



NONCREDIT AT A GLANCE



California Community Colleges Chancellor's Office

September 21, 2006

NONCREDIT AT A GLANCE

Introduction

This Noncredit Guide is meant as a reference document for the development of Noncredit course and programs for the California Community Colleges. This Guide is a result of the Noncredit Alignment Project, a collaborative project within the California Community College System, overseen by the Chancellor's Office, has worked to better integrate and improve the efficacy of noncredit instruction within the California Community College System.

You will find references for each of the nine noncredit eligible areas in the Compendium Guides as set down by the California Education Code. Each Guide offers a practical, working definition of the noncredit area, and various resources to better assist in developing and maintaining courses and programs allowable under California noncredit apportionment. Special Criteria for Education Programs for Older Adults, Education Programs for Persons with Substantial Disabilities and Short Term Vocational Programs with High Employment Potential are included with their matching Guide.

General Criteria, A Legal Reference Chart on Noncredit Standards, Faculty Criteria and Qualifications, and a section to spell out specific criteria for Disabled Student Programs and Services are available here to support your efforts in creating effective noncredit instruction.

Each of the sections listed here can be utilized in any order. The Compendium Guides are specifically provided to be used as stand alone Guide documents as needed. You will also find the forms necessary to file for a noncredit course with the Chancellor's Office and as a general reference, we have included the Curriculum for All Students to best distinguish between the multiple curricular modes with the California Community College System.

Inside:

Compendium Guides
Special Criteria
Legal Reference
General Criteria
Forms

NONCREDIT AT A GLANCE

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NONCREDIT AT A GLANCE

What Is Noncredit Instruction

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 that can assist them in reaching their personal and professional goals. Noncredit courses are intended to provide students with lifelong learning, college transfer and career preparation opportunities. Although students may not need or desire unit credit, noncredit often serves as a first point of entry for many underserved students as well as a transition point to credit instruction.

Noncredit courses are classified into nine legislated instructional areas. The placement of a course in a given instructional area is driven by the course objectives and the target population to be served.

California law authorizes the following nine eligible areas¹

- 1 Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
- 2 Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
- 3 English as a second language.
- 4 Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes 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 training.
- 5 Education programs for persons with substantial disabilities.
- 6 Short-term vocational programs with high employment potential (includes apprenticeship).
- 7 Education programs for older adults.
- 8 Education programs for home economics (known as Family and Consumer Sciences).

9. Health and safety education. In addition, community colleges can claim apportionment for supervised tutoring and learning assistance subject to regulations under Title 5.

Noncredit Instruction has been described as an “educational gateway” or a “portal to the future”.³ It serves as a key contributor to “open access” for students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills and access to higher education. For many, particularly immigrants, the economically disadvantaged and low-skilled adults, it is the first point of entry into a college.⁴

-Parenting Education -Basic Skills -ESL -Immigrant Education -Substantial Disabilities -Vocational Programs -Older Adults -Family and Consumer Sciences -Health and Safety

¹ CEC §84757(a)

² Smith, L. Noncredit: The Educational Gateway. City College of San Francisco. Powerpoint Presentation. Dec. 2005. (Retrieved: 10 July 2006) https://www.ccsf.edu/Offices/Government_Affairs/

³ Board of Governors California Community Colleges. Noncredit Instruction-A Portal to the Future January 2005. (Appendix A)

⁴ Board of Governors California Community Colleges. Noncredit Instruction-A Portal to the Future January 2005.

How Did Noncredit Instruction Evolve

First Adult School. The first evening school was established by the San Francisco Board of Education in 1856. This was followed by Oakland in 1871, Sacramento in 1872, and Los Angeles in 1887. These first evening schools provided elementary basic skills and vocational subjects as well as English to immigrants.

Evening Schools and Higher Education. The State Supreme court ruled in 1907 to allow “evening schools” to exist as separate legal entities and as such to be entitled to a share in state appropriations. In order to receive the benefits of a high school, evening schools were required to maintain courses that would prepare the graduates for admission into a state university. The 1907 decision authorized city and high school boards to extend secondary education beyond the twelfth grade, establishing the first “Junior Colleges” in California. The new junior colleges, constituting grades 13 and 14, were initially constructed and continued to be an integral part of secondary education.

Adult Education. A new Division of Adult Education was formed in 1927 and a regulation requiring each adult education class to have an educational purpose was adopted.

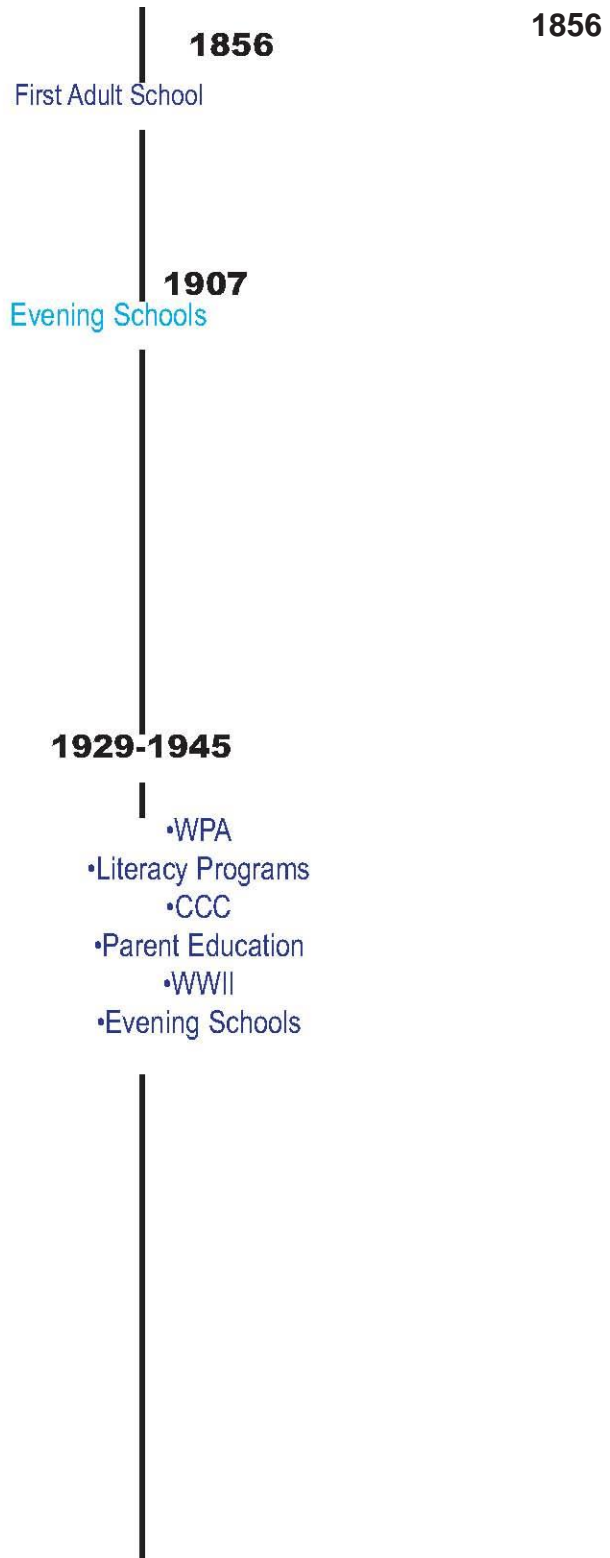
The Depression. The federal government promoted the Works Progress Administration (WPA), funding programs, including literacy, vocational training, parent education, and an educational training program for adults in 1933 as a way to provide jobs for teachers who were unemployed. Teachers went to Civilian Conservation Corps (CCC) camps and organized evening schools.

World War II. In 1940, the federal government requested that adult classes provide training for workers in selected defense industries and reimbursed the state for the costs for the programs. Through May 1945, nearly 1 million California workers were trained in adult classes. Enrollment in day junior colleges dropped during the War years, but not in evening junior colleges.

Advancing Technology. In the post war period there was a renewed emphasis on parenting education and interest in homemaking education increased. New technologies such as electrical wiring, indoor plumbing, and appliances created demand for craft, architectural and design skills thereby increasing enrollment in homemaking classes. Citizenship classes began to focus on intercultural understanding between people of different nationalities.

Limits on Adult Education.

The State Advisory Commission on Adult Education surveyed high schools and junior colleges and found that more than 60 percent of the enrolled population was in programs for adults. Several laws were enacted in 1953 with the intent to curtail and control state spending for adult education.



Balancing Limits With Specific Needs. In 1954, the California report, Guiding Principles for Adult Education in California Publicly Supported Institutions, specified the responsibilities to both junior colleges and high school adult programs. These included supplemental and cultural classes, short-term vocational and occupational training, citizenship, English language development, homemaking, parental education, civic affairs, gerontology, civil defense, and driver education.

The Legislature Defines Continuing Education. The Master Plan for Higher Education in California 1960-75, and was enacted by the Donahoe Higher Education Act. Among the recommendations, junior colleges were defined as unique institutions within the system of higher education. The 1960 Master Plan also discussed the inadequacy of the term “adult education” in the context of higher education:

- o “In all segments of higher education most of the students are adults by one definition or another, and all have assumed a certain amount of responsibility for their own programs of education.

- o Therefore the classification of 'adult' is inadequate as a description of the responsibility shared by all higher institutions to make learning a continuing process and to provide opportunities for intellectual development beyond the years of formal full-time college attendance.

- o These opportunities must be attuned to the cultural, personal, and occupational needs that come with maturity and that change from year to year in the life of each individual.

- o The various segments of higher education have used terms

such as extension, extended-day, part-time, adult, evening classes, and continuing education to describe these programs. Each of these terms falls short of complete description of the functions considered in this chapter, but the general intent of these programs is best expressed by continuing education.”

