

Introduction to Noncredit

History

Noncredit instruction evolved from the first adult school in California in 1865. It was established by the San Francisco Board of Education, followed by Oakland in 1871, Sacramento in 1872, and Los Angeles in 1887.

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 - Not native English speakers

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- Especially important for students who are:
 - The first in their family to attend college
 - Underprepared for college-level coursework
 - Not native English speakers, among others

Credit

Noncredit

Credit

Degrees and certificates of achievement

Noncredit

Certificates of completion, competency

Credit

Degrees and certificates of achievement

Unit bearing

Noncredit

Certificates of completion, competency

Hour bearing

Credit

Degrees and certificates of achievement

Unit bearing

Designated lecture & lab hours

Noncredit

Certificates of completion, competency

Hour bearing

No lecture or lab designation

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Degrees and certificates of achievement	Certificates of completion, competency
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Designated lecture & lab hours	No lecture or lab designation
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Student fees apply	No student fees
Not repeatable*	Repeatable

Categories

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

1. ESL*

Provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals.

2. Immigrant

Designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses - courses and programs should support the intent of the Immigrant Workforce Preparation Act.

3. Elementary & Secondary Basic Skills*

Designed 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, career, and personal goals.

4. Health and Safety

Focus on lifelong education to promote health, safety, and the well-being of individuals, families, and communities.

5. Substantial Disabilities

Design to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals.

6. Parenting

Courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life.

7. Home Economics

Courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life.

8. Course for Older Adults

Lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency.

9. Short-Term Vocational*

Designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment.

10. Workforce Preparation*

Provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training.

Tutoring and Learning Skills

Title 5, sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit.

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Once a program is approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding

CDCP

CDCP certificates can be awarded in the following four noncredit categories: elementary and secondary basic skills, workforce preparation, short-term vocational program, English as a second language and vocational English as a second language

CDCP Requirements

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- Noncredit courses

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- Offered in a sequence

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- Noncredit courses
- Offered in a sequence
- Eligible CDCP category
- Leads to a certificate of completion or a certificate of competency

CDCP Certificates

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 - ESL
 - Elementary and Secondary Basic Skills
- Certificate of Completion - a certificate leading to improved employability or job opportunities
 - Workforce Preparation
 - Short-term Vocational

Restrictions

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 - Ensure that noncredit course proposals do not appear to be closed to the public. Courses that are in conflict with the “open course” provisions of Title 5, section 51006 and section 58051.5(a)(3), will not be approved by the Chancellor’s Office ESL

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 - Title 5, section 58130 clearly states that, “No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.”
 - Such courses may be approved and offered under the current noncredit course approval policies but may not be included in attendance data for apportionment purposes.

Attendance Accounting

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The actual student contact hours of attendance procedure is based upon a count of students present at each course meeting except those computed using the alternative attendance accounting method described in subdivision (f)(2) of section 58003.1 (Attendance for noncredit DE).

Attendance Accounting

For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

The bulk of noncredit is offered by five community college districts:

- San Diego CCD
- San Francisco CCD
- North Orange CCD
- Rancho Santiago CCD
- Mt. San Antonio CCD

68 of our 72 districts offer some noncredit.

Approximately 85% of all CA noncredit is ESL.

Degree-Credit	Nondegree Applicable Credit	Noncredit	Community Services	Contract Education
<p>Intent: To prepare students for degree and certificate programs, transfer and employment</p>	<p>Intent: to prepare students to succeed in college-level work.</p>	<p>Intent: To prepare students to achieve academic, career and lifelong learning goals, including preparing to succeed in college level work.</p>	<p>Intent: To respond to local community interests.</p>	<p>Intent: To respond to learning needs of the local employers and other public and private institutions.</p>
<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"> • Content and objectives are defined to meet customer/employer’s needs. • Not subject to Chancellor’s Office approval. • Can be offered in any instructional mode or as training or services • Customer selects students to attend when admission is closed • Not supported by state funds when admission is closed. Contract must meet all costs incurred. • Fees determined by contract and type of course (e.g., open or closed)