, which includes supervised tutoring and learning assistance, is also authorized under this heading. Learning assistance can be a required component of another course for all students in that course	493033	
	493060 [^]	

(California Code of Regulations, Title 5, section 58172), or the learning assistance may be optional and is provided through an open-entry/open-exit course, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses (California Code of Regulations, Title 5, section 58164).

493062^

Supervised tutoring, as addressed in Title 5, sections 58168 and 58170, must be provided only in noncredit courses with the title “Supervised Tutoring” that are designated with the TOP code 493009. More than one supervised tutoring course may be developed and offered in specific disciplines—such as mathematics skills for construction trades, writing skills for business management, or reading comprehension in support of history courses—but they cannot be designed for a specific course or courses.

D	Health and Safety	083510
	Offer lifelong education to promote the health, safety, and well-being of individuals, families, and communities.	083570
		083580
		083700
		089900
		129900
E	Substantial Disabilities	ANY
	Provide individuals with life-skill proficiencies that are essential to the fulfillment of academic, vocational, and personal goals.	TOP code
F	Parenting	130500-
	Offer lifelong education in parenting (parent and child relationships, parent cooperative preschools), child growth and development, and family relations in order to enhance the quality of home, family, career, and community life.	130590
		130800
G	Home Economics	
	Offer lifelong education to enhance the quality of home, family, career, and community life. This area of instruction is designed to provide educational opportunities that respond to human needs in preparing individuals for employment, degree/certificate credit parenting programs, consumer decision-making, and lifelong learning.	130100- 139900
H	Courses for Older Adults	ANY
	Offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency.	TOP code
I	Short-term Vocational	ANY
	Defined in Title 5, section 55151, as programs that require one or more courses that have been approved for short-term vocational programs “which the Chancellor, in consultation with the Employment Development Department, has determined to have high employment potential.” Also included in this area	VOCATIONAL TOP code

are noncredit apprenticeship program courses. An apprenticeship is defined 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.

Note: Vocational TOP codes are denoted with an asterisk (*) in the *Taxonomy of Programs Manual, 6th Edition*.

J	Workforce Preparation	ANY
	Provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem solving skills that are necessary to participate in job-specific technical training.	VOCATIONAL TOP code or 493010
	Note: Vocational TOP codes are denoted with an asterisk (*) in the	493011
	<i>Taxonomy of Programs Manual, 6th Edition</i>.	493012
		493013
	493072	

Restriction Summary for Noncredit Courses:

[Refer to Title 5 for all restrictions]

- “No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.” (California Code of Regulations, Title 5, § 58130)
- The CORs for courses intended for one of the special population noncredit categories (Immigrant Education, Parenting, Substantial Disabilities, and Older Adults) must clearly demonstrate that the course meets the needs of these special populations, particularly in the course description, objectives, content, methods of instruction, and methods of evaluation.
- Ensure that noncredit course proposals do not appear to be closed to the public. Courses that are in conflict with the “open course” provisions of Title 5, section 51006 and section 58051.5(a)(3), will not be approved by the Chancellor’s Office.
- **Dancing and Recreational Physical Education:** Title 5, section 58130 clearly states that, “No 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; they 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 0835.xx (Physical Education) or 1008.xx (Dance) T.O.P. codes is imperative. If a college chooses to offer these courses, even though they may have been approved by the Chancellor’s Office, the college may not include the courses in its noncredit attendance calculations for the Apportionment Attendance Reports (CCFS-320) submitted to the Chancellor’s Office, and therefore the college may want to review the fiscal efficacy of such a decision.

Career Development and College Preparation (CDCP)

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 a sequence of noncredit courses that culminate in:

- Certificate of Competency - in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
- Certificate of Completion - leading to improved employability or job opportunities
- Adult High School Diploma

A subset of the CB22 element coding (4 of the 10) is used in the CCC Curriculum Inventory for collecting comparable program data; the field is titled *CDCP Eligibility Category*. Table Ten identifies the four distinct enhanced funding categories available for approved noncredit courses associated with an approved noncredit program.

