

# **The Role of Noncredit in the California Community Colleges**

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Educational Policies Committee  
Academic Senate for California Community Colleges

Educational Policies Committee 2005-2006  
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## **Executive Summary**

In spite of the fact that noncredit generates approximately ten percent of enrollment in the California Community College system, many people outside and even within the system are not aware of or do not fully understand the importance of noncredit and how it serves California's educational needs.

For many people, there is confusion between the similar terms *noncredit*, *non-degree applicable credit*, *non-transferable credit*, and *not-for-credit*. Non-degree applicable credit courses are actually credit courses, the units of which are not applicable towards graduation with an associate degree. Non-transferable courses are credit courses of which the units cannot be transferred to a four-year institution. The term "not-for-credit" is typically used in reference to classes where the students (or in some cases, the agency that arranges for the class) pay the full cost of the class and receive no college-credit for the classwork.

46 In contrast, noncredit courses are basically what its title suggests – community college  
47 instruction that has no credit associated with it. Students who enroll in noncredit courses do not  
48 receive any type of college credit for these courses, nor do they receive official grades. Noncredit  
49 courses require no fees on the part of students. Noncredit instruction in the community colleges  
50 shares much in common with adult education offered through K-12 districts, and in fact,  
51 noncredit instruction has its origins in K-12 adult education.

52  
53 Noncredit instruction can only be offered in specific areas detailed in regulation and Ed Code.  
54 These areas comprise the following:

- 55 (1) Parenting, including parent cooperative preschools, classes in child growth and  
56 development and parent-child relationships.
- 57 (2) Elementary and secondary basic skills and other courses and classes such as remedial  
58 academic courses or classes in reading, mathematics, and language arts.
- 59 (3) English as a second language.
- 60 (4) Classes and courses for immigrants eligible for educational services in citizenship,  
61 English as a second language, and work force preparation classes in the basic skills of  
62 speaking, listening, reading, writing, mathematics, decision-making and problem solving  
63 skills, and other classes required for preparation to participate in job-specific technical  
64 training.
- 65 (5) Education programs for persons with substantial disabilities.
- 66 (6) Short-term vocational programs with high employment potential.
- 67 (7) Education programs for older adults.
- 68 (8) Education programs for home economics.
- 69 (9) Health and safety education.
- 70 (10) Apprenticeship programs.

71  
72 Credit and noncredit instruction share some important similarities. Both types of instruction are  
73 supported by state apportionment. Of the ten areas approved for noncredit instruction, four are  
74 also offered as credit instruction: pre-collegiate basic skills, vocational courses, English as  
75 second language (ESL), and apprenticeship programs. There are also significant differences  
76 between credit and noncredit instruction, including minimum qualifications for faculty,  
77 apportionment calculation, and regulations regarding such issues as course repetition.  
78 Overall, both systems strive to provide quality education and services to meet increasingly  
79 diverse student needs and support student success, while struggling to overcome the challenges  
80 created by insufficient funding to both areas. Credit and noncredit can be viewed as an  
81 educational continuum where the two complement each other and can be used by students to  
82 meet their needs in different ways and at different stages of learning

83  
84 System data and an Academic Senate survey of the largest noncredit programs provide a  
85 snapshot of noncredit instruction in the California community colleges. Twenty-two colleges  
86 comprise 68 percent of noncredit students and generate more than three-fourths of total noncredit  
87 FTES. Of the nine areas authorized for apportionment under Title 5, courses for older adults  
88 comprise the largest single area, 24% of all courses offered. Short-term vocational courses come  
89 in second with 20% of the total. The range of short-term noncredit vocational programs is broad  
90 and includes subjects such as architecture technician, financial planner, clothing construction,  
91 welding, hazardous waste, networking, meat cutting, upholstery, early childhood education, and

92 medical assisting. ESL is third with 19%, and elementary/secondary basic skills is fourth with  
93 16%. For many colleges, noncredit instruction consists solely of noncredit supervised tutoring  
94 courses (these fall under secondary basic skills), which support credit courses.

95  
96 Fall 2005 data about faculty teaching noncredit courses shows a huge reliance on part-time  
97 faculty, 87.7% of the total faculty in noncredit. Almost two-thirds of faculty teaching in  
98 noncredit are white, and the majority of faculty are age 50 or older.

99  
100 Survey responses (26 colleges total) provide additional information about the current status of  
101 noncredit instruction. While less than half of colleges explicitly mention noncredit in their  
102 mission statements, half include noncredit explicitly in strategic plans. Few resources are  
103 currently allocated to data collection and monitoring of student progress and success in noncredit  
104 courses, with only one respondent reporting the collection of success data on noncredit students  
105 after transitioning from noncredit to credit. While respondents acknowledged the importance of  
106 linkages between noncredit and credit, they generally report the need to build on existing or  
107 establish such linkages.

108  
109 Many processes in noncredit are in tandem with those used for credit instruction. These include  
110 program review, accreditation, and curriculum course approval. However, with a ratio of part-  
111 time to full-time faculty of 20:1, including nine colleges that report no full-time faculty in  
112 noncredit courses, there is generally a lack of full-time faculty in noncredit to engage in all of  
113 these activities. Ten of the sixteen colleges that have full-time faculty teaching in noncredit  
114 require classroom loads of 25 to 30 hours. Salaries and union representation vary from college to  
115 college.

116  
117 The two unmet needs most often mentioned by respondents were the need for adequate funding  
118 for noncredit and for facilities for faculty, staff, and courses.

119  
120 The paper concludes with recommendations on both the statewide and local levels. On the  
121 statewide level, the recommendations include better inclusion of noncredit viewpoints and  
122 concerns in the work of the Academic Senate; efforts to increase the number of full-time  
123 noncredit faculty; promotion of noncredit as a pathway into credit; advocacy for increased  
124 funding support for noncredit courses; and the establishing of an Academic Senate ad hoc  
125 committee on noncredit. On the local level, the recommendations similarly call for better  
126 inclusion of noncredit viewpoints and concerns in local senates, efforts to increase the number of  
127 full-time faculty serving noncredit, and more coordination in articulating noncredit and credit  
128 coursework. In addition, the paper encourages local senates to ensure that augmentations in  
129 noncredit funding are used to expand support for noncredit instruction and asks for increased  
130 resources for data collection and analyses of noncredit instruction.

131

132 **Introduction**

133

134 Noncredit programs<sup>1</sup> and courses within the California Community Colleges have long been  
135 overshadowed by credit programs and courses. In spite of the fact that noncredit generates  
136 approximately ten percent of enrollment in the California Community College system, many  
137 people outside and even within the system are not aware of or do not fully understand the  
138 importance of noncredit and how it serves California’s educational needs.

139

140 Noncredit, however, is an indefatigable program, and in spite of being ignored, in some cases  
141 neglected, and funded at approximately half the rate of credit courses, noncredit has persisted  
142 and succeeded in fulfilling its function and its part of the mission of the California Community  
143 Colleges. Noncredit has provided a second chance for Californians to obtain a high school  
144 diploma or equivalency. It has opened the door to literacy and increased basic skills for untold  
145 numbers of undereducated individuals. It has been the portal for millions of immigrants to  
146 participation in American society through language and citizenship courses. For both immigrants  
147 and residents alike, noncredit has provided short-term vocational programs leading to viable  
148 employment in a vast array of fields and specialties and apprenticeship programs. Noncredit has  
149 served the needs of parents, older adults, and individuals with disabilities with specially-targeted  
150 courses, as well as providing “open access” to educational opportunities and lifelong learning to  
151 increasingly diverse communities.

152

153 Noncredit has proven to be a gateway into the credit programs of the system, bringing in students  
154 from one of the areas mentioned above and showing them the possibilities beyond noncredit – an  
155 associate degree, a vocational certificate, or the prospect of transfer to a four-year institution.  
156 Recent research from the City College of San Francisco that analyzes system data shows that  
157 statewide 23% of all AA/AS degree earners began in noncredit. (Smith, 2006) However, while  
158 pathways are being forged between noncredit and credit at some colleges, many colleges have  
159 far to go at establishing such linkages.

160

161 Noncredit also supports the needs of students in credit programs. Credit students benefit from the  
162 educational support of supervised tutoring and supplemental instruction while pursuing their  
163 goals in credit courses. Statewide, 33% of credit students getting an AA/AS accessed noncredit  
164 at some point in their degree path<sup>2</sup>. (Smith, 2006)

165

166 Noncredit faculty in California, of whom approximately 90% are adjunct faculty, have faced a  
167 challenge for recognition amidst the predominantly credit ranks of community college faculty.  
168 There are two officially recognized noncredit centers with senates composed of solely noncredit  
169 faculty, with representatives to Academic Senate plenary sessions (San Diego and North Orange  
170 County). But representation from other colleges and districts, even those with large noncredit  
171 programs, has been inconsistent. A review of participant lists over the last few years to  
172 Academic Senate plenary sessions shows that fewer than 2% come from noncredit programs –  
173 and this includes the official representatives from the two senates mentioned above. Noncredit

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<sup>1</sup> The use of the term “program” in connection with noncredit is not recognized in Title 5 regulation as it is with reference to credit. Rather its usage is more general, reflecting a general organization of courses, only some of which lead to specific educational/vocational goals.

<sup>2</sup> This figure does not include supervised tutoring, which is, at many colleges, the only noncredit instruction offered.

174 faculty also often lack representation on local curriculum committees, and the lack of full-time  
175 noncredit faculty is likely a contributing factor with regards to both senate and curriculum  
176 committee participation. Noncredit faculty may have little contact with credit faculty, isolating  
177 them from the larger network of faculty and college governance and processes. Indeed, noncredit  
178 faculty may have little contact with each other and lack the networking and organization that  
179 would connect them. The fact that many noncredit courses are offered at sites off campus can  
180 add to this isolation.

181  
182 Such marginalization of noncredit faculty and other noncredit issues have long been part of the  
183 discussion in the Academic Senate. Resolutions from the past decade have called for  
184 improvement in the funding for noncredit instruction, emphasized the need for full-time faculty  
185 and counseling services in noncredit programs, and reiterated the need to integrate noncredit  
186 programs and faculty into the general processes and governance structures of colleges and  
187 districts.

188  
189 A call for the Academic Senate to research and report on the role and status of noncredit in the  
190 California Community Colleges was made over a decade ago in Resolution 6.03 S94:

191  
192 Resolved that the Academic Senate direct the Executive Committee to prepare a position  
193 paper on the role of community colleges in providing noncredit education in the nine  
194 program apportionment funding categories.

195  
196 Unaddressed, this call was reaffirmed in Spring 2005.