Separate Treatment. The 1960 Master Plan report also recommended that distinctions should be applied between students pursuing definite occupational or liberal education objectives, and those who were not, to determine the appropriate levels of state funding for adult continuing education programs.

Community Colleges. In 1963, all statutes that pertained to junior colleges were placed in a separate section of the Education Code and established the Board of Governors of the California Junior Colleges

which was subsequently renamed California Community Colleges.

1954

Guiding Principles for Adult Education in California

Guiding Principles
for Adult Education
in California

1960

Master Plan for Education
“distinctions should be
applied between students
pursuing definite
occupational or liberal
education objectives”

1963


Board of Governors
of the California
Junior Colleges
Established.

Reduced Apportionment for Noncredit. In 1982, due to the passage of Proposition 13 and based on the state's fiscal crisis and recommendations from the Behr Commission , new legislation was passed that further restricted adult and noncredit instruction. An acknowledgment of funding disparities between the two systems of adult/noncredit instruction by the Behr Commission and by the Commission for the Review of the Master Plan called for “delineation of function” agreements between adult schools and community colleges. Community college noncredit reimbursements were reduced and categories for state support revised.

Noncredit Integrated into the Mission. In 1990, SB 1874 consolidated adult education. The references to 13th and 14th grades were deleted from the Education Code. Noncredit instruction and community services were added to the mission and functions of California Community Colleges.

One Mission, One System. In 1997, the Orange County Unified School District sued the Rancho Santiago Community College District because the Community College District did not meet their responsibility to develop a “mutual agreement” prior to establishing new courses for adults. The mutual agreement requirement was established in law. The court found that a mutual agreement was not needed between K-12 and community colleges because the mission of the Community Colleges included noncredit instruction. This decision, later affirmed by the Court of Appeals, essentially nullified the state law.

Enhancing the Gateway. Now in 2006, SB361 advances through the legislative process. Although one part in a much larger bill, the legislation promises enhanced funding for certain noncredit career and college preparation courses putting apportionment for those noncredit courses closer to an equitable par with other college transfer and career-technical preparation efforts.



In **1990**, Adult Education was consolidated. 13th and 14th grade removed from the Ed. Code.

1997

Orange County Unified School District versus Rancho Santiago Community College District

Tomorrow-Enhanced funding for noncredit.

Student attendance in noncredit courses in statutorily defined areas is eligible for apportionment. These

C

- EC § 84757(a) allowable funding areas are: 1) Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships. 2) Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
- 3) English as a second language.
- 4) Classes for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes 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 training.
- 5) Educational programs for persons with substantial disabilities.
- 6) Short-term vocational programs with high employment potential.
- 7) Education programs for older adults.
- 8) Education programs for home economics.
- 9) Health and safety education.

An “educational program” is an organized sequence of courses leading to a defined objective, a degree, a

Title

5, § 55000 (b) certificate, a diploma, a license, or transfer to another institution of higher education. Although the term is used in many of the Title 5 eligible areas, at the current time, the only formally recognized Programs for Chancellor’s Office approval are in the areas of short term vocational programs with high employment potential, high school diploma and apprenticeship.

The governing board of any community college district shall have power with the approval of the board of

CEC,

§ 78401(a) governors to establish and maintain classes for adults for the purpose of providing instruction in civic, vocational, literacy, health, homemaking, technical and general education.

Course and programs must be mission appropriate. Public community colleges may offer instruction through

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but not beyond the second year of college.

The local curriculum committee approves all noncredit courses and programs.

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The local curriculum committee conducting the review has been established by the mutual agreement of the

Title
5, § 55002(a)(1) college and/or district administration and the academic senate. The committee is either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and academic senate.

All courses shall be submitted to the Chancellor's Office on forms provided by the Chancellor's Office

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A clear description of the course must be published in the general catalog and/or addenda to the catalog and

Title 5
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in the college's schedule.

Instruction shall be sufficient in quality, scope, breadth and length to meet requirements for specific

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instructional objectives, proficiencies and competencies as listed in the course outline of record.

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Course outline of record shall specify the scope, objectives, content, instructional methodology, methods of

Title
5, § 55002(c)(2) evaluation, and include the signature of the Chair of the Curriculum Committee and the Chief Instructional Officer.

Student attendance in noncredit courses in recreational dancing or recreational physical education is not

Title
5, § 58130 eligible for apportionment. Applied physical exercise is appropriate only when offered, as a component of the course and it is not the focus of the course or part of a game or sport.

No community college district may claim for purposes of state apportionment any classes: Title 5 § 58051

1 If the district receives full compensation for direct education costs for the class from any public or private agency, individual or group of individuals, or

2 If the public or private agency, individual or group of individuals has a contract and/or instructional agreement, has received from other sources full compensation for the direct education costs for the conduct of the class; or 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 a class is open to the general public.

Methods of evaluation are determined by generally accepted educational practices that are consistent with other student evaluation processes currently approved by the local district and that are identified in the course outline.

Noncredit Prime
April, 2005

General Criteria for Noncredit Courses

Professional development, continuing education, in-service occupational/vocational training or re-licensing courses are not eligible for noncredit apportionment.	Legal Opin confirmed i
Work-experience, internships, community service, volunteerism/service learning, fieldwork, cooperative education, independent study, and job shadowing are not eligible for noncredit apportionment. Positive attendance does not allow for claiming noncredit apportionment for these types of activities	Title 5, § 5
Apportionment for "Supervised Tutoring" carrying the Taxonomy of Program number 4930.09 may be claimed only under noncredit. Learning assistance may be claimed by both credit and noncredit	Title 5, § 5 58172
Minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualification for credit instruction in the appropriate discipline, or as listed in Title 5.	Title 5, §§
Upon student petition to and certification by a governing board of credit-level achievement and prescribed academic rigor, and evidence of prescribed competence as approved by the faculty, noncredit courses may count toward associate degrees.	Title 5, § 5
For noncredit courses sections conducted under distance education in independent study, for purposes of computing full-time equivalent student only weekly student contact hours shall be derived by counting the hours of instruction or program received by the student, plus instructor contact as defined in programming received by the student, plus instructor contact as defined in Section 55376(b), plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing total number of hours thus derived by 54.	Title 5, §58

Faculty Criteria and Qualifications¹

² **Definition**

“Faculty” or “faculty member” means those employees of a district who are employed in academic positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code and for which minimum qualifications for service are specified in Section 53410-53414 or other provisions of this division. Faculty include, but are not limited to, instructors, librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and individuals employed to perform a service that, before July 1, 1990, required non-supervisory, non-management community college certification qualifications.

³ **Minimum Qualifications for Instructors of Noncredit Courses**

Faculty qualifications for instructors of noncredit courses are different from the requirements for credit courses. The following excerpt from Title 5 highlights the distinct criteria for noncredit instruction.

Except as provided elsewhere in this article, the minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualifications for credit instruction in the appropriate discipline, or as follows:

- (a) For an interdisciplinary noncredit basic skills course, a bachelor’s in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.
- (b) For a noncredit basic skills course in mathematics, a bachelor’s in mathematics.
- (c) For a noncredit basic skills course in reading and/or writing, either: a bachelor’s degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; or a bachelor’s degree in any discipline and twelve semester units of coursework in teaching reading.
- (d) For a noncredit course in citizenship, a bachelor’s degree in any discipline, and six semester units in American history and institutions.
- (e) For a noncredit course in English as a second language (ESL), any one of the following:
 - (1) A bachelor’s degree in teaching English as a second language, or teaching English to speakers of other languages.
 - (2) A bachelor’s degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be

¹
Minimum Qualifications for Faculty and Administrators in California Community Colleges, Chancellor’s Office, California Community Colleges. January, 2006. (Revised April, 2006). Retrieved online July 14, 2006 at www.cccco.edu/

² Title §53402(c) ³ Title 5 §53412

completed concurrently during the first year of employment as a noncredit instructor.

(3) A bachelor’s degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.

(4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.

(f) For a noncredit course in health and safety, a bachelor’s degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

(g) For a noncredit course in home economics, a bachelor's degree in home economics, life management, family and consumer studies, dietetics, food management interior design, or clothing and textiles; or an associated degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

(h) For a noncredit course intended for older adults, either pattern (1) or pattern (2) following:

(1) A bachelor's degree with a major related to the subject of the course taught, and either (A) or (B) below:

(A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor.

(B) One year of professional experience working with older adults.

(2) An associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.

(i) For a noncredit course in parent education, a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.

(j) For a short-term noncredit vocational course, any one of the following:

(1) A bachelor's degree; and two years of occupational experience related to the subject of the course taught.

(2) An associate degree; and six years of occupational experience related to the subject of the course taught.

(3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter.

(4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.

Noncredit Programs for Persons with Substantial Disabilities

The minimum qualifications for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the following:

(1) The minimum qualifications for providing credit specialized instruction for students with disabilities as specified in this section [§53414(e) (a-d)].

(2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities.

(3) An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.

(4) For noncredit vocational courses, an associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served.

Other criteria may apply if there are any students that qualify for Disabled Students Programs and Services (DSP&S). These publications found on the Chancellor's Office website might be useful; Learning Disabilities Eligibility Model (2002); Adapted Physical Educational Handbook(APE) (2002) (Found at:

http://www.cccco.edu/divisions/ss/disabled/disabled_handbook.htm).

Further Information

Note: This document was based on information in *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (2006). If there are any further questions, please consult the publications available online at www.cccco.edu.