Table 10. Enhanced Funding Categories (referred to as CDCP Eligibility Category for programs and CB22: Noncredit Category for courses) – Code and Meaning

Code	Meaning
A	English as a Second Language (ESL)
C	Elementary and Secondary Basic Skills
I	Short-term Vocational
J	Workforce Preparation: In the areas of basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training.

Other noncredit programs may be approved and offered locally without approval by the Chancellor's Office, but such programs will not receive enhanced funding, and must not be called Certificate of Competency, Certificate of Completion, or Certificate of Achievement (credit).

Course Coding for CDCP Funding

As with all noncredit programs, courses must first be approved before the college can submit a proposal for a new CDCP program. Enhanced funding for courses that are part of a CDCP program cannot be received until the corresponding program is approved.

New Noncredit Course for an Existing CDCP Program

If a college is developing a new noncredit course for an existing (approved by the Chancellor's Office and active in the CCC Curriculum Inventory) CDCP program, then coding for the new course is straightforward as the college may submit the new course as program-applicable (CB24 = 1), build the course report to reflect the associated program(s), and submit the corresponding course classification status (CB11) according to the processing edits shown below:

- If the approved CDCP program has a corresponding *CDCP Eligibility Category* of J (Workforce Preparation), then the course classification status (CB11) must equal J (Workforce Preparation Enhanced Funding) and may not equal K (Other Noncredit Enhanced Funding).
- If the approved CDCP program has a corresponding *CDCP Eligibility Category* of A (English as a Second Language – ESL), C (Elementary and Secondary Basic Skills), or I (Short-Term Vocational), then the course classification status (CB11) must equal K (Other Noncredit Enhanced Funding) and may not equal J (Workforce Preparation Enhanced Funding).

After Chancellor's Office approval of the new course(s) is complete and a course control number is secured, the college must amend (via nonsubstantial change) the existing (active) noncredit program for which the new course(s) is/are associated in accordance with the processing edits shown below:

- If the existing (active) CDCP program has a corresponding *CDCP Eligibility Category* of J (Workforce Preparation), then the course classification status (CB11) must equal J (Workforce Preparation Enhanced Funding) and may not equal K (Other Noncredit Enhanced Funding).
- If the existing (active) CDCP program has a corresponding *CDCP Eligibility Category* of A (English as a Second Language – ESL), C (Elementary and Secondary Basic Skills), or I (Short-Term Vocational), then the course classification status (CB11) must equal K (Other Noncredit Enhanced Funding) and may not equal J (Workforce Preparation Enhanced Funding).

Now, the noncredit courses that comprise the existing CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5.

New Noncredit Course for a NEW (Forthcoming) CDCP Program

When submitting a noncredit course proposal to the Chancellor's Office for review and in preparation for developing a new CDCP program; coding and the sequence of selecting codes can be a bit complicated. The following discussion is outlined in sequential order to help clarify this process:

1. The new noncredit course must first be submitted to the Chancellor's Office with a course program status (CB24) equal to 2 (Not Program Applicable) and a course classification status (CB11) equal to L (Non-Enhanced Funding).
2. After Chancellor's Office approval of the new course (obtainment of a course control number), the new noncredit CDCP program proposal may be submitted to the Chancellor's Office for review – for which, the course report will include the active new noncredit course(s).
3. After Chancellor's Office approval of the new CDCP program (obtainment of a program control number), the college must amend (via nonsubstantial change) all active associated noncredit course records and update each course program status (CB24) to equal to 1 (Program Applicable), build the course report to reflect the associated program(s), and

submit the corresponding course classification status (CB11) according to the processing edits shown below:

- If the approved CDCP program has a corresponding *CDCP Eligibility Category* of J (Workforce Preparation), then the course classification status (CB11) must equal J (Workforce Preparation Enhanced Funding) and may not equal K (Other Noncredit Enhanced Funding).
- If the approved CDCP program has a corresponding *CDCP Eligibility Category* of A (English as a Second Language – ESL), C (Elementary and Secondary Basic Skills), or I (Short-Term Vocational), then the course classification status (CB11) must equal K (Other Noncredit Enhanced Funding) and may not equal J (Workforce Preparation Enhanced Funding).