197  
198 **13.03 Noncredit**  
199 Spring 2005

200  
201 Whereas, Many faculty and academic senate leaders may be unfamiliar with non-credit  
202 courses and programs at their colleges, in their districts, and in the California Community  
203 College System;

204  
205 Whereas, Over 800,000 students enroll in noncredit courses and programs every year,  
206 and noncredit courses and programs provide a demonstrated gateway to enrollment in  
207 credit programs, entry or re-entry into the job market, and critical life skills;

208  
209 Whereas, Noncredit programs offer courses central to the mission of California  
210 Community Colleges; and

211  
212 Whereas, Academic senate leaders need to be well-informed about noncredit programs  
213 and courses in order to make informed decisions about proposals related to noncredit  
214 funding, course alignment, articulation with credit programs, and quality standards;

215  
216 Resolved, That the Academic Senate for California Community Colleges reaffirm the  
217 vital function that noncredit programs and courses play within the mission of the  
218 California Community Colleges; and

219

220 Resolved, That the Academic Senate for California Community Colleges produce a paper  
221 on the status of and current issues concerning noncredit courses and programs within the  
222 California Community College System  
223

224 The undertaking of this paper on noncredit in response to these resolutions coincides with  
225 growing critical educational needs in California and a renewed interest in noncredit by the  
226 System Office and the Board of Governors. The statewide interest in economic development and  
227 workforce preparation along with the increasing numbers of underemployed and under-prepared  
228 workers has brought greater attention to the role of noncredit in vocational education and  
229 workforce preparation. The huge increase in the number of immigrants has elicited a need for  
230 increased English language proficiency and other skills for community integration and economic  
231 self-sufficiency. An increasing number of students are under-prepared and not ready to do  
232 college-level work. A recent American College Testing (ACT) report indicates that almost 50%  
233 of high school graduates who took the ACT exam lacked the reading skills to succeed in college  
234 or job training (ACT, 2006), and an increasing high school drop-out rate (up to 29%, and as high  
235 as 60% in some urban areas), indicates a need for increased basic skills in all educational areas,  
236 including noncredit. (Smith, 2006)  
237

238 The Board of Governors has held study sessions on the status of noncredit, and the System's  
239 funding proposal for 2006-2007 has resulted in an augmentation to noncredit funding of \$30  
240 million, the largest increase to noncredit funding in decades. Funding was provided in 2005-2006  
241 for the Noncredit Alignment Project, the purpose of which was to review, clarify the noncredit  
242 scope of instruction, define existing processes, and better align them with credit processes to  
243 provide noncredit with greater authority and respect. The Board of Governors approved a System  
244 Strategic Plan in January 2006, and the plan notes that "noncredit programs are aimed to increase  
245 the educational attainment of adults who lack English Language proficiency and other basic  
246 skills." The Plan also stresses that "many community college students use noncredit as a bridge  
247 to higher education, especially students from under-represented populations." (CCCBOG, 2006)  
248

249 This overview of noncredit, its history, its development, its unique identity, its current place in  
250 the California Community Colleges, and the challenges it faces in the future is intended to open  
251 your eyes and provide you with an appreciation for a part of the community colleges that you  
252 may never have visited before.  
253

## 254 **Definitions**

255

256 Before we begin our discussion of noncredit instruction in the California community colleges, it  
257 is very important that we make clear what we are referring to, especially as there are several  
258 similar terms used in the system which can cause confusion.<sup>3</sup>  
259

260 Noncredit courses are basically what its title suggests – community college instruction that has  
261 no credit associated with it. Students who enroll in noncredit courses do not receive any type of  
262 college credit for these courses, nor do they receive official grades (ones that appear on a

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<sup>3</sup> In addition to the distinctions made in this section, there is also a grading option called "credit/no credit." Under this option, a student may elect to receive a designation of "credit" for passing the course or "no credit" for failing the course rather than a letter grade. Only courses offered for credit offer such a grading option.

263 transcript). Noncredit courses require no fees on the part of students. Noncredit instruction can  
 264 only be offered in specific areas detailed in regulation and Ed Code (outlined later in the paper).  
 265 Noncredit instruction is very much like what is called “adult education.” Many courses offered  
 266 are similar, and the main difference lies in which system oversees instruction. Noncredit is an  
 267 entity unique to the community colleges. Adult education, while a potentially general term, is the  
 268 umbrella term for courses offered for adults through the K-12 system of adult schools<sup>4</sup>. In  
 269 general, adult schools and noncredit programs serve adults 18 years and older. Even though there  
 270 are many similarities between the two systems and the students they serve, there are some  
 271 differences, such as policies for the admission of minors, the required qualifications for  
 272 instructors and the state funding levels. Both educational systems usually co-exist in  
 273 communities, although one may be predominant.

274  
 275 Now to review what is NOT noncredit instruction. First, courses offered for non-degree  
 276 applicable credit are not under discussion in this paper. Non-degree applicable credit courses are  
 277 actually credit courses, the units for which are not applicable towards graduation with an  
 278 associate degree. Non-degree applicable courses typically comprise college-preparatory courses  
 279 such as basic skills and English as a Second Language (ESL).

280  
 281 Second, discussion of noncredit instruction has nothing to do with non-transferable courses.  
 282 Non-transferable courses are credit courses for which the units cannot be transferred to a four-  
 283 year institution, typically a UC or CSU. In general, non-degree applicable credit courses and  
 284 non-transferable courses are eligible for state apportionment funding at the established rate for  
 285 credit courses.

286  
 287 Third, noncredit courses are very different from not-for-credit courses. The term "not-for-credit"  
 288 is typically used in reference to classes where the students (or in some cases, the agency that  
 289 arranges for the class) pay the full cost of the class and receive no college-credit for the  
 290 classwork. Such-classes may also be called community service, community education, tuition or  
 291 fee-based classes and receive no state apportionment. Courses offered under contract to  
 292 employers, generally under the title of Contract Education, also fall into this category.

293  
 294 The figure below affords a side-by-side comparison of the similar terms.

	<b>Noncredit</b>	<b>Non-Degree Applicable Credit</b>	<b>Non- Transferable Credit</b>	<b>Not-for-Credit</b>
<b>Funding support</b>	Supported by state apportionment per student; calculated by hours of attendance	Supported by state apportionment per student; calculated by course units	Supported by state apportionment per student; calculated by course units	Does not receive state apportionment
<b>Student fees</b>	No fees	Students pay per	Students pay per	Students (or

<sup>4</sup> Adult education is also offered through community based organizations (CBOs), county offices of education, public libraries, the California Conservation Corps, and providers of incarcerated adults.

		unit fee set by the legislature	unit fee set by the legislature	sponsoring agency) pay the full cost of instruction
<b>Grading</b>	No grades; no credit for completion of the course	Credit and grade given for the course, but not applicable towards an associate degree	Credit and grade given for the course, but credit cannot be transferred to a four-year institution	No grades; no credit for completion of the course
<b>Repeatability</b>	Courses may be repeated as often as desired and still qualify for apportionment.	Courses may be repeated once for apportionment.	Courses may be repeated once for apportionment.	Classes may be repeated as often as desired.

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It is generally agreed that the term “noncredit” is easily confused with other terms in use in the system, and the System Office is working with the field to explore options for changing the name.

**History of Adult and Noncredit Education**

Noncredit instruction offered by the community colleges and adult education offered through K-12 adult schools both have the same historical roots. Both emerged out of extensions to the K-12 system that were targeted at adults. In the following history, the term “adult education” refers to courses offered for adults, first solely by K-12 and later jointly with community colleges as noncredit courses and instruction. The courses mentioned in this history refer to courses offered as either adult education (K-12) or noncredit (community college) unless specifically differentiated.

“Adult Education,” originally called “evening school,” actually began in California even before there was universal schooling for children and before the “junior colleges” were created in 1907. Over 150 years ago, in 1856, the first “evening school” in California was established in San Francisco. Other evening schools were established in Oakland in 1871, Sacramento in 1872, and Los Angeles in 1887. These very first schools for adults offered elementary basic skills, vocational training, and English for immigrants. The idea of educating adults remains important to this day and is just as critical for our society now as it was when it began.

In 1907 school districts were authorized to extend secondary education beyond the 12<sup>th</sup> grade and the first “junior colleges” were established to cover grades 13 and 14. To this day, this early relationship with K-12 continues to cloud the status of community colleges as a part of higher education. Over the years, both adult education and junior college programs offered courses to respond to societal needs.

325 In the 1920's adult education vocational classes supported the industrial economy of the post-  
326 World War I era, parenting classes increased, and "Americanization" classes taught about  
327 American government and history, citizenship, and English literacy. When federal law allowed  
328 women to become citizens separate from their husbands (women only gained the right to vote in  
329 1911), there was an increase in citizenship classes.

330  
331 Up until 1941, the K-12 school districts were the educational system authorized to provide adult  
332 education. During World War II, the legislature authorized the junior colleges to have evening  
333 classes for adults separate from K-12, and "evening junior college" was a way to meet the  
334 increased need for national defense job training. Now, there was adult education in both the  
335 junior colleges and in the K-12 school districts. Evening junior college was the genesis of  
336 noncredit instruction and courses in the community colleges. Between 1940 and 1945 almost 1  
337 million California workers were trained to work in defense plants.

338  
339 In the post-war period an increase in homemaking education occurred as classes were created to  
340 respond to new technology in electrical, plumbing, and appliances being used in the home. There  
341 was also an increased interest in classes for older adults at this time.

342  
343 In the early 50's the State Advisory Commission on Adult Education recommended that state-  
344 supported adult education focus on the development of a "literate and productive society" and  
345 also allowed school districts to offer other "community service" classes for tuition/fees.

346  
347 In 1954, the commission specified the subjects that adult education in both the junior colleges  
348 and the K-12 school districts could offer: supplemental and cultural classes, short term  
349 vocational and occupational training, citizenship, English language development, homemaking,  
350 parental education, civic affairs, gerontology, civil defense, and driver education. These look  
351 similar to the current nine authorized apportionment areas, plus apprenticeship, that are state-  
352 funded today, and reflect the past and current societal needs. Also at this time, adult education in  
353 school districts was given permission to offer programs leading to elementary and high school  
354 level diplomas of graduation. The evening junior colleges were allowed to provide instruction  
355 leading to high school graduation if the local high school requested it.

356  
357 The "baby boom" generation born after WWII caused an explosion in the public school system  
358 and the junior colleges were seen as a way to accommodate the flood of students wanting higher  
359 education.

360  
361 In 1960 the Donahoe Higher Education Act implemented the landmark "California Master Plan  
362 for Higher Education 1960-1975" and mandated that junior colleges be independent of unified  
363 school/high school districts. The separation of adult education in the community colleges from  
364 adult education in the K-12 districts brought about the two current systems that are familiar  
365 today. Adult education in the community colleges was now called "noncredit" and was run  
366 solely by the community colleges.

367  
368 In 1967 the Board of Governors was established to govern both credit and noncredit programs  
369 and the "junior colleges" were renamed the "California Community Colleges." Adult education,

370 also called adult schools, was governed by school districts or county offices of education under  
371 the umbrella of the California Department of Education.