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Title 5 §53414(e)

A Curriculum for All Students
Comparison of Curricular Modes, September 26, 2006¹

Degree-Credit	Nondegree Applicable Credit	Noncredit	Community Services	
Intent: To prepare students for degree and certificate programs, transfer and employment	Intent: to prepare students to succeed in college-level work.	Intent: To prepare students to achieve academic, career and lifelong learning goals, including preparing to succeed in college level work.	Intent: To respond to local community interests.	In n a in
<ul style="list-style-type: none"> Content and objectives are "college level" Student evaluation includes extensive use of essay, testing and comparable instructional evaluation techniques High critical thinking expectation Two hours outside work for each class hour Limited repeatability Supported by state funds Fees 	<ul style="list-style-type: none"> Content and objectives are preparatory for "college level" work. Evaluation of students may include demonstration as well as essay, testing and comparable instructional evaluation techniques Critical-thinking skills emphasized in coursework Two hours outside work for each class hour. Limited to 30 semester units per student. Supported by state Funds. Fees 	<ul style="list-style-type: none"> Content limited to nine categories: ESL, Short-term Vocational, Older Adults, Basic Skills, Immigrants, Health and Safety, Disabled, Parenting, Home Economics Evaluation of students may include a variety of instructional evaluation techniques Critical-thinking skills emphasized Outside work for each class hour depends on requirements set in course outline Not subject to repeatability limits Supported by state funds No fees 	<ul style="list-style-type: none"> Content and objectives are locally defined. Not subject to Chancellor's Office approval. Student selects course to attend Designed to meet local students' needs and interests. Not supported by state funds. Fees (By class) 	<ul style="list-style-type: none">

¹ This document is based upon the work of Nancy Glock and Lyn Miller as part of the May 12, 1994, Report to the California Community College Board of Governor's, *A Curriculum for All Students*. The concepts were initially published as *Chancellor's Office 330-OH/CCM* (3/8/94). Revised Draft, Alignment Noncredit Project –Morrison Forbes

**Comparison of Curricular Modes, September 26, 2006
(Code References)**

Degree-Credit	Nondegree-Credit	Noncredit	Community Services	
55805.5 Content and objectives of course fall into one of the categories (a-e) of this Section of Title 5		84711(a)(1-9) Education Code. Content and objectives of non-credit courses must fall in one of nine categories.	5502(d)(2) Designed for physical, mental, moral, economic, or civic development.	7 C p p in b
55002(a) Recommended by curriculum committee. Approved by local Board.	55002(b) Recommended by curriculum committee. Approved by local Board. Needed by eligible students.	55002(c) Recommended by curriculum. Approved by Board. Needed by enrollees.	55002(d)(1) Approval by local Board.	7 B in to
55002 (a)(3) Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating.	55002(b)(3) Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating.	55002(c)(2) Course Outline of Record. Scope, objectives, content, methods of instruction, and methods for determining whether stated objectives have been met.	55002(d)(4) Conducted in accordance with a predetermined strategy or plan.	7 c a e c
55002 (a)(4) Conduct of Courses. All Sections taught by a qualified instructor in accord with above outline.	55002(b)(4) Conduct of Course. All sections taught by a qualified instructor in accord with above outline.	55002(c)(3) Conduct of Course. All sections taught by a qualified instructor in accord with the above outline.	55002(d)(5) Open to all community members.	7 c b u re
55002 (a)(5) Limits repeated enrollment.	55002(b)(5) Limits repeated enrollment.			

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**Comparison of Curricular Modes, September 26, 2006
(Code References)**

Degree-Credit	Nondegree-Credit	Noncredit	Community Services
<p>55002(a)(2) Standards for Approval.</p> <p>A. Grading policy. Student performance is evaluated by essay unless problem solving or skill demonstration is deemed more appropriate by curriculum committee. A formal grade is assigned.</p> <p>B. Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs and homework.</p> <p>C. Intensity. Scope and intensity of work require independent study outside class.</p> <p>D. Entrance Requirements. Where deemed appropriate by curriculum committee.</p> <p>E. Basic Skills Requirement. Courses for which communication or (communication or computation) skills are necessary for success shall require eligibility for enrollment in degree credit courses in English or math consistent with Section 55104</p> <p>F-G) Difficulty/Level. Requires critical thinking, ability to apply "college level" concepts, vocabulary and learning skills as determined by curriculum committee.</p>	<p>55002(b)(1) Types of courses. Precollegiate basic skills, other courses designed to enable students to succeed in degree credit courses, precollegiate occupational preparation courses, and other occupational courses as defined.</p> <p>55002(b)(2) Standards for Approval.</p> <p>(A) Grading Policy. Provides for measurement of student performance in terms of stated objectives. A formal grade is assigned.</p> <p>(B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs and homework.</p> <p>55002(b)(3) Standards for Approval (continued):</p> <p>(C) Intensity. Subject matter is treated with scope and intensity, which prepares students to work independently outside of class time, and includes reading and writing assignments and homework.</p> <p>(D) Entrance Requirements. Where deemed appropriate by curriculum committee.</p>	<p>55002(e)(1) Standards of Approval. Treatment of subject matter, use of resource materials, attendance, and achievement standards approved by curriculum committee as appropriate for enrolled students</p>	<p>55003(d)(3) Provides subject matter content, resource materials, and teaching methods which the local Board deems appropriate for the enrollees.</p> <p>78020(d) "Not-for-credit" refers to classes, including community services classes, that are offered without credit and which are not eligible for apportionments pursuant to Section 84711.</p>

A Guide to Community College Noncredit Instruction

Parenting Education

Definition

Parenting education consists of a course, a course of study or an organized sequence of courses 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.

General Categories of Instruction

The term “parent” is interpreted broadly to mean any individual assuming the parenting role (i.e., grandparent, extended family member, legal guardian, foster parent, kinship care provider, or other caregiver).

Courses and programs include information that fosters and strengthens child development, child rearing and parenting skills. Instructional areas may include, but are not limited to the following:

Ages and Stages of Child Growth and Development – fostering children’s education; guiding and disciplining children.

Family Systems – promoting the growth and development of the family as a whole; forming and maintaining supportive family relations; encouraging open communications among family members.

Health, Nutrition, and Safety – fostering good health among all family members; increasing the knowledge of good nutrition and health at all stages of development from birth to adult hood; major components of family safety.

- Family Resources and Roles

Resources – identifying and managing family and community resources and priorities; providing for safety, security and nutrition.

Roles – applying positive parenting techniques within a range of challenging situations (single parents, blended families, foster parenting, teen parents, working parents, etc.); balancing the tension between family and work responsibilities.

Family Literacy/Accessing Information – using resources and technology to enhance literacy; to access resources for their children and themselves.

Fostering/Assisting with Children’s Education – assisting children with cognitive, language, social, emotional, creative and physical development to prepare them to be successful.

Guiding and Supporting Children – applying appropriate disciplinary techniques for positive development; advocating and attending to the interests of all children (parent preschools, child care centers, special needs and public policy concerns).

Courted-ordered Parenting Education—promoting positive parenting and child development practices under the direction of the courts.

Crossover Categories

Short Term Vocational Programs
Health and Safety
Family and Consumer Sciences
English as a Second Language

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

Center for Child and Family Studies

www.wested.org/cs/we/view/pg/3

California Parent Center

parent.sdsu.edu/

California Association of Education of Young Children

www.caeyc.org/

National Association of Education of Young Children

www.naeyc.org/

California First 5

www.ccfc.ca.gov/

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

Technical Assistance

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California Code:

Parenting Education is an allowable category for noncredit apportionment. The instructional area of parenting is interpreted to include parent cooperative preschools, classes in child growth and development and parent-child relationships. CEC § 84757(a)(1)

A Guide to Community College Noncredit Instruction

Basic Skills

Definition

Basic Skills consist of a course, a course of study, or an organized sequence of courses to 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 eighth grade. Secondary-level is generally recognized to mean that the coursework addresses the content and proficiencies at levels through the twelfth grade and may incorporate a high school diploma.

General Categories of Instruction

Basic Skills Education may consist of instruction in the following content domains: English-language arts, mathematics, arts, philosophy, science, social sciences, technology/computer literacy, workforce preparation, problem-solving and life skills, including those competencies listed in the Secretary's Commission on Achieving Necessary Skills (SCANS).

Student goals and student needs are primary considerations in the design of effective curriculum for adult students in noncredit basic skills at the Community College level. Examples of student goals may include: basic skills certificate of competency, high school diploma, workforce readiness, effective parenting and general education development (GED) exam preparation. Examples of students needs may include, but are not limited to: disability-accommodation,

English-language skills and tutorial assistance. Generally, the curriculum is designed to meet adult-learning needs.

The instructional area in California known as “Basic Skills” is also referred to as “Developmental Education”, a term recognized nationally among educators and professionals.

The term “remedial” has a historical basis as used in the California Education Code. However, for a number of reasons, the term is no longer a favored usage among instructors, therefore the term Basic Skills has been used in this definition to convey much of the same intent. As used in the California Community Colleges, the term “remedial academic courses” can refer to courses and programs in either Noncredit Basic Skills (BS) or Non-degree applicable credit (Precollegiate) Basic Skills (PBS).

The Chancellor’s Office is currently developing the criteria for the approval of the high school diploma program. Once developed they will be incorporated into the guides.

Crossover Categories

English as a Second Language
Immigrant Education
Short Term Vocational Programs
Substantial Disabilities
Parenting Education

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

General Educational Development Testing Service

www.acenet.edu/AM/Template.cfm?Section=GEDTS

Council for the Advancement of Adult Literacy

www.caalusa.org/

U.S. Department of Education

www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html?exp=4

National Center for

Developmental Education

www.ncde.appstate.edu/

Technical Assistance

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California Code:

Noncredit courses and classes in elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts are recognized as an appropriate category for noncredit apportionment. CEC§ 84747(a)(2)

Supplemental Instruction

Supplemental Instruction is also allowable for apportionment. Supplemental Instruction includes both Supervised Tutoring and Learning Assistance.