Now, the noncredit courses that comprise the new CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5.

Table Eleven illustrates the relationship among noncredit course (CB04 = N) elements essential to CDCP coding:

Table 11. Noncredit Course Coding Guide for CDCP Enhanced Funding

Program's CDCP Eligibility Category	CB24: Course Program Status	CB22: Course Noncredit Category	CB11: Course Classification Status
n/a	2 – Not Program Applicable	A – English as a Second Language (ESL), C – Elementary and Secondary Basic Skills, I – Short-Term Vocational, or J – Workforce Preparation	L – Non-Enhanced Funding
J – Workforce Preparation	1 – Program Applicable	J – Workforce Preparation	J – Workforce Preparation
A – English as a Second Language (ESL), C – Elementary and Secondary Basic Skills), or I – Short-Term Vocational)	1 – Program Applicable	A – English as a Second Language (ESL), C – Elementary and Secondary Basic Skills, or I – Short-Term Vocational	K – Other Noncredit Enhanced Funding

Basic Skills Initiative (BSI)

The Basic Skills Initiative (BSI) emerged in 2006 as part of the Chancellor's Office strategic planning process (Strategic Plan Goal Area 2- Student Success and Readiness, visit <http://strategicplan.cccco.edu> for details). The project addressed credit and noncredit basic skills as

well as adult education and programs designed to help underprepared students. Consequently, the plan allocated colleges supplemental funding to specifically address basic skills needs. A Professional Development Grant was also designed to address training needs for faculty and staff in basic skills, and English as a Second Language (ESL). This Grant provides statewide training and support to address the professional development needs of community college administrators, faculty, and staff in the areas of basic skills and ESL instruction in both credit and noncredit instruction. Additional BSI history, information, and resources may be found at www.cccbsi.org.

Noncredit Course Data and the BSI

When querying and examining data in the CCC Curriculum Inventory, it is important to clearly distinguish the unique relationship between noncredit course data reflecting a CB08: Course Basic Skills Status equal to B (Basic Skills) with the Basic Skills Initiative (BSI) definition of basic skills. For example, the “Valid TOP Codes” listed in Table 10. Noncredit Categories (CB22) reflect codes that may be used in tandem with a CB08: Course Basic Skills classification of B (basic skills). This indicates a high-level definition of basic skills. However, when examining data from the perspective of the BSI, it is important to note that only a subset of the “Valid TOP Codes” listed in Table 10. Noncredit Categories (CB22) meet the definition of basic skills course as defined by the BSI (denoted by a ^ in Table 10). To meet the BSI definition of a basic skills course, proper coding of CB03: Course Top Code and CB21: Course Prior to College Level for a noncredit course is essential. The MIS Data Element Dictionary (DED) details this relationship and a subset of the DED related to noncredit course coding is provided in Table Twelve.

Table 12. Noncredit Course Coding for Basic Skills Initiative (BSI) Sanctioned Courses

CB03: Course Top Code	CB21: Course Prior to College Level
493084 – ESL Writing	A, B, C, D, E, F
493085 – ESL Reading	A, B, C, D, E, F
493086 – ESL Listening & Speaking	A, B, C, D, E, F
493087 – Integrated ESL	A, B, C, D, E, F, G, H
493090 – Citizenship/ESL Civics	A, B, C, D, E, F, G, H
493100 – Vocational ESL	A, B, C, D, E, F
170100 – Mathematics, General	A, B, C, D, E, F
150100 – Writing	A, B, C, D, E, F
493060 – Elementary Education (Grades 1-8)	D, E, F, Y
493062 – Secondary Education (Grades 9-12) and G.E.D.	A, B, C, Y
493009 – Supervised Tutoring	Y