372  
373 In 1972, the state wanted to avoid a duplication of classes being offered in a community, so SB  
374 765 mandated that the adult schools and the community colleges had to mutually agree on a  
375 “Delineation of Function” agreement to decide who was to provide what classes to the adults in  
376 their area. In 1997 a court decision held that mutual agreement was not needed between the local  
377 K-12 adult education school district and the local community college in order for a community  
378 college to provide noncredit instruction. As a result, delineation of function agreements are no  
379 longer required, leaving community colleges free to provide noncredit without the agreement of  
380 the local K-12 Adult Education.

381  
382 Proposition 13, passed in 1978, reduced property taxes by more than 50% and affected all  
383 California educational systems dependent on this funding. Subsequent laws locked adult schools’  
384 ability to expand their programs because of revenue limits and a cap on average daily attendance  
385 (ADA). Because of this, many areas of need went unserved or were underserved as the demand  
386 for educational opportunities for adults continued to grow. However, these constraints did not  
387 apply to the community colleges’ noncredit and the colleges continued to expand their noncredit  
388 programs to meet the demand.

389  
390 By the late 70s, noncredit courses were being funded at a higher rate than courses offered  
391 through K-12 adult education. In 1981 the Behr Commission was established with the intention  
392 that the K-12 adult school rate would be increased. Instead, it recommended that noncredit be  
393 reduced to the statewide K-12 adult education average. It was at this point that the inequity  
394 between noncredit and credit funding began. This also explains the current funding situation in  
395 adult education and noncredit. K-12 adult education rates vary due to the variance in local tax  
396 rates at the time that Prop 13 came into being. Community college noncredit rates are the same  
397 across the system. Since the rate was based on an average of adult education rates, some adult  
398 education programs are being funded at a higher rate than noncredit.

399  
400 During the 80’s, there were numerous changes to adult and noncredit education: the  
401 apportionment categories were changed to what they are today, and additional legislation and  
402 state oversight were implemented. The Immigration and Reform Act created a high demand for  
403 ESL and Citizenship classes. Numerous pieces of legislation addressed issues such as in 1988 the  
404 legislature recommended lifting a “cap” on the funding for English as a Second Language,  
405 Citizenship, and Basic Skills in order to meet the student demand for these courses. Welfare  
406 legislation was passed and the Greater Avenues for Independence (GAIN) program created.

407  
408 The late 80’s and early 90’s brought more legislation including the landmark community college  
409 bill AB 1725, which changed the way community colleges operated. In 1996 the Education Code  
410 was amended to include adult noncredit education and community service to the missions and  
411 functions of the California Community Colleges.

412  
413 In 1992-93 model program standards were jointly developed for adult education and noncredit in  
414 the areas of ESL, Adult Basic Education (ABE), Adult Secondary Education (ASE), Parent  
415 Education, Older Adults, and Adults with Disabilities.

416  
417 The CalWORKS Program was established through The Adult Education Act, which was  
418 repealed and replaced by the Workforce Investment Act in 1998.

419  
420 The last decade has brought with it significant changes to the demographics in California. The  
421 population has become increasingly diverse, as well as undereducated, underemployed, and  
422 under-prepared. Of significance to adult education and noncredit, the “skills gap” among adults  
423 has widened due to increases in the high school drop-out rate, the number of immigrants, the  
424 number of working poor, and the number of educationally under-prepared. As a result, California  
425 is experiencing a decrease in the number of citizens who are capable of meeting the workforce  
426 and educational needs and demands of the 21<sup>st</sup> century. (CAAL, 2005) There is a building  
427 interest in and appreciation for adult education and noncredit, likely due to the role they can play  
428 with addressing some of these issues.

429  
430 Increased attention from the state legislature for all forms of adult education brought about  
431 numerous studies and recommendations, such as studies and revisions to the California Master  
432 Plan for Education and research conducted by the Adult Select Committee on Adult Education.

433  
434 As of the writing of this paper, noncredit is on track to receive the largest infusion of new funds  
435 in decades coupled with a significant change to its funding formula.

### 436 437 **Law and Regulation**

438  
439 Noncredit instruction, to a lesser extent than with credit instruction, is governed by Title 5  
440 Regulation and legal provisions of the California Education Code.

441  
442 The inclusion of noncredit as an “an essential and important function of the community colleges”  
443 in the mission of community colleges is found in section 66010.4 of the California Education  
444 Code:

445  
446 (2) In addition to the primary mission of academic and vocational instruction, the community  
447 colleges shall offer instruction and courses to achieve all of the following:

448 (A) The provision of remedial instruction for those in need of it and, in conjunction  
449 with the school districts, instruction in English as a second language, adult  
450 noncredit instruction, a support services which help students succeed at the  
451 postsecondary level are reaffirmed and supported as essential and important  
452 functions of the community colleges.

453 (B) The provision of adult noncredit education curricula in areas defined as being in  
454 the state's interest is an essential and important function of the community  
455 colleges.

456 (C) The provision of community services courses and programs is an authorized  
457 function of the community colleges so long as their provision is compatible with  
458 an institution's ability to meet its obligations in its primary missions.

459 (3) A primary mission of the California Community Colleges is to advance California's  
460 economic growth and global competitiveness through education, training, and services  
461 that contribute to continuous work force improvement

462  
463 Education Code section 84757 delineates the areas of the state's interest for noncredit education  
464 mentioned in section (B) above. Only these areas are approved for apportionment funding.

465  
466 84757. (a) For purposes of this chapter, the following noncredit courses and classes shall be  
467 eligible for funding:

- 468 (1) Parenting, including parent cooperative preschools, classes in child growth and  
469 development and parent-child relationships.
- 470 (2) Elementary and secondary basic skills and other courses and classes such as remedial  
471 academic courses or classes in reading, mathematics, and language arts.
- 472 (3) English as a second language.
- 473 (4) Classes and courses for immigrants eligible for educational services in citizenship,  
474 English as a second language, and work force preparation classes in the basic skills of  
475 speaking, listening, reading, writing, mathematics, decision-making and problem solving  
476 skills, and other classes required for preparation to participate in job-specific technical  
477 training.
- 478 (5) Education programs for persons with substantial disabilities.
- 479 (6) Short-term vocational programs with high employment potential.
- 480 (7) Education programs for older adults.
- 481 (8) Education programs for home economics.
- 482 (9) Health and safety education.

483 (b) No state apportionment shall be made for any course or class that is not set forth in  
484 subdivision (a) and for which no credit is given.

485  
486 Education Code section 8152 and Labor Code section 3074 authorize the community colleges to  
487 provide related and supplemental instruction (RSI) for apprenticeship courses, and  
488 apprenticeship courses are supported through funds from the 1970 Montoya Act. The nine areas  
489 cited above plus apprenticeships apply to both community college noncredit and K-12 adult  
490 education schools. Because three of the designations reflect targeted populations (immigrants,  
491 disabled, older adults) while the others reflect instructional areas (parenting, basic skills, ESL,  
492 short-term vocational, home economics, and health and safety), there can be some overlap in  
493 courses among the areas.

494  
495 The noncredit area of Elementary and Secondary Basic Skills can offer courses from beginning  
496 literacy through high school diploma/equivalency programs. Although the following terms are  
497 not in Title 5, "Adult Basic Education" (ABE) and "Adult Secondary Education" (ASE) are  
498 often used in the field to describe elementary and secondary basic skills offered by adult and  
499 noncredit education. When model program standards were written in 1993 and revised with  
500 content and performance standards in 2003, they were identified under these two terms.

501  
502 Supplemental instruction and supervised tutoring are included under the area of elementary and  
503 secondary basic skills. Supplemental instruction must directly support a specific course. Tutoring  
504 must be provided by trained tutors and under the supervision of an academic employee.  
505 Supplemental instruction and supervised tutoring, while noncredit courses, generally support  
506 courses offered for credit and credit students.

507

508 Title 5 Section 53412 specifies the minimum qualifications for noncredit faculty (as opposed to  
509 Sections 53407 and 53410 for credit faculty). In general, this section specifies that noncredit  
510 instructors have a bachelor’s degree in the noncredit area or in a related area. Section 53413  
511 details minimum qualifications for noncredit apprenticeship instructors, either an associate  
512 degree plus four years of relevant occupational experience or six years of occupation experience,  
513 a journeyman’s certificate in the subject area, and 18 semester units of degree-applicable college  
514 coursework. Counselors and librarians have the same minimum qualifications whether they are  
515 serving credit or noncredit students. Requirements for faculty and staff serving in Disabled  
516 Student Programs and Services (DSPS) are specified in section 53414. (Appendix B – for the full  
517 text of Sections 53412, 53413, and 53414.)  
518

519 Standards and criteria for noncredit courses are delineated in Title 5 Section 55002(c). The  
520 standards and criteria requirements for credit courses are extensive, while noncredit has fewer  
521 regulations. Per Title 5, noncredit courses must meet the needs of enrolled students and must be  
522 approved by the local curriculum committee, local governing board, and the System Office.  
523 There must be an official course outline of record with scope, objectives, contents, instructional  
524 methodology, and methods for determining if objectives have been met and courses must be  
525 taught by a qualified instructor.  
526

527 In the early 1990s, California implemented a strategic plan for adult and noncredit education in  
528 response to state and national goals. The California Department of Education (adult education)  
529 and the Chancellor’s Office for the California Community Colleges (noncredit) jointly developed  
530 “model program standards” for ESL, Adult Basic Education (ABE), Adult Secondary Education  
531 (ASE), Parenting Education, Older Adults, and Adults with Disabilities. The ABE and ASE  
532 standards were formalized and published, but the others remain in draft form. In 2000 content  
533 and performance standards were added to ESL, ABE, ASE, Parent Education, and Older Adults.  
534 The CDE decided that it was best to use the standards for guidance in adult education instead of  
535 mandating them. Given that academic senates have primacy in curricular decisions, the standards  
536 were also provided to community colleges solely for guidance.  
537

538 Throughout 2005-06, the System’s Noncredit Alignment Project has been developing clearer  
539 definitions and criteria for all noncredit apportionment areas in addition to recommendations for  
540 changes in curriculum guidelines and processes to better serve the needs of noncredit instruction.  
541

### 542 **Credit and Noncredit: Similarities and Differences**

543

544 While credit and noncredit courses both fulfill parts of the mission of the California community  
545 colleges, the two areas are usually separate within an institution, and credit faculty generally  
546 know as little about noncredit as noncredit faculty know about credit. In this section, the  
547 similarities and differences between credit and noncredit are examined not only for the  
548 edification of the general reader but for credit and noncredit faculty as well.  
549

550 Education Code section 84757 delineates the nine areas of noncredit instruction that qualify for  
551 state apportionment dollars. Six of the areas are unique to noncredit and provide valuable  
552 opportunities for lifelong learning that benefit individuals, their families, their communities, the  
553 economy, and ultimately the welfare of the state of California. Parenting skills courses help to

554 provide a strong foundation for the parent-child relationship, and are invaluable not only to  
555 individual families but the society at large. Citizenship courses for immigrants support  
556 integration into our society through an understanding of governmental structures and societal  
557 values. Home economics and health and safety courses provide valuable personal skills  
558 necessary for a good quality of life. Classes for adults with disabilities support their independent  
559 living skills and provide workforce preparation in order to become contributing members of  
560 society.