- a) Students may be assigned to a tutoring course by a counselor or instructor based upon an identified learning need. The Supervised Tutoring must take place in a designated learning center and must be supervised by a person meeting the minimum qualifications prescribed in Title 5. A tutor has been successful in a particular subject or discipline, or has demonstrated a particular skill; has successfully completed a credit course in tutoring practices and methods, including the use of appropriate written and mediated instructional material; and has been approved by a faculty member from the discipline in which tutoring will be provided. The attendance accounting method must be able to accurately record positive attendance for tutoring services. The district is unable to claim apportionment for tutoring services for which it is paid from other state and federal categorical funds.
- b) Supplemental learning assistance may be offered in basic skills and in any of the nine noncredit categories; however, this must not be confused with individual student tutoring. Attendance for supplemental learning assistance may only be reported for state apportionment when either: a) the learning assistance is a required component of another course, for all students in that course; or b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.
- c) Supervised Tutoring and Learning Assistance can now be conducted in a distance-learning format.

Course and Program Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

A Guide to Community College Noncredit Instruction

English as a Second Language

Definition

English as a Second Language (ESL) consists of a course, a course of study or an organized sequence of courses to 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, SCANS competency, study skills and life skills. Based upon student goals, non-credit English as a Second Language provides pathways to a variety of academic, career-technical, and personal growth opportunities.

General Categories of Instruction

English as a Second Language (ESL) consists of 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, SCANS competency, study skills and life skills.

ESL courses can include, but are not limited to, the following examples:

- Skills or competencies that adults living in our society must have on a general basis can also lead to vocational ESL (e.g., General ESL).
- Skills or competencies that learners need to succeed in an academic program (i.e., Academic ESL).
- Preparation for students to enter career and technical programs at the Community Colleges or the skills that adult ESL learners need to get, keep, or advance in a job (e.g., Vocational ESL).
- Programs focusing on skills parents need to help their children learn to read and to succeed in the society and schools of the United States (e.g., Family Literacy ESL).
- Focusing on skills adults need to fully participate in the United States civic society (e.g., Civic Engagement ESL).
- Participating in community activities and events (e.g., Community Involvement ESL).
- Skills adults need to fully participate in the United States civic society, or to fulfill naturalization requirement (e.g., Citizenship ESL).
- Focusing on ESL-based skills and competencies in computer software, hardware and other digital information resources (e.g., Digital ESL).
- Teaching functional language skills to students within the community (e.g. Community-based ESL).

Current practice within the California Community Colleges recognizes levels of English as a Second Language that can range from “Beginning Literacy to High Advanced” or “Bridging” (i.e., preparation for the transition from noncredit ESL to credit-ESL or credit-vocational, credit-academic).

California Code:

Courses and classes in English as a Second Language are recognized as an appropriate category for noncredit apportionment. CEC§ 84747(a)(3)

Crossover Categories

- Immigrant Education
- Basic Skills
- Short Term Vocational Programs
- Parenting Education

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Association of Teachers of English to Speakers of Other Languages (CATESOL)
www.catesol.org/

English Council of California Two Year Colleges
www.ecctyc.org/

California Department of Education- English Learners
www.cde.ca.gov/sp/el/

Course and Program Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

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A Guide to Community College Noncredit Instruction

English as a Second Language

Definition

English as a Second Language (ESL) consists of a course, a course of study or an organized sequence of courses to 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, SCANS competency, study skills and life skills. Based upon student goals, non-credit English as a Second Language provides pathways to a variety of academic, career-technical, and personal growth opportunities.

General Categories of Instruction

English as a Second Language (ESL) consists of 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, SCANS competency, study skills and life skills.

ESL courses can include, but are not limited to, the following examples:

Skills or competencies that adults living in our society must have on a general basis can also lead to vocational ESL (e.g., General ESL).

Skills or competencies that learners need to succeed in an academic program (i.e., Academic ESL).

Preparation for students to enter career and technical programs at the Community Colleges or the skills that adult ESL learners need to get, keep, or advance in a job (e.g., Vocational ESL).

Programs focusing on skills parents need to help their children learn to read and to succeed in the society and schools of the United States (e.g., Family Literacy ESL).

Focusing on skills adults need to fully participate in the United States civic society (e.g., Civic Engagement ESL).

Participating in community activities and events (e.g., Community Involvement ESL).

Skills adults need to fully participate in the United States civic society, or to fulfill naturalization requirement (e.g., Citizenship ESL).

Focusing on ESL-based skills and competencies in computer software, hardware and other digital information resources (e.g., Digital ESL).

Teaching functional language skills to students within the community

(e.g. Community-based ESL).

Current practice within the California Community Colleges recognizes levels of English as a Second Language that can range from “Beginning Literacy to High Advanced” or “Bridging” (i.e., preparation for the transition from noncredit ESL to credit-ESL or credit-vocational, credit-academic).

California Code:

Crossover Categories

Immigrant Education
Basic Skills
Short Term Vocational Programs
Parenting Education

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Association of Teachers
of English to Speakers of Other
Languages (CATESOL)

www.catesol.org/

English Council of California Two
Year Colleges

www.ecctyc.org/

California Department of
Education- English Learners

www.cde.ca.gov/sp/el/

Course and Program Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

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Courses and classes in English as a Second Language are recognized as an appropriate category for noncredit apportionment. CEC§ 84747(a)(3)

A Guide to Community College Noncredit Instruction

Immigrant Education

Definition

Immigrant Education consists of a course, a course of study or an organized sequence of courses specifically designed to 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.

General Categories of Instruction for Immigrants

Courses are designed specifically for immigrants who are eligible for educational services in the following areas:

- Citizenship and civic education, including such subject areas: as U.S. history; state and community civics; the United States Constitution with special reference to those sections of the Constitution that relate directly to the duties, privileges, and rights of the individual; allied subjects, including English as a second language, or activities that properly prepare the applicants to understand and assume the responsibility of citizenship.
- Basic skills of speaking, listening, reading, writing, mathematics, decision making and problem solving including those competencies listed in the Secretary's Commission on Achieving Necessary Skills (SCANS).
- English as a Second Language and Limited English Proficiency.
- Workforce preparation including noncredit short-term vocational programs and courses and Vocational English as a Second Language.
- Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act to develop the work and education skills needed by the immigrant in the workplace, including but not limited to: the communication, computational, problem solving, and interpersonal skills needed to succeed in the workplace.
- Other classes required as preparation for participation in job-specific technical training (i.e., workforce literacy, working families, occupational safety, career planning, understanding skills required for work, creating student career portfolios, etc.).
- Lifelong learning courses to assist immigrants and their families become effective citizens, consumers, parents and community members.

Assessment, matriculation, counseling and other instructional and student support services provide the key linkages for students to adapt the instruction to meet their goals.

California Code:

Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes 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 training. CEC§ 84747(4)

Crossover Categories

- English as a Second Language
- Basic Skills
- Short Term Vocational Programs
- Parenting Education

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Department of
Education- Migrant and
International Students
www.cde.ca.gov/sp/me/

California Tomorrow
www.californiatomorrow.org

Bill of Rights Institute
www.billofrightsinstitute.org/Instructional/showPage.htm

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

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A Guide to Community College Noncredit Instruction

Immigrant Education

Definition

Immigrant Education consists of a course, a course of study or an organized sequence of courses specifically designed to 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.

General Categories of Instruction for Immigrants

Courses are designed specifically for immigrants who are eligible for educational services in the following areas:

Citizenship and civic education, including such subject areas: as U.S. history; state and community civics; the United States Constitution with special reference to those sections of the Constitution that relate directly to the duties, privileges, and rights of the individual; allied subjects, including English as a second language, or activities that properly prepare the applicants to understand and assume the responsibility of citizenship.

Basic skills of speaking, listening, reading, writing, mathematics, decision making and problem solving including those competencies listed in the Secretary's Commission on Achieving Necessary Skills (SCANS).

English as a Second Language and Limited English Proficiency.

Workforce preparation including noncredit short-term vocational programs and courses and Vocational English as a Second Language.

Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act to develop the work and education skills needed by the immigrant in the workplace, including but not limited to: the communication, computational, problem solving, and interpersonal skills needed to succeed in the workplace.

Other classes required as preparation for participation in job-specific technical training (i.e., workforce literacy, working families, occupational safety, career planning, understanding skills required for work, creating student career portfolios, etc.).

Lifelong learning courses to assist immigrants and their families become effective citizens, consumers, parents and community members.

Assessment, matriculation, counseling and other instructional and student support services provide the key linkages for students to adapt the instruction to meet their goals.

Crossover Categories

English as a Second Language
Basic Skills
Short Term Vocational Programs
Parenting Education

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Department of Education- Migrant and International Students
www.cde.ca.gov/sp/me/

California Tomorrow
www.californiatomorrow.org

Bill of Rights Institute
www.billofrightsinstitute.org/Instructional/show_Page.htm

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

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California Code:

Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes 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 training. CEC§ 84747(4)

A Guide to Community College Noncredit Instruction Education Programs for Persons with Substantial Disabilities

Definition

Education programs for persons with substantial disabilities consist of a course, a course of study or an organized sequence of courses, specifically designed to provide individuals with life-skill proficiencies that are essential to the fulfillment of academic, vocational, and personal goals.

General Categories for Instruction

A person with substantial disabilities is a person who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such an impairment. Substantial limits means: the inability to perform, or the significant restriction of activity with regard to the conditions, manner or duration under which an individual can perform a major life activity. Major life activities are defined as functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, learning and working.

Each category of noncredit courses or classes in an education program for persons with substantial disabilities provides unique learning opportunities that offer students life skill proficiencies that support the fulfillment of their academic, vocational, and personal goals.

1) Basic Skills

- a) Any curriculum domain using specific strategies, materials, and support services intended to increase student success.
- b) Specialized services and instruction intended to address the specific needs for a group of students with disabilities.
- c) Specialized instruction and support services within any curriculum domain for students with disabilities who may be placed in publicly operated institutions for persons with disabilities.

2) Workforce Readiness Skills

- a) Transitional employment services and training for a specific job that may result in competitive employment upon successful completion of course objectives.
- b) Therapeutic and tolerance activities to foster work readiness for students attending a facility for adults with disabilities located in the community, generally known as Sheltered Workshops,
- c) Social and personal adjustment and work readiness skills for students with disabilities attending a facility for adults with disabilities located in the community, generally known as Work Activity Centers.

Crossover Categories

Basic Skills
Short Term Vocational Programs
Health and Safety
Family and Consumer Sciences

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

U.S. Government Disability Info

Assistive Technology Information

www.abledata.com/

National Center to Improve Practice in Special Education

www2.edc.org/NCIP/

California Department of Education-Special Education

www.cde.ca.gov/sp/se/

Guide to Disability Links on the Web

www.icdi.wvu.edu/Others.htm

Technical Assistance

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California Code:

Course and programs for people with disabilities are allowable categories for noncredit apportionment under the eligible area known as education programs for persons with substantial disabilities. CEC § 84757 (a)(5)

A Guide to Community College Noncredit Instruction Education Programs for Persons with Substantial Disabilities

d) Basic academic motor communication and self-help skills for students with disabilities attending a facility intended for adults with disabilities located in the community, generally known as Day Activity Centers.

3) Independent Living Skills/Community Orientation and Enrichment/Personal and Social Skills

a) Programs focused on providing training for personal and household management skills necessary for independent living and integration into the community.

b) Specialized instruction and support services focused on personal and household management skills necessary for independent living and integration into the community for student with disabilities attending publicly operated institutions.

4) Physical Fitness, Nutrition and Cognitive Re-training

Instruction in areas that contribute to the persons with disabilities physical and mental health and wellness.

5) Assistive Technology Training

Instruction in areas that enhance the person with disabilities understanding of assistive technology applications.

Course Approval Form

[http://www.cccco.edu/divisions/esed/aa_ir/
NONCREDIT/noncredit_appsforms.htm](http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm)

Refer to the “Special Criteria for Programs for Persons with Substantial Disabilities” for information regarding the distinctions between noncredit programs for the substantially disabled and the criteria for disabled student programs and services.

A Guide to California Community College Noncredit Instruction
Special Criteria for Programs for Persons with
Substantial Disabilities

Criteria	Authority
noncredit apportionment under the eligible area known as Courses and programs for persons with disabilities are allowable <i>education programs for persons with substantial disabilities.</i>	CEC, § 84757 (a)(5) categories for
The local curriculum committee approves all noncredit stand-alone courses and courses within educational programs for persons with substantial disabilities.	Title 5, § 55002(c)(1)&(2)
Noncredit courses or classes in education programs for persons with substantial disabilities must be designed with the substantially disabled person in mind and, at a minimum, must be reflected in the course description and objectives.	
DSP&S eligibility is not required for enrollment in noncredit courses or classes for persons with substantial disabilities.	
classes: No community college district may claim for purposes of state	Title 5 § 58051 apportionment any
1 If the district receives full compensation for direct education costs for the class from any public or private agency, individual or group of individuals; or	
2 If the public or private agency, individual or group of individuals has a contract and/or instructional agreement, has received from other sources full compensation for the direct education costs for the conduct of the class; or 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 a class is open to the general public.	
education is not eligible for apportionment. Applied instructional Student attendance in noncredit courses in dancing or recreational	Title 5, §58130, Legal physical
for persons with substantial disabilities is appropriate only when offered as a component of the course and it is not the focus	Advisory 05-03 physical exercise

A Guide to Community College Noncredit Instruction

Short-term Vocational Programs with High Employment Potential

Definition

Short-term vocational programs with high employment potential consist of a course of study, or an organized sequence of courses leading to a vocational/career technical objective, certificate or award that is directly related to employment.

Developmental Criteria

All short-term vocational programs with high employment potential must be submitted to the Chancellor's Office for approval. Title 5, Chapter 6, Subchapter 1, Article 2, titled "Approval of Noncredit Courses and Programs" in Section 55150 sets forth the basic requirements for approval of noncredit courses and programs.

An "educational program" is 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.

- The Chancellor's Office is currently developing the criteria for new noncredit program approval process in the area of short-term vocational education. There are five criteria used by the System Office to approve credit and noncredit programs. 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.

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

These criteria have been endorsed by the System Advisory Committee on Curriculum as an integral part of the best practice for curriculum development, and should be utilized throughout the development process at the originating college and local district, as well as for System Office Approval.

- Each short-term vocational program should adhere to the following criteria: a) Avoid unnecessary duplication of other employment training programs in the area. b) Demonstrate effectiveness as measured by the employability and completion success of its students.
- c) Conduct program review every two years.

Crossover Categories

- Substantial Disabilities
 - Family and Consumer Sciences
 - Parenting Education
 - Health and Safety
 - English as a Second Language
 - Basic Skills
 - Older Adult

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Community College Association for Occupational Education

www.cccaoe.org/

California Department of Education- Career and Technical Education

www.cde.ca.gov/ci/ct/

National Center for Career and Technical Education

www.nccte.org/

Association for Career and Technical Education

www.acteonline.org/

US Federal Information Career and Technical Education

www.ed.gov/about/offices/list/ovae/pi/cte/index.html

Technical Assistance

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California Code:

Course and programs under the eligible area known as short-term vocational programs with high employment potential are allowable categories for noncredit apportionment. CEC § 84757 (a)(6)

A Guide to Community College Noncredit Instruction Short-term Vocational Programs with High Employment Potential (Cont.)

A vocational program or career technical education instruction should lead to a certificate of completion that leads to improved employability or job placement opportunities or to a certificate of competency in a recognized career field by articulating with college-level course work, completion of an associate of arts degree, or for transfer to a four-year degree program.

Short term vocational and career technical instruction allow for programs that prepare students for employment, provide for retraining/upgrading and prepare students for enrollment in advanced training programs.

Program Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

A Guide to California Community College Noncredit Instruction Special Criteria for Short Term Vocational Programs with High Employment Potential

An “educational program” is 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.

Title 5, § 55000(b)

The short-term vocation program shall ensure that each program:

[a, b, c] CEC
§78015

- a. Meets a documented labor market demand,
- b. Does not represent unnecessary duplication of other employment training programs in the area,
- c. Is of demonstrated effectiveness as measured by the employment and completion success of its students, and
- d. Programs are reviewed every two years.

[d] CEC §78016

A stand-alone vocational course that is not part of a short-term vocational program designed to prepare individuals to obtain or retain employment are not eligible for apportionment.

The governing board of any community college district shall have power with the

CEC, § 78401(a) approval
of the board of governors to establish and maintain classes for adults for the purpose of providing instruction in civic, vocational, literacy, health, homemaking, technical and general education.

Course and programs must be mission appropriate. Public Community Colleges may

CEC §

offer instruction through but not beyond the second year of college.

66010.4(a)(1)

Instruction shall be sufficient in quality, scope, breadth and length to meet requirements for specific job proficiencies and competencies for employment.

Employability refers to preparing individuals for new jobs, re-employment, retraining, upgrade training or for advance occupational degrees that lead to employment opportunities or self-employment.

Upgrade training refers to vocational/career technical programs that assist workers to remain current and achieve new competencies for employment.

Professional development, continuing education, in-service occupational/vocational training or re-licensing courses are not eligible for noncredit apportionment.

Work-experience, internships, fieldwork, cooperative education, independent study, job shadowing are learning activities that are not eligible for noncredit apportionment

Technical Assistance

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A Guide to Community College Noncredit Instruction Education Programs for Older Adults

Definition

Older Adult Education consists of a course, a course of study or an organized sequence of courses specifically designed to offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being and economic self-sufficiency.

General Categories of Noncredit Instruction

Courses in the general category of noncredit instruction for older adults can include any classes that meet the needs of older adults, including the following topics:

Health

Health courses provide older adults with the information needed to assess the physical and mental health processes of aging, changes that occur in later life, and the steps to be taken to maintain independence in daily activities (e.g., exercise, diet, nutrition, active life, and disease prevention).

Consumer Resources, Self-Management and Entitlement

Courses in these three areas are designed to help older adults identify, describe and utilize a variety of support systems including: community resources, social services, consumer rights and protection, medical services, retirement and financial planning, legal options and assistance, insurance and benefits, care-giving and bereavement, and other life transitional services and entitlements. These courses also help older adults explore paid employment, volunteer and entrepreneurial opportunities, as well as learn the skills needed to keep up with advancing technology (e.g. digital devices, computer software and hardware, cellular phones, etc.).

Courses in Consumer Resources include safety and security, orientation and training for employment, economic survival, consumer skills, nutrition, response to new policies, and appropriate purchase and use of prescription drugs.

Courses in Self-Management assist older adults with managing leisure time, personal living expenses, marketing, banking, investing, real estate, taxes, estates and wills, and individual and family financial planning. Courses also teach older adults skills in reading, writing and math comprehension, and how to identify and avoid fraud schemes.

Courses in Entitlements include information about Medi-Cal, Supplemental Security Income, Social Security, Minimal Social Security, pre-retirement planning, and legal assistance.