561  
562 According to the System Strategic Plan, “the aging California population is creating an  
563 additional educational challenge to be addressed...between 2005 and 2020, the population of  
564 older adults age 60 and older will increase by 59% in California.” Through courses for older  
565 adults, noncredit courses contribute greatly to the mental and physical well being of older adults,  
566 allowing them to remain independent as contributing members of society for a much longer time.  
567 Eighty percent of “baby boomers” plan to work during their retirement years and noncredit  
568 courses can give them new skills for job opportunities or new careers. (CCCBOG, 2006)

569  
570 While Education Code does not explicitly list the areas approved for apportionment in credit  
571 instruction, there is overlap with credit in three of the areas approved for noncredit. Like  
572 noncredit, credit offers courses in pre-collegiate basic skills (sometimes called “developmental  
573 education”) and ESL. Credit also has short-term vocational courses, and credit programs are just  
574 as involved in responding to welfare to work legislation such as the Workforce Investment Act  
575 (WIA) and CalWORKs. VTEA (Carl Perkins Vocational and Technical Education Act) dollars  
576 flow to both credit and noncredit as well. The other focuses of noncredit - older adults, parenting,  
577 adults with disabilities, citizenship, home economics, and health and safety – are generally not  
578 covered in credit programs. Current legislative support for noncredit suggests that the focus for  
579 additional support and funding is on areas that straddle both credit and noncredit, namely basic  
580 skills, ESL, and short-term vocational programs.

581  
582 Because there is overlap between courses offered as credit or noncredit, and the two systems can  
583 also offer different educational experiences and outcomes, student needs and intent play a  
584 significant role in where they enroll. Noncredit courses are generally categorized as open  
585 entry/open exit, meaning that students have the flexibility to attend when their schedules permit.  
586 An inability to attend a class session or early withdrawal from a course carries no penalties for  
587 the student. In addition, noncredit courses carry no fees or course grades. Noncredit courses  
588 often appeal to students who are unclear about their educational goals and may have significant  
589 work or family demands. Immigrants often turn to noncredit because of the lack of fees and the  
590 relative ease of enrollment into noncredit courses. Noncredit courses are offered at a wide variety  
591 of community sites, so they are often more accessible as well.

592  
593 Noncredit courses can be repeated an unlimited number of times, while credit courses are  
594 generally limited to one repetition. For courses in basic skills and ESL, noncredit can provide the  
595 additional time often needed for the development of foundational skills needed for success in life  
596 and education.

597  
598 With regard to vocational programs, it can generally be said that noncredit short-term vocational  
599 programs concentrate more on entry-level employment skills, while credit vocational programs

600 educate and train students for a more advanced level of employment. Credit vocational programs  
601 award vocational certificates to students completing both long and short-term vocational  
602 programs, while noncredit grants “Certificates of Completion” for completing short-term  
603 vocational programs.

604  
605 While there is some overlap in the disciplines covered by credit and noncredit, the minimum  
606 qualifications for faculty who teach in credit and noncredit are not always the same. The  
607 minimum qualification for teaching in noncredit is generally a bachelor's degree in the subject  
608 area or a related area<sup>5</sup>. In this respect, the minimum credit qualifications for vocational programs  
609 are similar. Many credit vocational disciplines require a bachelor's degree and two years of  
610 experience. For credit basic skills, ESL, and vocational areas that may lead to professional  
611 programs such as nursing, administration of justice, and early childhood education, the minimum  
612 qualification is generally a master's degree in the discipline. While such a difference exists in  
613 minimum qualifications for faculty between credit and noncredit, colleges are permitted to set  
614 minimum qualifications that are higher than those established statewide. Hence, there are several  
615 colleges in the system which require the same minimum qualifications for both credit and  
616 noncredit instruction, set at the more stringent level required for credit instruction.

617  
618 There has been some discussion of whether pre-collegiate basic skills courses and ESL are  
619 appropriately placed in credit programs. There has also been discussion of whether some  
620 vocational courses and programs are appropriately placed into noncredit. It is possible they are  
621 appropriate for both if they are meeting different student needs, but this needs to be determined  
622 by each college or district. Local curriculum committees and senates need to fully understand the  
623 students who are being served in both credit and noncredit courses and programs and how best to  
624 meet their needs.

625  
626 Much of the discussion around appropriate placement of courses in credit vs. noncredit arises  
627 because of the difference in funding for credit and noncredit courses. As it currently stands,  
628 noncredit is funded at approximately half the rate of credit instruction per full-time equivalent  
629 student (FTES). Unlike credit courses, whose apportionment rate varies from college to college  
630 due to Proposition 13 (1978), noncredit courses are currently funded at a single rate across the  
631 state (refer to the history section above). The proposed augmentation for 2006-2007 for noncredit  
632 should raise the rate for noncredit courses in the areas of “career development and college  
633 preparation” to \$3,092 per FTES and set a uniform rate for the rest of noncredit of \$2,626.  
634 Additional funds to further improve the funding for noncredit will continue to be sought. This  
635 augmentation to noncredit funding only brings some courses partway to the current rate for credit  
636 apportionment. The Academic Senate has expressed concern about the continuing disparities  
637 between funding for credit and noncredit and about differential funding in the areas under  
638 noncredit in resolutions F04 5.02 and S06 5.02 (Appendix C). Discussions concerning the  
639 appropriate or desirable placement of courses in credit or noncredit will take on increased weight

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<sup>5</sup> The minimum qualifications for teaching in adult education (K-12) programs follow requirements set by the California Commission on Teacher Credentialing. While requirements vary somewhat by discipline, the general qualifications include a high school diploma (or equivalent), five years of experience/education in the subject matter, passage of the CBEST, and knowledge of the U.S. Constitution. Specific information can be found at <http://www.ctc.ca.gov>.

640 as funding disparities become less of a factor driving some decisions about whether courses  
641 should be offered in credit or noncredit.

642  
643 In addition to the difference in apportionment, the method of calculating FTES participation also  
644 differs. Until 1991, both credit and noncredit employed positive attendance as the basis for  
645 apportionment. Following AB1725, Title 5 was amended to provide five options for credit  
646 apportionment calculation, based on scheduling configurations, to better align the community  
647 colleges with other post-secondary education systems and separate them from their historical K-  
648 12 roots. While some credit courses still employ positive attendance, almost all credit courses  
649 now claim FTES based on a census of enrolled students at a point 20% into the semester. In the  
650 same legislation, noncredit was limited to only one option, positive attendance, in spite of the  
651 fact that noncredit courses fit several scheduling configurations just as credit courses do.  
652 (Educational Services Unit, Chancellor’s Office, 2002) Noncredit faculty desire to have other  
653 options available for apportionment calculation which are more appropriate to the course format.  
654 Even the Joint Commission to Develop a Master Plan for Education (2002) recommended that  
655 noncredit FTES not be based on hour-by-hour attendance.

656  
657 The prevalence of open entry/open exit courses in noncredit reflects the ability of a student to  
658 enroll, attend, and drop a course according to his/her needs and goals. In an open entry/open exit  
659 course, students can enroll at any time during a semester and can leave the course at any time as  
660 well. Even though many noncredit courses, except for labs, do have a start date with registration  
661 and an ending date, there is no “penalty” for the student for absences or dropping a course. Many  
662 courses accept a student into the course at any point of the term, even though this has challenges  
663 for teaching a sequenced curriculum. Open-entry/open-exit in noncredit courses provides a  
664 structure that is well suited for students who are not yet ready to or cannot make a full  
665 commitment to attending college. Such students might be recent immigrants, single parents,  
666 people with disabilities, and older adults. Each of these groups often has life situations that make  
667 regular and committed attendance to a college course problematic. Work, childcare, changes in  
668 health status, and other family commitments often take precedence. Courses grant no credit, so  
669 there is no penalty for students who must discontinue their studies. In contrast, almost all credit  
670 courses have fixed entry points, and students are expected to stay with the course for the full  
671 duration of the term. Withdrawal from a course after an established cut-off usually results in a  
672 failing grade or a withdrawal notation on a student's transcript.

673  
674 However, noncredit has some courses and programs that are not open entry/open exit. Many of  
675 the short-term vocational programs have fixed start dates and require completion to obtain a  
676 certificate of completion. While grades may not be given for these noncredit courses, other types  
677 of record-keeping are involved, such as for Cal WORKS or other welfare programs.

678  
679 One issue that negatively impacts students in both credit and noncredit is the need for more full-  
680 time faculty. While there are Title 5 regulation sections (51025 and 53300-53314) that require  
681 the maintenance of full-time faculty in credit, for noncredit, there are no such regulations, with  
682 the unsurprising result that nearly 90% of noncredit faculty are part-time. This lack of full-time  
683 noncredit faculty hinders the ability to build noncredit programs and develop noncredit  
684 curriculum and makes it difficult for meaningful participation of noncredit faculty in local  
685 senates and governance processes. The Academic Senate has passed numerous resolutions

686 calling for increased funding for additional faculty and counselors in both noncredit and credit  
687 (Appendix C).

688  
689 Overall, there are likely more similarities than differences between credit and noncredit as both  
690 systems strive to provide quality education and services to meet increasingly diverse student  
691 needs and support student success, while struggling to overcome the challenges created by  
692 insufficient funding to both areas. Credit and noncredit can be viewed as an educational  
693 continuum where the two complement each other and can be used by students to meet their needs  
694 in different ways and at different stages of learning

695  
696 **A Snapshot of Noncredit in the California Community Colleges**  
697

698 A review of the role of noncredit in the California Community Colleges would be incomplete  
699 without a better understanding of how noncredit currently operates in the system. A presentation  
700 by the Educational Services Unit of the Chancellor’s Office to the Board of Governors in  
701 January 2005 provides a good overview based on 2003-2004 data. Of the 109 colleges in the  
702 California Community College system, 98 offer at least one noncredit course. However, the  
703 distribution of noncredit instruction is far from even. Noncredit has evolved differently at each  
704 college and continues to be unique at each college that offers it. Twenty-two colleges comprise  
705 68 percent of noncredit students and generate more than three-fourths of total noncredit FTES. In  
706 2003/2004, the three largest noncredit programs were in the San Diego Community College  
707 District (87,905 students), San Francisco City College District (61,817), and North Orange  
708 County Community College District (60,038). Noncredit instruction, as described in the history  
709 section above, is divided between community college and unified school districts, generally  
710 delineated by formal or informal historical agreements. As explained earlier in this paper,  
711 noncredit offered through unified school districts is labeled adult education. Of the 2 million  
712 adults being served by both educational systems, 58%, or over 1.1 million students attend adult  
713 education schools and over 800,000 students, attend noncredit in the community colleges.