Crossover Categories

- Basic Skills
- Substantial Disabilities
- Health and Safety
- Family and Consumer Sciences
- Short Term Vocational Programs

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

Adult Education and Literacy

<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html?exp=4>

California Department on Aging

www.aging.state.ca.us/

American Association of Retired Persons

www.aarp.org/

New Horizons for Learning

www.newhorizons.org/

American Senior Fitness Association (Curriculum Guidelines)

www.seniorfitness.net/international_curriculum_guidelines_for_preparing_physical_activity_instructors_of_older_adults.htm

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

Technical Assistance

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California Code:

Course and programs for Older Adults are allowable categories for noncredit apportionment under the eligible area known as education programs for older adults. CEC § 84757 (a)(7)

A Guide to Community College Noncredit Instruction Education Programs for Older Adults

Creative Expression and Communication Creative Expression courses are designed to assist older adults in identifying and examining personal interests and aptitudes in the arts to enhance mental acuity, fine motor skills, and creativity, as well as the appreciation of the arts and literature.

Communication courses are designed to assist older adults in developing and using expression and effective oral and written communication skills as well as utilizing current computer technologies (i.e. skill-building for email, web-based communications, etc.).

Family, Community and Global Involvement Courses in family, community, and global involvement are designed to help older adults examine and differentiate factors that support healthy family and personal relationships. Courses also provide older adults with opportunities to gain knowledge and apply interest in current community and global affairs.

Courses help older adults examine broad areas of their own potential, conquer challenges, enhance communication, develop creativity and relationships, stimulate mind/body healing and growth, and to discuss and appraise the perennial questions of life within a community of peers.

A Guide to California Community College Noncredit Instruction
Special Criteria for Older Adult Education

Authority

Criteria

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Ed. Code, § 84757

Courses and programs for Older Adults are allowable categories

(a)(7)

for noncredit apportionment under the eligible area known as education programs for older adults.

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Courses are designed specifically for older adults.

- 1 There is an educational focus to the curriculum.
- 2 The program is designed for older adults, meaning that the programs meet the needs of the two subpopulations within the older adults categories: the active older adult, and the frail older adult.
- 3 The class is advertised and marketed specifically to older adults.
- 4 Class attendance is made up of primarily older adults.
- 5 Enrollment and participation are voluntary.
- 6 Instructional strategies are tailored to the varied learning

A reference to older adults or similar term must be reflected in the course content, objectives, and methods of evaluation.

Applied physical exercise (skill and drill) for older adults is appropriate only when offered, as a component of the course and it is not the focus of the course or part of a game or sport.

ⁱ These criteria were suggested from the California Community Colleges Educators of Older Adults (CCCEOA) and are based upon information drawn from the following sources. *California Older Adults Education Standards and Assessment Guide (Draft)*. Joint Board Committee (JBC) for Noncredit and Adult Education, the California Department of Education (CDE), and the California Community Colleges Chancellor's Office (CCCCO). May, 2003. *Model Program Standards for Older Adult Education Programs*, the California Department of Education (May, 1998).

A Guide to Community College Noncredit Instruction

Family and Consumer Sciences

Definition

Family and Consumer Sciences consist of a course, a course of study or an organized sequence of courses specifically designed to 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, advanced study, consumer decision-making and lifelong learning.

General Categories of Instruction

The noncredit eligible area known as Home Economics is now recognized as part of the academic discipline of Family and Consumer Sciences within the California Community Colleges.

Instruction in noncredit Family and Consumer Sciences courses emphasizes the value of homemaking as a vocation and the importance of an informed and educated consumer to the economy and civic society.

Courses and programs can be designed to include information from the following categories. These topic areas drawn from the Family and Consumer Sciences Program Plan and are meant to provide guidance but are not exclusive categories for noncredit apportionment.

- Child Development, Family Studies and Gerontology (e.g., Ages and Stages, Caring for an Elderly Parent).
- Fashion/Textiles, Interior Design/Merchandising (e.g., Beginning Sewing, Principles of Color and Design).
- Life Management (e.g., Consumer Protection, Understanding Your Retirement Financial Needs, How to Live on a Budget).
- Nutrition/Foods, Hospitality and Culinary Arts (e.g., Menu Planning and Nutrition, Proper Techniques of Sanitation and Safety, Preparing Special Dietetic Meals).

Crossover Categories

- Short Term Vocational Programs
- Parenting Education
- Older Adults
- Health and Safety
- Substantial Disabilities

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

American Association of Family and Consumer Sciences
www.aafcs.org/

California Community Colleges
Family and Consumer Sciences
Resources
www.cccfcs.com/FCS/

Family and Consumer Sciences
Research Journal
fcs.sagepub.com/

Journal of Family and Consumer
Sciences Education
www.natefacs.org/JFCSE/jfcse.htm

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

Technical Assistance

Vicki F. Warner, Specialist/Consultant
Academic Affairs and
Educational Services
vwarner@cccco.edu
916-322-1438
(Fax) 916-445-6248

California Code

Course and programs for Family and Consumer Sciences are allowable categories for noncredit apportionment under the eligible area known as Education Programs for Home Economics. CEC § 84757 (a)(8)

A Guide to Community College Noncredit Instruction

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Fashion/Textiles, Interior Design/Merchandising (e.g., Beginning Sewing, Principles of Color and Design).

Life Management (e.g., Consumer Protection, Understanding Your

Retirement Financial Needs, How to Live on a Budget).

Nutrition/Foods, Hospitality and Culinary Arts (e.g., Menu Planning and Nutrition, Proper Techniques of Sanitation and Safety, Preparing Special Dietetic Meals).

Crossover Categories

Short Term Vocational Programs

Parenting Education

Older Adults

Health and Safety

Substantial Disabilities

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

American Association of Family and Consumer Sciences

www.aafcs.org/

California Community Colleges Family and Consumer Sciences Resources

www.cccfcs.com/FCS/

Family and Consumer Sciences Research Journal

fcs.sagepub.com/

Journal of Family and Consumer Sciences Education

www.natefacs.org/JFCSE/jfcse.htm

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

Technical Assistance

California Code

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A Guide to Community College Noncredit Instruction

Health and Safety Education

Definition

Health and Safety consists of a course, a course of study or an organized sequence of courses, specifically designed to offer lifelong education to promote the health, safety and well-being of individuals, families and communities.

General Categories of Instruction

Courses are designed specifically to promote the health and safety and well-being of individuals and the community in the following areas:

Health

Health promotion and disease prevention (including all aspects of health: physical, mental and environmental).

Healthy practices to build awareness and develop skills that support healthy family and personal relationships and stimulate mind-body healing and growth (e.g., Cardiovascular, Fitness, Tai Chi, Aerobics, Fitness, Meditation,

Diabetes Management).

Health Information for the Consumer

Identifying, accessing and evaluating health information and health-promoting products and services (e.g., Purchasing Health Insurance, Evaluating Health-Related Diet Programs).

Appraising the influence of the media, technology, economy and culture on health and well-being (e.g., Understanding the Effects of Your Medications, Advertising and Health Information).

Advocating skills necessary to negotiate health care and public safety services and to predict immediate and long-term impact of health decisions on the individual, family and community (e.g., Being Your Own Health Advocate, Researching Health Information on the Internet and at the Library).

Safety and Security

Individual and Community Safety: Courses to address issues in workplace safety, environmental safety, safety in public places and safety at home (e.g., Stress and Relaxation Techniques, Household Chemical Awareness).

Personal security awareness and self-defense: courses to address safety awareness and personal safety skill-development (e.g., Self-Defense, Hunter's Safety, Identity Theft Protection).

Courses and programs in health and safety provide the opportunity to network or partner with other public welfare and health organizations to promote the health, safety and well-being of individuals and the community.

Crossover Categories

Older Adult
Parenting Education
Short Term Vocational
Substantial Disabilities
Family and Consumer Sciences

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Health Literacy Resource Center

<http://www.cahealthliteracy.org/healthliteracyresourcecenter.html>

California Health Literacy Plain Language Health Resources

www.cahealthliteracy.org/hlrc_plainlan.html

Health Educators Toolbox

www.metrokc.gov/health/educators/index.htm

Health Library at Stanford

www-med.stanford.edu/healthlibrary

American Association of Health Education

www.aahperd.org/

National Network of Libraries of Medicine

nmlm.gov/services/

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

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California Code:

Programs and courses in health and safety education are allowable categories for noncredit apportionment. CEC § 84757 (a)(9)

A Guide to California Community College Noncredit Instruction

Quick Legal Reference Chart on Noncredit Standards and Apporti

Subject	Legal Advisory ¹
Standards For Noncredit Courses And Programs	I. Standards for noncredit courses. Courses can only be offered as noncredit courses if they meet the standards of California Code of Regulations, title 5, section 55002(c) and have been properly approved as follows:
Approval By Curriculum Committee And District Governing Board	<p>A. The college and/or district curriculum committee must recommend the courses and the district governing board must approve them.</p> <p>(Rationale) This requirement is quite straightforward. Every noncredit course that is offered should have background documentation that demonstrates that the curriculum committee recommended the course and the governing board approved it. Governing boards may approve individual courses, approve courses by adopting a college catalog that describes the courses, or take some other action to ensure that the educational programs of a district have the consent of the board.</p> <p>Course materials should be updated as appropriate. In recommending a course, the curriculum committee is required to assess the need for the course and prescribe its content. Both need and content can change over time. Accordingly, some means for ongoing review of courses is needed. One minimum condition on the receipt of state aid is that districts adopt policies for the establishment, modification, or discontinuance of courses or programs. (Cal. Code Regs., tit. 5, § 51022(a).) We interpret this provision to require districts to periodically undertake meaningful reviews of their course offerings.</p> <p>In this regard, the State Controller questioned the legitimacy of a noncredit computer course that was established nearly 20 years ago and not updated.</p>
Requirements For Curriculum Committee	B. The curriculum committee recommendation must address the subject matter to be taught, use of resources, materials, teaching methods, and student attendance and achievement.
Course Outline Of Record	C. Each noncredit course must have a course outline of record that states the course scope, objectives, content, and instructional methodology for evaluating whether students have met the course objectives.
Minimum Qualifications	D. A qualified instructor must teach the course in accordance with the stated objectives and other specifications defined in the course outline of record.
Course Approval By Chancellor's Office	E. The course must be approved by the State Chancellor's Office in addition to being approved by the curriculum committee and district board. Colleges can download the application form (Form CCC-456) from www.cccco.edu under the Academic Affairs and Educational Services Division, Noncredit (Adult Education

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A Guide to California Community College Noncredit Instruction

Quick Legal Reference Chart on Noncredit Standards and Apportionment

	menu.
Standards For Claiming Apportionment	II. Standards for claiming apportionment in noncredit courses. If the above standards for offering a noncredit course are met, attendance in the course may be claimed for apportionment if all the following additional apportionment requirements are satisfied. (Cal. Code Regs., tit. 5, §§ 58050(a)(2), 58160.)
Eligible Areas Of Noncredit Instruction	<p>A. The content of the noncredit courses must be eligible for apportionment.</p> <p>Student attendance in noncredit courses in dancing or recreational physical education is NOT eligible for apportionment. (Cal. Code Regs., tit. 5, § 58130.)¹²</p> <p>Student attendance in noncredit courses in statutorily defined areas is eligible for apportionment. (Ed. Code, § 84757.) These allowable funding areas are:</p> <p>a) Parenting, including parent cooperative preschools, classes in child growth and development</p>

and parent-child relationships.

- b) Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
- c) English as a second language.
- d) Classes for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes 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 training.
- e) Educational programs for persons with substantial disabilities.
- f) Short-term vocational programs with high employment potential.
- g) Education programs for older adults.
- h) Education programs for home economics.
- i) Health and safety education.

Standards For
Noncredit Courses

B. The course must meet the standards for noncredit courses discussed above and be approved by the S
Chancellor's Office.

Open Access C. The course must be open to all admitted students. Education Code section 78401(c) provides that,

d. Code § 78401(c) "Classes for adults shall be open for the admission of adults and of any minors who, in the judgment of the governing board, may be qualified for admission thereto."

Course Description
In College Catalog
And Class Schedule

D. A clear description of the course must be published in the general catalog and/or addenda to the catalog AND in the college's schedule of classes.

Title 5, §§ 58102,
58104

Rules For Claiming Attendance

	<p>(Rationale) If a course was established too late to be included in the general catalog, it should be included in any addenda to the catalog and added to the next general catalog. Suitable course descriptions must be included in these public documents as a means of ensuring that courses are open. If the existence of a course is not advertised broadly, it is only available to those students who happen to find out about it and may not be considered an open course.</p> <p>Districts may not limit their course advertising to "specialized clientele" or give advance notice to individuals or groups so that they receive an advantage over the general public in enrolling. (Cal. Code Regs., tit. 5, §58104.)</p> <p>A catalog or class schedule entry about a course or program that merely refers students to department representatives is not sufficient to meet the requirements of these sections. Students should not be required to meet individually with district representatives in order to obtain basic course information.</p>
Rules For Claiming Attendance	<p>E. Attendance may only be counted for students who are engaged in educational activities required by the course.</p> <p>(Rationale) Apportionment is not available where, for the most part, students are just using district equipment or facilities; actual instruction must occur.</p> <p>With respect to the requirement for actual instruction, there is no authority to offer noncredit courses as independent study except via distance education. (Cal. Code Regs., tit. 5, § 55316.5.) Nor may a district claim apportionment for work experience education in the noncredit mode. (Cal. Code Regs., tit. 5, §58009.5).</p> <p>The State Controller stressed the need for mechanisms to monitor or track students' computer usage time to ensure that student hours that were reported for apportionment reflected approved course work and not personal activities. The Controller criticized apportionment claims for periods where computers were left on and unattended after actual student use had ended as well as time when students were pursuing personal activities on computers.</p> <p>Where students need to use district computers or other equipment for their course work, districts should develop ways to ensure that hours reported for apportionment are limited to approved course work.</p> <p>This requirement also means that students must knowingly register for a class. If a student does not know he/she is enrolled in a class, the instructional activities are called into question. In the matter reviewed by the State Controller, student hours were automatically recorded when students logged on to computers, regardless of whether students had knowingly enrolled in the noncredit course.</p>

Districts must be prepared to provide documents that reflect each student's intent to enroll in the noncredit course, such as a registration form.

	Districts must be prepared to provide documents that reflect each student's intent to enroll in the noncredit course, such as a registration form.
Actual Attendance (Positive Attendance)	<p>F. Actual student contact hours must be recorded.</p> <p>(Rationale) For each class session, the <u>actual</u> attendance of each student whose attendance will be reported must be determined. It is not sufficient for instructors to estimate numbers of hours of student attendance. Thus, if a course is scheduled to meet for four hours and several students leave after two hours, the student attendance reports should reflect that those students did not attend the full number of hours. If a class session is cancelled (and not made up), no student attendance may be reported for that session. The need for a determination of hours of attendance also pertains to noncredit courses offered through distance education such that "hours of instruction or programming received shall be independently verified by the instructor" within a formula for establishing FTES. (Cal. Code Regs., tit. 5, § 58003.1(f)(2).)</p> <p>Although there is no nonresident tuition for noncredit courses, districts should make residency determinations for all students, even if they attend only noncredit courses. Nonresident students attending noncredit courses may be claimed for apportionment purposes only if "they are living in California during the period of attendance and are otherwise eligible for such purposes as provided in this chapter." (Cal. Code Regs., tit. 5, § 58007.)</p> <p>Backup documents verifying student attendance are disposable records "basic to an audit." As such they must be retained at least until three years after the July 1 that follows their creation. (Cal. Code Regs., tit. 5 §§ 59025, 59026.)</p> <p>Questions may arise if the only attendance record available is a roster of student names along with the total number of hours that would constitute full attendance; it is unusual for every student to attend every hour of every class. If district records reflect a pattern of such "summary" information suggesting perfect attendance by all students at all times without any backup documentation, attendance accounting practices should be reviewed.</p> <p>Where an open entry/open exit course provides supplemental learning assistance pursuant to section 58172, which supports another course or courses, the course outline of record for the open entry/open exit course must identify the other course or courses that it supports and the specific learning objectives to be addressed and the educational competencies students are to achieve. (Cal. Code Regs., tit. 5, § 58164(c)).</p> <p>The maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course. (Cal. Code Regs., tit. 5, § 58164(e)).</p>

A Guide to California Community College Noncredit Instruction

Quick Legal Reference Chart on Noncredit Standards and Apportionment

	<p>Districts should have adequate controls in place to be sure that they are reporting actual attendance, that they are not allowing students to exceed the number of hours called for by the course, and to be certain that they do not claim excess hours for apportionment.</p> <p>Class roll call records or sign-in sheets for each class period are considered appropriate means of verifying student attendance.</p>
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Minimum Qualifications In Accordance With Course Outline G. "All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record." (Cal. Code Regs., tit. 5, § 55002(c)(3), and see §§ 58051(a)(1), 58056(a), 58058, and 58060.)

(Rationale) The minimum qualifications for teaching noncredit courses are generally the same as for credit instruction, although some differences may apply. (Cal. Code Regs., tit. 5, § 53412.)³

The State Controller criticized the conduct of a noncredit course in computer technology in part because student hours of computer use were reported for apportionment when no person provided instruction or evaluated the students. Additionally, the person who was named as the instructor of the course was not qualified to teach in that area.

Title 5, § 55002(c)(3),
and §§ 58051(a)(1),
58056(a),
58058, and
58060

Title 5, §
53412

Adherence To Course Outline	H. The instructor must be able to demonstrate that he/she adhered to the requirements of the course outline of record. For example, an instructor must be prepared to demonstrate that students were evaluated as required by the course outline, even though noncredit courses are not graded courses.
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Instructor Proximity I. The instructor must be able, in terms of physical proximity and range of communication, to provide immediate supervision and control.

(Rationale) The purpose of the immediate supervision and control requirement is two-fold: (1) to ensure that students are achieving the student-learning outcomes identified in the course outline and (2) to ensure the health and safety of students. (Cal. Code Regs., tit. 5, §§ 58052, 58056(a)(1) and (2).)

The term "immediate supervision" has been specifically defined for health sciences education programs and for educational programs sponsored by the California Firefighter Joint Apprenticeship Program. (Cal. Code Regs., tit. 5, § 58055(b).)

Board of Governors' regulations recognize that the parameters of "immediate supervision" may vary depending on the course and instructional methods used. (Cal. Code Regs., tit. 5, § 58056(a)(3).) In assessing whether a qualified instructor has exercised immediate supervision and control, districts should ensure that both the above-stated purposes of the requirement are met.

Title 5, §§ 58052, 58056(a)(1) and (2).)

Title 5, § 58055(b).)

Title 5, § 58056(a)(3).

A Guide to California Community College Noncredit Instruction

Quick Legal Reference Chart on Noncredit Standards and Apportionment

Instructor Duties

J. The instructor cannot have any other assigned duty during the instructional activity. (Cal. Code Regs., tit. 5, §58056(a)(3).)

(Rationale) This requirement complements the requirement that the instructor provide immediate supervision and control. The instructor would presumably be unable to maintain supervision and control if he/she has other assignments that conflict with the instructional requirements of the course.