714  
715 In the community colleges, noncredit comprises about 10 percent of all instruction. In 2003-  
716 2004, 17% of community college students enrolled only in noncredit courses, and 12% enrolled  
717 in a combination of credit and noncredit courses. Of the nine areas authorized for apportionment  
718 under Title 5, courses for older adults is the largest single area, comprising 24% of all courses  
719 offered; short-term vocational courses come in second with 20% of the total; ESL is third with  
720 19%; elementary/secondary basic skills is fourth with 16%; health and safety has 10%, and  
721 courses for persons with substantial disabilities comprises 6%. The remaining areas have 2% or  
722 less.

723  
724 Courses in noncredit elementary/secondary basic skills are offered at most colleges that have  
725 noncredit courses (87 out of the 98). For many colleges, however, this consists solely of  
726 noncredit supervised tutoring courses which support credit courses. Short-term vocational  
727 courses and courses for older adults are offered at 58 colleges; ESL at 49 colleges; courses for  
728 persons with substantial disabilities at 42 colleges; and health and safety courses at 35.

729  
730

Noncredit Instructional Area	Number of NC colleges		Number of Courses		Number of Sessions	
	Statewide Percentage		Statewide Percentage		Statewide Percentage	
Literacy Program:						
Basic Skills	87	89%	1,015	20%	5,595	16%
ESL	49	50%	458	9%	6,440	19%
Citizenship	21	21%	41	0.8%	228	1%
Workforce Preparation:						
Short-term vocational	58	59%	1,326	26%	6,924	20%
Family & Community Education						
Older Adults	58	59%	1,104	22%	8,402	24%
Home Economics	19	19%	203	4%	812	2%
Health and Safety	35	36%	469	9%	3,282	10%
Disabled	42	43%	252	5%	2,100	6%
Parenting	24	25%	160	3%	790	2%

(*Noncredit Instruction – A Portal to the Future, Table 5, p 11*)<sup>6</sup>

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The range of short-term noncredit vocational programs is broad and includes subjects such as architecture technician, financial planner, clothing construction, welding, hazardous waste, networking, meat cutting, upholstery, early childhood education, and medical assisting. Research conducted by the City College of San Francisco (Smith, 2006) shows the importance of noncredit to the statewide attainment of an associate of arts/science degree. While only 16% of students enrolled in credit coursework had previously taken noncredit coursework, 30% of those who attained an AA or AS had prior noncredit coursework. This holds true for every ethnic group and is especially true for Hispanic students, of whom 35% had prior noncredit coursework (excludes supervised tutoring).

Percentage of Community College students that have taken Noncredit Coursework		
Ethnicity	Of all students enrolled in credit – Fall 2004	Of all students who attained an AA or AS – Fall 2004
Hispanic	20%	35%
Asian/Pacific Islander	15%	31%
African-American	19%	31%
Other Non-White	17%	31%
Unknown	n/a	29%
Filipino	17%	29%
American Indian/Alaska Native	17%	28%
White Non-Hispanic	14%	25%
Total	16%	30%

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745  
746

Data obtained through the MIS reports submitted by colleges for Fall 2004<sup>7</sup> provides some information about the demographics of students in noncredit. (Datamart)

<sup>6</sup> The chart groups the nine apportionment areas into three basic instructional areas: Literacy, Workforce Preparation and Short-term Vocational, and Family and Community Education. These are not official groupings, but the System Office uses this organization as a way to clarify the main areas of noncredit course offerings.

<sup>7</sup> As of the writing of this paper, this was the latest group for which data was available through the Datamart.

Age/ Ethnicity	19 or less	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50+	unknown	total
African-American	830	903	607	572	528	1131	2291	46	6908
American Indian/Alaskan Native	95	108	72	60	70	157	407	2	971
Asian	1843	3018	2054	2816	2681	5300	10659	134	28505
Filipino	478	519	300	273	229	468	1266	47	3580
Hispanic	8488	12911	10541	9047	7314	8983	8209	370	65863
Pacific Islander	130	97	56	56	49	74	154	2	618
Other Non-White	334	397	283	216	226	365	741	21	2583
White Non- Hispanic	2649	3313	2708	2835	2985	6997	44127	1021	66635
Unknown	1905	2186	1801	1758	1520	2733	17930	1552	31385
Total	16752	23452	18422	17633	15602	26208	85784	3195	207048

747

748 In terms of ethnicity, the largest single group of noncredit students is White Non-Hispanic, with  
749 slightly over 32% of all students. The second largest group is Hispanic, with slightly under 32%.  
750 Asians (not including Filipino or Pacific Islander) comprise 13.77% of all students, and African  
751 Americans are 3.34%. Noncredit has a higher proportion of students of color than for the system  
752 overall (36.47% White Non-Hispanic; 28.98% Hispanic; and 12.05% Asian), but a lower  
753 percentage of African-American students (7.40% overall compared to 3.34% in noncredit).  
754 Fifteen percent of students did not indicate their ethnicity.

755

756 While many people believe that recent high-school graduates comprise the largest group of  
757 community college students, this is far from true in noncredit. Over 41% of all noncredit students  
758 are 50 years of age or older with less than 20% under the age of 25. In the system as a whole,  
759 under-25 comprises over 52% of community college students, while those 50+ comprise less  
760 than 22%. The large number of older adults in noncredit correlates with the large numbers of  
761 noncredit courses for older adults offered throughout the system.

762

763 Female noncredit students (60.74%) far outnumber male noncredit students (35.89%). For the  
764 system overall, the sexes are more evenly balanced with 55.70% female and 43.11% male.  
765 *Noncredit Instruction – A Portal to the Future* also points out that 23 percent of noncredit  
766 students are immigrants, 15 percent dropped out of high school, and 5.35% self-identify as being  
767 disabled; this points to the reality that noncredit serves the most under-prepared and generally  
768 neediest populations in the state.

769

770 A request to the Technology, Research and Information Systems (TRIS) unit of the System  
771 Office in Spring 2006 also provided demographic information about faculty that teach in  
772 noncredit.

773

774 Fall 2005 data show 4,472 faculty teaching noncredit courses in the system (unduplicated  
775 headcount). 87.7% were part-time. Women faculty (67.1%) far outnumber men (32.9%) in  
776 noncredit, with similar proportions in both full-time and part-time ranks. In terms of teaching  
777 load (rather than head count), part-time faculty comprise 83%.  
778

779 While the headcount of full-time faculty is 548, many faculty teach in more than one noncredit  
 780 area or teach in both noncredit and credit. As a result, the number of full-time equivalent faculty  
 781 (FTEF) for noncredit faculty is 325.8. The highest concentration of full-time noncredit faculty is  
 782 in English as a Second Language (TOP Codes 493080-493082) with 135.7 FTEF. Elementary  
 783 and secondary basic skills (TOP Codes 493000-493021 and 493040-493072) have 57.0 FTEF.  
 784 The rest is largely distributed among the vocational TOP Codes.  
 785

Fall 2005 Unduplicated Headcount	Tenured / Tenure Track	%	Academic Temporary	%
American Indian / Alaskan Native	4	0.73%	22	0.56%
Asian	57	10.40%	321	8.18%
Black Non-Hispanic	34	6.20%	135	3.44%
Filipino	6	1.09%	46	1.17%
Hispanic	70	12.77%	515	13.12%
Other Non-White	3	0.55%	9	0.23%
Pacific Islander		0.00%	13	0.33%
Unknown	13	2.37%	95	2.42%
White Non-Hispanic	361	65.88%	2,768	70.54%
Total	548		3,924	

786  
 787 In terms of ethnicity, White Non-Hispanics comprise the largest group of both full-time (65.9%)  
 788 and part-time (70.5%) faculty. Hispanics make up 12.8% of full-time faculty and 13.1% of part-  
 789 time faculty. Asians come in third with 10.4% of full-time faculty and 8.2% of part-time faculty,  
 790 and Black Non-Hispanic represent 6.2% of full-time faculty and 3.44% of part-time faculty.  
 791

Fall 2005 - Age Groups									
	<=34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Unknown
Headcount of Employees Who Taught a Non-Credit Course									
Tenured / Tenure Track	11	32	54	81	112	131	86	41	
Academic Temporary	373	268	363	456	601	686	494	561	122

792  
 793 Age data show that the majority of both full-time and part-time noncredit faculty tend to be age  
 794 50 or older.  
 795

796 While data submitted by the colleges provide some information about the status of noncredit in  
 797 the California community colleges, the Educational Policies Committee of the Academic Senate  
 798 had additional questions that such data could not answer. The Committee drafted a survey of the  
 799 additional questions, and given that the bulk of noncredit was offered by a limited number of  
 800 colleges, the Committee decided to administer the survey to the top 20 colleges either in terms of  
 801 total noncredit FTES or in terms of relative size of the noncredit program at a college. The  
 802 survey and the resulting list of 26 colleges surveyed can be found in Appendix A.  
 803

804 To get a sense of the perceived importance of noncredit by the college, the Committee asked  
 805 whether or not noncredit was specifically mentioned in college mission statements and/or  
 806 strategic plans. Nine indicated explicit reference to noncredit in the mission statement, and  
 807 several of the others mentioned that noncredit was referenced indirectly in statements about

808 lifelong learning. The reverse was true for strategic plans with 13 citing explicit references and  
809 inclusion of noncredit.

810

811 Quote: “President has made this credit/noncredit equality a priority and  
812 sets the tone for the campus.”

813

814 Quote: “Noncredit brings in 17% of the college funding, yet still has that  
815 stepchild syndrome.”

816

817 The relative importance of noncredit was also reflected in the resources allocated to data  
818 collection and monitoring of student progress and success. Fourteen colleges reported collection  
819 of matriculation data on noncredit students, often only in areas which articulated with credit  
820 instruction such as ESL and basic skills. All but two of the colleges collect demographic data,  
821 but such data are not always compiled or analyzed. Only one college reported collecting success  
822 data on noncredit students after they had transitioned from noncredit to credit. Only five reported  
823 use of data for planning purposes.

824

825 A variety of matriculation services are available to noncredit students at the colleges surveyed,  
826 and several of the colleges specifically cited categorical noncredit matriculation funds as the  
827 reason. All colleges use such funds to provide counseling support. Most provide services for  
828 students with disabilities. Twenty-two provide access to libraries and learning centers. Sixteen  
829 provide tutoring support for noncredit courses (this does not include noncredit supervised  
830 tutoring, which supports credit courses). Only nine offer financial aid, generally in the form of  
831 book loans, transportation, and child care. Although there are no fees in noncredit, expenses for  
832 books and transportation are major costs for students in both credit and noncredit. Many colleges  
833 have a large part of their noncredit programs located off campus, but few mentioned how they  
834 deliver matriculation services to off-campus noncredit students.

835

836 Quote: “Although student services are separate, we communicate closely  
837 through scheduled meetings and additional meetings as needed. We have a  
838 good integration and good working relationship with credit.”