Title 5, §58056(a)(3)

Instructional Service Agreements

K. If a noncredit course is offered through an Instructional Service Agreement (ISA), additional requirements apply if student attendance is reported for apportionment.

Title 5, §§
58051.5(a)(2) and
58051.5(b)

(Rationale) If an employee of the entity with whom a district contracts is the instructor of a district course, apportionment eligibility requires districts to have contracts both with the contracting entity and with the contractor's employee who is providing the instruction. Both contracts are required as a condition to claiming apportionment, and specific provisions must be included in the contracts.

In addition, a district may not claim apportionment for a noncredit course offered pursuant to an ISA if the other entity with which the district is contracting has received full compensation for the direct education costs of the course. This is true whether or not the district receives any funding from the other entity under the ISA. Therefore, if a course is offered pursuant to an ISA and apportionment is to be claimed, the district must require the entity with which it has contracted to provide a certification that it did not receive full compensation for the costs of the course. (Cal. Code Regs., tit. 5, §§ 58051.5(a)(2) and 58051.5(b).)

Please see Legal Advisory 04-01.5 (available at <http://www.cccco.edu/divisions/legal/notices/notices.htm> for an analysis of instructional service agreements and related contract provisions.

Instructional Aides And Assistants

L. Districts may claim apportionment for instruction that occurs using the services of instructional assistants or aides if applicable requirements are met.

(Rationale) The main thing to keep in mind is that instructional aides are employed to assist classroom instructors and other academic employees; instructional aides cannot be hired in lieu of academic employees. Thus, instructional aides cannot be assigned a class and cannot be considered academic employees for apportionment purposes. Rather, if certain requirements are met, the attendance of students working under instructional aides can be claimed for apportionment.

Instructional aides may exercise immediate supervision and control over students only if they are under the "exclusive direction" of the instructor who is assigned to the educational activity. The instructional aide cannot function independently of the authorized academic employee. (Cal. Code

Title 5, §
58056(c)(1)

Title 5, § 58056(c)

Ed. Code, § 88242

A Guide to California Community College Noncredit Instruction
Quick Legal Reference Chart on Noncredit Standards and Apportionment

	<p>Regs., tit. 5, § 58056(c)(1).)</p> <p>If a course would normally be limited in enrollment to a specific number of students, instructional aides cannot be used to increase that number. (Cal. Code Regs., tit. 5, § 58056(c).) The instructional aides must be hired by the governing board as such. (Ed. Code, § 88242.) "Informal" assignments of classified staff as instructional aides do not satisfy the apportionment requirements. Regrouping of students under instructional aides cannot be considered a class for apportionment purposes. To the extent that districts count the services of instructional assistants or aides in claiming apportionment, the assistants or aides should not have other assigned duties during the instructional activity.</p>
Compensation From Other Sources	<p>M. Districts may not claim apportionment for noncredit courses if they receive full compensation for direct education costs from another source. (Cal. Code Regs., tit. 5, §§ 58050(a)(4), 58051.5(a)(1).)</p>
Student Fees In Noncredit	<p>N. Students may only be charged such fees as are expressly authorized by law. (Cal. Code Regs., tit. 5, 51012.) Education Code section 76380 generally prohibits mandatory fees for enrollment in noncredit courses. Of course, the standard per unit enrollment fee for credit courses does not apply to noncredit courses. (Ed. Code, § 76300(e)(1).) If properly established, instructional materials fees may be charged. (Cal. Code Regs., tit. 5, § 59400(a).) For a fuller review of the scope of allowable student fees, please consult the Student Fee Handbook, available at: http://www.cccco.edu/divisions/legal/studentfeehandbook_files/studentfeehandbook.htm or http://www.cccco.edu/divisions/legal/studentfeehandbook_files/StudentFeeHandbook.pdf</p>
Tutoring And Learning Assistance	<p>III. Tutorial and Learning Assistance Activities. In addition to the nine categories described in II.A. above, colleges may claim apportionment for supervised tutoring and for learning assistance under noncredit. Tutoring activities in noncredit courses are eligible for apportionment ONLY if they meet specific standards in addition to those described in Section II.</p>
Designated Supervised Tutoring	<p>A. With respect to course content, students must be enrolled in a noncredit course that is approved by the State Chancellor's Office and properly designated "supervised tutoring."</p>
Tutoring Courses And Identified Learning Needs	<p>B. Students must be assigned to the tutoring course by a counselor or instructor based on an identified learning need. (Cal. Code Regs., tit. 5, § 58170(e).)</p> <p>(Rationale) This means that students cannot voluntarily enroll in tutoring. While title 5 does not specify how students are to be "assigned," districts should document how the student was referred, why, and by whom. This process should ensure that the student knowingly registers in the class.</p> <ol style="list-style-type: none"> 1. The tutoring must be conducted through a designated learning center. (Cal. Code Regs., tit. 5., § 58170(a).) 2. The designated learning center must be supervised by a person meeting minimum qualifications prescribed in title 5, section 53415. (Cal. Code Regs., tit. 5, 58170(b).)

	3. Tutoring is provided by a student tutor who has been successful in a particular subject or discipline, or has demonstrated a particular skill, AND who has successfully completed a course in tutoring practices and methods, including the use of appropriate written and mediated instructional materials, AND who has been approved by a faculty member from the discipline in which tutoring will be provided. (Cal. Code Regs., tit. §§ 58168, 58170(c).) Waivers of the training in tutoring methods may be granted by the chief instructional student services officer based on advanced degrees or equivalent training. Faculty approval cannot be waived.
Tutor Involvement	C. Tutors must be actively involved in the tutoring process. Even though students may be using computer-aided instruction, there must be some level of instructor or student tutor intervention by an individual qualified under the provisions of title 5.
Tutoring And Categorical Funds	D. Apportionment cannot be claimed for tutoring services for which state categorical funds are being paid.
Tutoring And Distance Education	E. The Chancellor's Office has concluded that apportionment is not available for individual tutoring conducted at a distance. (Legal Opinion E 01-36.) Section 58170 of title 5 specifically requires that individual tutoring be conducted "through a designated learning center." We do not think that requirement can be met through Internet options, and the distance education regulations do not presently authorize this option.
Supplemental Learning Assistance	F. Supplemental learning assistance may also be provided in a noncredit course. However, this must not be confused with individual student tutoring. Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either: (a) the learning assistance is a required component of another course, for all students in that course; or (b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.

¹ Bruckman, S., *Legal Advisory 05-03: Requirements for Claiming Apportionment in Noncredit Courses*. Legal Advisory Memorandum, Chancellor's Office, California Community Colleges. (Apr. 4, 2006)

² The Chancellor's Office will approve noncredit courses for older adults or courses for persons with disabilities which incorporate dance or recreational activities as a component of the course. Dancing or recreational physical education activities may be taught in other types of noncredit courses, but student participation in such activities may not be claimed for apportionment.³ If a district has established additional qualifications for service that go beyond the state-required minimum qualifications, it should also ensure that all instructors meet those qualifications.

Disabled Student Programs and Services¹

Student with a Disability

A qualified student with a disability is defined as an individual with a disability who meets the essential eligibility requirements to receive services, or to participate in programs or activities provided by the college, with or without one or more academic accommodations. Title 5, Section 56002 defines a student with a disability.

DSP&S Special Class

Special Class instruction must meet all of the provisions of Title 5, Section 56000, which require that these classes not duplicate other instructional offerings; and, that the classes cannot be provided in an effective manner in an integrated setting with support services. A special class is differentiated from a regular class on the basis of whether it meets the criteria of Title 5, Section 56028 and whether it serves students with disabilities

as defined in Title 5, Sections 56032-56044. Note: Title 5, Section 58100, states that unless specifically exempted by statute, every course, course section, or class for which average daily attendance is to be reported for State aid shall be open for enrollment and participation by any person who has been admitted to the college and who meets the prerequisites of such course as defined in Title 5, Section 58104. A Special Class cannot be closed to non-disabled students; unless the college can demonstrate a compelling necessity by showing that the presence of non-disabled students would preclude or substantially interfere with the education of the disabled students in class (Chancellor's Office, Legal Opinion L 90-13).

Mandatory Elements Associated with Disabled Students Programs and Services: DSP&S Special Class Instruction

Colleges providing Special Class instruction must adhere to Title 5, Section 56070, which requires the return of Special Class FTES revenues to the DSP&S Program. The cost of Special Classes can be considered an appropriate DSP&S expenditure if the Special Classes meet the criteria of Section 56028 and are approved by the appropriate process as established by the State Chancellor's Office. DSP&S Special Classes must be identified in the DSP&S Program Plan. Title 5, Section 56029, defines the circumstances under which special classes can be repeated above and beyond ordinary course repetition standards. Any repetition that facilitates measurable progress is permitted under Title 5, Section 56029.

DSP&S Minimum Qualifications for Faculty/Staff/Administrators

Special Class instruction must be taught by specially trained instructors who hold the appropriate minimum qualifications. Title 5, Section 534149(e), outlines the minimum qualifications to provide noncredit specialized instruction for students with disabilities in DSP&S. Title 5, Section 56048, identifies the minimum qualifications the District must utilize for DSP&S Counselors and Instructors. This section also identifies the additional minimum qualifications for the individual selected as the Coordinator of the DSP&S Program.

¹ This document was prepared by Peggy Tate, Specialist with the Chancellor's Office Student Services and Special Programs Unit. The purpose is to help faculty distinguish students who may be eligible for DSP&S resources and support services. The information here is distinct from noncredit courses and programs for persons with substantial disabilities and should not be used to determine eligibility for those instructional offerings.