839

840 As cited in the CCSF research above, linkages between noncredit and credit can provide an  
841 important pathway for students from noncredit courses to credit vocational, transfer, and degree  
842 programs. The System Strategic Plan echoes this idea, “Another important long term strategy is  
843 to improve the collaboration and alignment between the colleges and their own noncredit  
844 programs, as well as adult schools in the community.” (CCCBOG, 2006) Linkages exist on  
845 different levels, and the quality of such linkages is variable. However, respondents generally  
846 reported the need to build on existing or establish such linkages.

847

848 Quote: “Our ESL Program, in particular, works specifically to move  
849 students from noncredit ESL to credit ESL, to regular vocational and  
850 general education offerings.”

851

852 Quote: “...vocational noncredit faculty have worked with credit faculty to  
853 better prepare voc. students for movement into certificate programs.”

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Quote: "... many in credit still have a lack of understanding and misperceptions about noncredit, who we are, who our students are, and the role we play in the district; there is competition where there needs to be collaboration."

Nineteen of the colleges surveyed use the same program review processes for credit and noncredit. A few link the review of credit and noncredit together for specific areas that overlap noncredit and credit such as basic skills and ESL. Only three cited program review processes specifically tailored to noncredit.

Accreditation is generally handled in conjunction with credit programs. However, three colleges report that the noncredit area is not formally reviewed in the accreditation process as a separate area. Two respondents have a separate accreditation through WASC Adult Schools. In addition, some noncredit short-term vocational programs in areas such as health care are subject to vocation-specific accreditation standards.

All colleges reported that noncredit course approval follows the same processes as for credit course approval. However, several cited the lack of noncredit membership on curriculum committees and the concomitant lack of understanding of noncredit courses overall. While credit program and course development is primarily initiated and developed by faculty, only seven of the colleges surveyed indicate that this is true in noncredit. Most of the others had managers and faculty involved in program and course development and some had credit faculty developing noncredit curriculum.

The lack of noncredit faculty on curriculum committees and taking the lead in curriculum development is not surprising when one considers the ratio of full-time to part-time faculty. The Committee's survey seems to suggest a ratio even worse than that provided by System Office data, approximately 1:20, rather than the 1:9 cited above. In addition, not captured in the System Office data is the fact that many colleges have no dedicated full-time noncredit faculty at all. Nine of the colleges reported no full-time noncredit faculty; two reported one full-time faculty member only by virtue of the fact that a credit faculty member was teaching part of his/her load in noncredit. In the open-ended section of the survey, lack of full-time faculty to carry out programmatic responsibilities was the number one unmet need cited by respondents.

Quote: "The small number of Full-time faculty impedes program development and expansion, as well as the level of participation in the college community as a whole."

Quote: "Full-time faculty - can't run a program without them, still hard to convince college of the need."

Quote: "Would likely push for more full-time faculty positions, but the district would oppose this."

899 While the determination of the workload for a full-time faculty member is a bargaining issue,  
900 current practices at some colleges also raise concerns for the ability of faculty to meaningfully  
901 participate in college governance and curriculum development. There are also impacts on a  
902 faculty member's ability to adequately prepare for classes and provide evaluation and feedback  
903 to students. For some colleges, full-time teaching loads for noncredit faculty are equal to that for  
904 full-time credit faculty. However, ten of the colleges report a full-time load of 25 to 30  
905 instructional contact hours per week. Because several of the colleges have no full-time faculty, a  
906 full-time load needs to be interpolated from the maximum part-time load. In such cases, the  
907 interpolated load is 35 hours per week based on a maximum part-time load of 21 hours. Loads  
908 also vary depending on the program and whether or not a faculty member is teaching in both  
909 credit and noncredit at the same time.

910  
911 For colleges with full-time noncredit faculty, the pay scale is usually the same as for credit  
912 faculty (13 of 16 colleges). However, 16 colleges reported that part-time pay for noncredit is  
913 lower than for credit. Whether or not this is connected with union representation of noncredit  
914 faculty is unclear given the various arrangements at the colleges surveyed. Eleven colleges have  
915 bargaining units that represent all faculty, credit and noncredit/full- and part-time, together. Five  
916 have representation for full-time faculty, credit and noncredit, separate from representation for  
917 part-time faculty, credit and noncredit. Other arrangements include separate representation for all  
918 noncredit faculty, separate representation only for noncredit part-time faculty, no representation  
919 only for faculty teaching in a specific noncredit area, or no representation for any noncredit  
920 faculty at all (3 colleges).

921  
922 The vast majority of noncredit programs primarily use the minimum qualifications for noncredit  
923 faculty (as described above), but two colleges use the same minimum qualifications for noncredit  
924 faculty as for credit faculty, where applicable.

925  
926 In addition to the need for more full-time faculty, the two unmet needs most often mentioned by  
927 respondents were the need for adequate funding for noncredit and the need for facilities for  
928 faculty, staff, and courses. With additional resources, most programs would expand their  
929 offerings in response to present demand from their communities and hire more full-time faculty.  
930 It seems clear that the lack of adequate funding is tied to the lack of full-time faculty and  
931 physical resources, and contributes to the many challenges noncredit is dealing with.

### 932 933 **Recommendations**

934  
935 Many colleges offer few or no noncredit courses, and of those that do, the full potential of  
936 noncredit may not yet be exploited. While noncredit courses may not serve the needs of all  
937 colleges, we hope that the information provided in this paper will encourage colleges to re-  
938 examine the role that noncredit might play in a college's mission and service to its community.

939  
940 As with the California community college system as a whole, the issues facing noncredit are  
941 varied and often inter-related. Based on the responses to the survey conducted by the Educational  
942 Policies Committee and related research, the Academic Senate for California Community  
943 Colleges makes the following recommendations.

944

945 On a statewide level:

946

947 1. The Academic Senate for California Community Colleges should seek to better integrate the  
948 concerns and viewpoints of noncredit faculty and programs into its discussions and work through  
949 involvement of noncredit faculty in its committees and appointments.

950

951 2. The Academic Senate for California Community Colleges should work with the System Office  
952 on a plan to increase the number of full-time noncredit faculty in the system and the employment  
953 of full-time noncredit faculty in all noncredit programs.

954

955 3. The Academic Senate for California Community Colleges should promote the role that  
956 noncredit can play as a pathway to credit instruction and encourage the local articulation and  
957 linkages between credit and noncredit that creates these pathways.

958

959 4. The Academic Senate for California Community Colleges should continue to advocate for  
960 increases in noncredit funding to expand support for instruction in all approved noncredit areas.

961

962 5. Given the multitude of issues related to noncredit that need to be addressed, including  
963 investigation of the wide variety of issues raised in the noncredit survey conducted for this paper,  
964 the Academic Senate should establish an ad hoc committee on Noncredit.

965

966 On a local level:

967

968 6. Local senates should seek to better integrate the concerns and viewpoints of noncredit faculty  
969 and programs into its discussions and work through involvement of noncredit faculty in the local  
970 senate, its committees and appointments.

971

972 7. Local senates should work through local planning and budget processes and hiring processes  
973 to increase the number of full-time faculty serving noncredit programs and instruction.

974

975 8. Local senates should work through local planning and budget processes to ensure that  
976 augmentations in noncredit funding are used to expand support for noncredit programs and  
977 instruction at their colleges and districts.

978

979 9. Local senates should work with their curriculum committees and faculty to encourage much  
980 needed and beneficial articulation and linkages between their colleges' noncredit and credit  
981 programs to encourage and facilitate the movement of students from noncredit to credit.

982

983 10. Local senates should work with their colleges and districts to encourage and support data  
984 collection on noncredit programs and students in order to better ascertain needs and provide  
985 documentation of the benefits of noncredit programs and instruction.

986

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 1020

1021 **Appendices**

1022  
 1023 A. Academic Senate Noncredit Program Survey

- 1024  
 1025 1. Is noncredit instruction specifically mentioned in your college/district mission  
 1026 statement(s)?

1027  
 1028 If yes, please provide the statement(s).  
 1029

- 1030 2. Is noncredit included in your college/district strategic plan(s)?  
 1031

1032 If yes, what was your faculty senate's role in making sure that noncredit was included in the  
 1033 plan(s)?  
 1034

- 1035 3. Do you collect data on matriculation of noncredit students into credit programs?  
 1036

a. No

- 1037                    b. Yes (If yes, indicate number/percentages)\_\_\_\_\_
- 1038
- 1039                    4. Do you collect other types of data on noncredit students?
- 1040                    a. No
- 1041                    b. Yes (Describe types of data collected)\_\_\_\_\_
- 1042                    c. Describe how this data is used \_\_\_\_\_
- 1043
- 1044                    5. How are noncredit programs and courses developed?
- 1045                    a. primarily by managers
- 1046                    b. primarily by faculty
- 1047                    c. by both managers and faculty working together
- 1048                    d. other (Describe) \_\_\_\_\_
- 1049
- 1050                    6. How is program review of your noncredit programs handled? (Indicate all that apply)
- 1051                    a. similar to that for credit programs
- 1052                    b. specifically tailored to noncredit
- 1053                    c. formally approved by faculty
- 1054                    d. other (Describe) \_\_\_\_\_
- 1055
- 1056                    7. What is the role of the faculty senate and/or curriculum committee in noncredit program
- 1057                    and course development and program review?
- 1058
- 1059                    8. Which factors influence program development? (Indicate all that apply)
- 1060                    a. local community needs
- 1061                    b. demographics
- 1062                    c. business/vocational development needs/trends
- 1063                    d. credit division needs/requirements
- 1064                    e. other (Describe) \_\_\_\_\_
- 1065
- 1066                    9. Is your noncredit curriculum development and approval process the same as for credit? If
- 1067                    not , please explain:\_\_\_\_\_
- 1068
- 1069                    10. Which student support services are offered/available to noncredit students? How are
- 1070                    support services handled at off-campus sites?
- 1071                    a. Matriculation
- 1072                    b. counseling
- 1073                    c. services for students with disabilities (DSPPS)
- 1074                    d. financial aid
- 1075                    e. library/learning resource center
- 1076                    f. tutoring
- 1077                    g. other (Describe) \_\_\_\_\_
- 1078
- 1079                    11. Are student support services for noncredit students reviewed as a part of your regular
- 1080                    student services review?
- 1081
- 1082                    12. Please indicate the composition of the faculty in your noncredit program:

- 1083 a. number of full-time faculty  
1084 b. number of part-time faculty  
1085  
1086 13. Do you have faculty that teach in both noncredit and credit programs/classes?  
1087 a. No  
1088 b. Yes (Please indicate approximate number)  
1089  
1090 14. What is the full-time workload for a noncredit faculty member?  
1091 a. 10 hours/week  
1092 b. 15 hours/week  
1093 c. 20 hours/week  
1094 d. 25 hours/week  
1095 e. 30 hours/week  
1096 f. other (Please specify) \_\_\_\_\_  
1097

1098 **If the college has no full-time faculty in noncredit, skip to Question 17.**  
1099

- 1100 15. Are FT noncredit faculty required to maintain regular office hours?  
1101 a. No  
1102 b. Yes  
1103  
1104 If yes, how many hours per week? \_\_\_\_\_  
1105  
1106 16. Do FT noncredit faculty have offices or shared faculty office/work area on campus?  
1107 a. Yes  
1108 b. No  
1109  
1110 17. Are PT noncredit faculty required to maintain regular office hours?  
1111 a. No  
1112 b. Yes  
1113  
1114 If yes, how are office hours assigned?  
1115  
1116 18. Do PT faculty have faculty offices or a shared faculty office/work area?  
1117 a. Yes  
1118 b. No  
1119  
1120 19. Are noncredit faculty supported by your college's faculty development program?  
1121 a. Yes  
1122 b. No  
1123 c. My college currently has no faculty development program  
1124  
1125 20. Which apply to the noncredit faculty pay scale?  
1126 a. noncredit FT same as credit FT  
1127 b. noncredit FT higher than credit FT  
1128 c. noncredit FT lower than credit FT

- 1129 d. noncredit PT same as credit PT  
 1130 e. noncredit PT higher than credit PT  
 1131 f. noncredit PT lower than credit PT  
 1132  
 1133 21. Describe union representation of your noncredit faculty  
 1134 a. all faculty (FT & PT) in credit and noncredit represented by  
 1135 same bargaining unit  
 1136 b. all FT faculty (credit & noncredit) represented by one  
 1137 bargaining unit AND all PT faculty (credit & noncredit) represented by another  
 1138 bargaining unit  
 1139 c. Credit division faculty represented by one bargaining group  
 1140 AND noncredit faculty represented by another bargaining unit  
 1141 d. Credit division faculty represented by a bargaining group, but  
 1142 noncredit faculty is not represented by any bargaining group  
 1143 e. other (Describe)  
 1144 \_\_\_\_\_  
 1145  
 1146 22. How is accreditation for your noncredit program handled? (Indicate all that apply)  
 1147 a. noncredit program not formally accredited  
 1148 b. parts of noncredit programs have separate subject specific accreditations (i.e.  
 1149 vocational areas)  
 1150 c. in conjunction with accreditation for credit program  
 1151 d. separately from credit program  
 1152 e. through ACCJC  
 1153 f. through WASC  
 1154  
 1155 23. Which minimum qualifications do you use for hiring noncredit faculty?  
 1156 a. the same as for credit faculty, where applicable  
 1157 b. the minimum qualifications specifically for noncredit faculty (usually BA only;  
 1158 no MA required)  
 1159 c. other (Describe) \_\_\_\_\_  
 1160  
 1161 24. If you offer short-term noncredit vocational programs, could you provide the major areas  
 1162 in which you offer courses?  
 1163  
 1164 25. What is the relationship between your noncredit program and local adult education (K-  
 1165 12) program? (Indicate all that apply)  
 1166 a. We follow a delineation of function agreement.  
 1167 b. We articulate between adult education and noncredit.  
 1168 c. The community college is the primary provider of noncredit adult education.  
 1169 d. The K-12 system is the primary provider of (noncredit) adult education.  
 1170 e. The community college and K-12 system share pretty much equally the provision  
 1171 of (noncredit) adult education.  
 1172  
 1173 26. What unmet needs do you have in your noncredit program?  
 1174

- 1175 27. Describe how your noncredit program is integrated/articulated with your credit program.  
 1176  
 1177 28. If noncredit received a rate enhancement, even if limited to basic skills, ESL and  
 1178 workforce preparation, or received funding equal to the rate for credit courses, do you  
 1179 think your college/district would expand or change the noncredit program? What kinds of  
 1180 changes would you foresee?  
 1181  
 1182 29. What other concerns or comments would you like to share about noncredit issues?  
 1183

1184 **Colleges Surveyed**

1185 Note: College selection was based on MIS data available on the Datamart. It has since come to  
 1186 the Committee’s attention that use of 320 reports and corrected MIS data would produce a  
 1187 slightly different list of colleges.  
 1188

District	College
Marin CCD	Marin Continuing
North Orange CCD	North Orange Adult
Rancho Santiago CCD	Santiago Canyon and Santa Ana
San Diego CCD	San Diego Adult
San Francisco CCD	San Francisco Ctrs
Santa Barbara CCD	Santa Barbara Cont
Coast CCD	Coastline
Monterey CCD	Monterey
Mt.San Antonio CCD	Mt San Antonio
Sonoma CCD	Santa Rosa
Merced CCD	Merced
Glendale CCD	Glendale
Butte CCD	Butte
Grossmont CCD	Cuyamaca
MiraCosta CCD	MiraCosta
Palo Verde CCD	Palo Verde
Los Angeles CCD	LA Swest
Allan Hancock CCD	Allan Hancock
Napa CCD	Napa
Gavilan CCD	Gavilan
Citrus CCD	Citrus
Los Angeles CCD	LA City
Pasadena CCD	Pasadena
Palomar CCD	Palomar
South Orange Co CCD	Saddleback
Long Beach CCD	Long Beach

1189  
 1190  
 1191 **B. Regulations Pertaining to Noncredit**  
 1192

1193 Note: Minimum qualifications for counselors and librarians are the same for both credit and  
 1194 noncredit.  
 1195

1196 **§53412. Minimum Qualifications for Instructors of Noncredit Courses.**

1197 Except as provided elsewhere in this article, the minimum qualifications for service as a  
1198 faculty member teaching a noncredit course shall be the same as the minimum qualifications  
1199 for credit instruction in the appropriate discipline, or as follows:

- 1200 (a) For an interdisciplinary noncredit basic skills course, a bachelor's in any social science,  
1201 humanities, mathematics, or natural science discipline or in liberal studies, as  
1202 appropriate for the course.
- 1203 (b) For a noncredit basic skills course in mathematics, a bachelor's in mathematics.
- 1204 (c) For a noncredit basic skills course in reading and/or writing, either: a bachelor's degree in  
1205 English, literature, comparative literature, composition, linguistics, speech, creative  
1206 writing, or journalism; or a bachelor's degree in any discipline and twelve semester units  
1207 of coursework in teaching reading.
- 1208 (d) For a noncredit course in citizenship, a bachelor's degree in any discipline, and six  
1209 semester units in American history and institutions.
- 1210 (e) For a noncredit course in English as a second language (ESL), any one of the following:
  - 1211 (1) A bachelor's degree in teaching English as a second language, or teaching English to  
1212 speakers of other languages.
  - 1213 (2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign  
1214 language, composition, bilingual/bicultural studies, reading, or speech; and a  
1215 certificate in teaching English as a second language, which may be completed  
1216 concurrently during the first year of employment as a noncredit instructor.
  - 1217 (3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and  
1218 one year of experience teaching ESL in an accredited institution; and a certificate in  
1219 teaching English as a second language, which may be completed concurrently during  
1220 the first two years of employment as a noncredit instructor.
  - 1221 (4) Possession of a full-time, clear California Designated Subjects Adult Education  
1222 Teaching Credential authorizing instruction in ESL.
- 1223 (f) For a noncredit course in health and safety, a bachelor's degree in health science, health  
1224 education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those  
1225 subjects, and four years of professional experience related to the subject of the course  
1226 taught.
- 1227 (g) For a noncredit course in home economics, a bachelor's degree in home economics, life  
1228 management, family and consumer studies, dietetics, food management interior design,  
1229 or clothing and textiles; or an associated degree in any of those subjects, and four years  
1230 of professional experience related to the subject of the course taught.
- 1231 (h) For a noncredit course intended for older adults, either pattern (1) or pattern (2)  
1232 following:
  - 1233 (1) A bachelor's degree with a major related to the subject of the course taught, and either  
1234 (A) or (B) below:
    - 1235 (A) Thirty hours or two semester units of course work or class work in understanding the  
1236 needs of the older adult taken at an accredited institution of higher education or  
1237 approved by the district. This requirement may be completed concurrently during the  
1238 first year of employment as a noncredit instructor. (B) One year of professional  
1239 experience working with older adults. (2) An associate degree with a major related to  
1240 the subject of the course taught; and two years of occupational experience related to  
1241 the subject of the course taught; and sixty hours or four semester units of coursework  
1242 or classwork in understanding the needs of the older adult, taken at an accredited

1243 institution of higher education or approved by the district. This last requirement may  
1244 be completed concurrently during the first year of employment as a noncredit  
1245 instructor. (i) For a noncredit course in parent education, a bachelor's degree in child  
1246 development, early childhood education, human development, family and consumer  
1247 studies with a specialization in child development or early childhood education,  
1248 educational psychology with a specialization in child development, elementary  
1249 education, psychology, or family life studies; and two years of professional  
1250 experience in early childhood programs or parenting education. (j) For a short-term  
1251 noncredit vocational course, any one of the following: (1) A bachelor's degree; and  
1252 two years of occupational experience related to the subject of the course taught. (2)  
1253 An associate degree; and six years of occupational experience related to the subject  
1254 of the course taught. (3) Possession of a full-time, clear California Designated  
1255 Subjects Adult Education Teaching Credential authorizing instruction in the subject  
1256 matter. (4) For courses in an occupation for which the district offers or has offered  
1257 apprenticeship instruction, the minimum qualifications for noncredit apprenticeship  
1258 instructors in that occupation, as specified in Section 53413.  
1259

1260 **NOTE:** Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections  
1261 70901(b)(1)(B) and 87356, Education Code.  
1262  
1263

1264 **§53413. Minimum Qualifications for Apprenticeship Instructors.**

- 1265 (a) Until July 1, 1995, the minimum qualifications for service as a community college faculty  
1266 member teaching credit or noncredit apprenticeship courses shall be satisfied by meeting  
1267 both of the following requirements:  
1268 (1) Six years of occupational experience in an apprenticeable trade, including at least two  
1269 years at the journeyman level; and  
1270 (2) Sixty clock hours or four semester units of instruction in materials, methods, and  
1271 evaluation of instruction. This requirement may be satisfied concurrently during the  
1272 first year of employment as an apprenticeship instructor.  
1273 (b) On or after July 1, 1995, the minimum qualifications for service as a community college  
1274 faculty member teaching credit apprenticeship courses shall be satisfied by meeting one  
1275 of the following two requirements:  
1276 (1) Possession of an associate degree, plus four years of occupational experience in the  
1277 subject matter area to be taught; or  
1278 (2) Six years of occupational experience, a journeyman's certificate in the subject matter  
1279 area to be taught, and completion of at least eighteen (18) semester units of degree  
1280 applicable college level course work, in addition to apprenticeship credits.  
1281 (c) On or after July 1, 1995, the minimum qualifications for service as a community college  
1282 faculty member teaching noncredit apprenticeship courses shall be either of the  
1283 following:  
1284 (1) The minimum qualifications for credit apprenticeship instruction as set forth in this  
1285 section, or  
1286 (2) A high school diploma; and six years of occupational experience in the occupation to be  
1287 taught including at least two years at the journeyman level; and sixty clock hours or  
1288 four semester units in materials, methods, and evaluation of instruction. This last

1289 requirement may be satisfied concurrently during the first year of employment as an  
1290 apprenticeship instructor.

1291 **NOTE:** Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections  
1292 70901(b)(1)(B), 87356 and 87357, Education Code.

1293

1294 **§53414. Minimum Qualifications for Disabled Students Programs and Services Employees.**

- 1295 (a) The minimum qualifications for service as a community college counselor of students  
1296 with disabilities shall be satisfied by meeting one of the following requirements;
- 1297 (1) Possession of a master's degree, or equivalent foreign degree, in rehabilitation  
1298 counseling, or
- 1299 (2) Possession of a master's degree, or equivalent foreign degree, in special education, and  
1300 twenty four or more semester units in upper division or graduate level course work in  
1301 counseling, guidance, student personnel, psychology, or social work; or
- 1302 (3) A master's degree in counseling, guidance, student personnel, psychology, career  
1303 development, or social welfare; and either twelve or more semester units in upper  
1304 division or graduate level course work specifically in counseling or rehabilitation of  
1305 individuals with disabilities, or two years of full-time experience, or the equivalent, in  
1306 one or more of the following;
- 1307 (A) Counseling or guidance for students with disabilities; or
- 1308 (B) Counseling and/or guidance in industry, government, public agencies, military or  
1309 private social welfare organizations in which the responsibilities of the position  
1310 were predominantly or exclusively for persons with disabilities.
- 1311 (b) The minimum requirements for service as a community college faculty member teaching  
1312 a credit course in adapted physical education shall be the minimum qualifications for an  
1313 instructor of credit physical education, and fifteen semester units of upper division or  
1314 graduate study in adapted physical education.
- 1315 (c) The minimum requirements for service to work with students with speech and language  
1316 disabilities shall be satisfied by meeting the following requirements:
- 1317 (1) Possession of a master's degree, or equivalent foreign degree, in speech pathology and  
1318 audiology, or in communication disorders; and
- 1319 (2) Licensure or eligibility for licensure as a speech pathologist or audiologist by the  
1320 Medical Board of California.
- 1321 (d) Except as provided in Subsections (a) through (c) above, the minimum requirements for  
1322 service as a community college faculty member to provide credit specialized instruction  
1323 for students with disabilities shall be satisfied by meeting the following requirements:
- 1324 (1) Possession of a master's degree, or equivalent foreign degree, in the category of  
1325 disability, special education, education, psychology, educational psychology, or  
1326 rehabilitation counseling; and
- 1327 (2) Fifteen semester units of upper division or graduate study in the area of disability, to  
1328 include, but not be limited to:
- 1329 (A) Learning disabilities;
- 1330 (B) Developmental disabilities;
- 1331 (C) Deaf and hearing impaired;
- 1332 (D) Physical disabilities; or
- 1333 (E) Adapted computer technology.

- 1334 (e) The minimum qualifications for service as a faculty member to provide noncredit  
1335 specialized instruction for students with disabilities shall be any one of the following:  
1336 (1) The minimum qualifications for providing credit specialized instruction for students  
1337 with disabilities as specified in this section.  
1338 (2) A bachelor's degree with any of the following majors: education of students with  
1339 specific or multiple disabilities; special education; psychology; physical education  
1340 with an emphasis in adaptive physical education; communicative disorders;  
1341 rehabilitation; computer-based education; other computer-related majors which  
1342 include course work on adapted or assistive computer technology for students with  
1343 disabilities; other majors related to providing specialized instruction or services to  
1344 persons with disabilities.  
1345 (3) An associate degree with one of the majors specified in subparagraph (2) above; and  
1346 four years of experience providing specialized instruction or services to persons in the  
1347 disability category or categories being served.  
1348 (4) For noncredit vocational courses, an associate degree or certificate of training; and  
1349 four years of occupational experience related to the subject of the course taught; and  
1350 two years of experience providing specialized instruction or services to persons in the  
1351 disability category being served.

1352 **NOTE:** Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections  
1353 70901(b)(1)(B) and 87356, Education Code  
1354

#### 1355 **§55002. Standards and Criteria for Courses and Classes.** 1356

1357 (c) **Noncredit Course.** A noncredit course is a course which, at a minimum, is recommended by  
1358 the college and/or district curriculum committee (the committee described and established under  
1359 subdivision (a)(1) of this section) and approved by the district governing board as a course  
1360 meeting the needs of enrolled students.

- 1361 (1) **Standards for Approval.** The college and/or district curriculum committee shall  
1362 recommend approval of the course if the course treats subject matter and uses resource  
1363 materials, teaching methods, and standards of attendance and achievement that the  
1364 committee deems appropriate for the enrolled students. In order to be eligible for state  
1365 apportionment, such courses are limited to the categories of instruction listed in  
1366 Education Code section 84757 and must be approved by the Chancellor's Office  
1367 pursuant to section 55150.  
1368 (2) **Course Outline of Record.** The course is described in a course outline of record that  
1369 shall be maintained in the official college files and made available to each instructor.  
1370 The course outline of record shall specify the scope, objectives, contents, instructional  
1371 methodology, and methods of evaluation for determining whether the stated objectives  
1372 have been met.  
1373 (3) **Conduct of Course.** All sections of the course are to be taught by a qualified instructor  
1374 in accordance with the set of objectives and other specifications defined in the course  
1375 outline of record.

1376 **NOTE:** Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901,  
1377 Education Code  
1378

1379 C. Academic Senate Noncredit Resolutions

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**5.04 Full-time Faculty for Noncredit**

Fall 1998

Whereas ten percent of California community colleges' FTES is provided through noncredit courses, and

Whereas there is currently a \$40 million Budget Change Proposal for hiring full-time faculty in credit programs for 1999-2000, and

Whereas there is a plan for the California Community Colleges to continue to request a Budget Change Proposal of \$40 million in each of the next 5 years to hire full-time credit faculty for a total of \$200 million,

Resolved that the Academic Senate request that the Board of Governors include a \$4 million Budget Change Proposal for the fiscal year 1999 - 2000 in the system proposal to fund the hiring of noncredit full-time faculty, and

Resolved that the Academic Senate continue to request a \$4 million Budget Change Proposal for each of the following 4 years for a total of \$20 million directed towards the hiring of full-time noncredit faculty.

**9.05 Noncredit Instruction and Shared Governance**

Fall 1989

Whereas the principle of shared governance means that those who are governed participate in the governance, and

Whereas many noncredit faculty teach, counsel, or provide library services in districts where there is scant provision for their self-representation on professional and academic matters,

Resolved that the Academic Senate for California Community Colleges work with noncredit faculty and local senates to ensure that noncredit faculty are fully represented on local senates.

**9.03 Increasing Full-Time Noncredit Faculty**

Spring 1990

Resolved that the Academic Senate for California Community Colleges support the position that the ratio of full-time faculty in noncredit programs be substantially increased.

**6.01 Program Review**

Spring 1992

1425  
1426 Resolved that the Academic Senate for California Community Colleges direct the  
1427 Executive Committee to develop a model program review policy for consideration at a  
1428 future session, and

1429  
1430 Resolved that the Academic Senate for California Community Colleges direct that the  
1431 following issues, among others, be considered for inclusion within that model: a. Class  
1432 size and its effect on instructional quality; b. The appropriate mix among transfer,  
1433 vocational, basic skills, and noncredit courses; c. Considerations of the quality of  
1434 instruction as well as issues of productivity; d. Facilities considerations; e. Connecting  
1435 the outcomes of program review with the college and district budgets; f. Contribution to  
1436 the community based on student success in job placement.

1437  
1438 **6.01 Noncredit Curricular Standards**

1439 Fall 1993

1440  
1441 Whereas AB 1725 recognizes the noncredit programs as part of the mission and goals of  
1442 the California Community Colleges, and

1443  
1444 Whereas while the course offerings to the noncredit student do differ, they often parallel  
1445 the college's credit offerings, and

1446  
1447 Whereas it is in the best interest of the student, the college, and the State of California to  
1448 assure that the noncredit courses include consideration of Title 5 standards of integrity  
1449 and success, and

1450  
1451 Whereas presently Title 5 language, Section 55002 is not specific and leaves doubt that it  
1452 includes noncredit courses,

1453  
1454 Resolved that the Academic Senate for California Community Colleges reaffirm its  
1455 position that noncredit programs are appropriately placed in the community college  
1456 system and are an integral and important part of the mission, and

1457  
1458 Resolved that the Academic Senate for California Community Colleges affirm that AB  
1459 1725 recognition of faculty's responsibility for curricular development and Title S's  
1460 educational standards such as faculty-student interaction, integrity in student assessment,  
1461 critical thinking and writing standards also applies to noncredit course offerings as well  
1462 as to credit courses, and

1463  
1464 Resolved that the Academic Senate for California Community Colleges encourage local  
1465 senates, where noncredit programs exist, to ensure the intent of AB 1725 by including  
1466 noncredit faculty and courses in the local curriculum process.

1467  
1468 **17.04 Data Collection of Noncredit Students**

1469 Spring 1994

1470

1471 Whereas data on noncredit students and on student services for noncredit students are not  
1472 being collected statewide, and

1473  
1474 Whereas noncredit programs are serving a growing population in our state, and

1475  
1476 Whereas noncredit students in many districts have historically been excluded from  
1477 student service programs which improve successful matriculation to further educational  
1478 pursuits,

1479  
1480 Resolved that the Academic Senate request the Chancellor's Office to include noncredit  
1481 students and faculty in all data which is collected regarding student services, and

1482  
1483 Resolved that the Academic Senate ask the Chancellor's Office to revise their forms to  
1484 include data on noncredit students in the nine apportionment program categories to  
1485 facilitate the movement of students from noncredit to credit courses,

1486  
1487 Resolved that the Academic Senate recommend to the Chancellor's Office that when  
1488 plans vital to the success and access of students are proposed (such as the Student Equity  
1489 Plan) and when major sources of funding for student services are proposed (such as  
1490 matriculation funds) these plans and funding apply to noncredit students as well.

1491 **17.05 Noncredit Student Services**

1492 Spring 1994

1493  
1494 Resolved that the Academic Senate reaffirm Resolution 6.01 (F93) which states the  
1495 importance of the noncredit programs within the California Community Colleges, and

1496  
1497 Resolved that the Academic Senate direct the Executive Committee to prepare a paper on  
1498 student services available to noncredit students within the community colleges, and

1499  
1500 Resolved that the Academic Senate direct the Executive Committee to include in the  
1501 paper, a report on the progress made addressing the matriculation issues asked for by the  
1502 adoption of Resolution 10.01 (F91).

1503 **8.02 Role of Counseling Faculty in Noncredit Programs**

1504 Fall 1994

1505  
1506 Resolved that the Academic Senate for California Community Colleges urge local  
1507 senates that when the role (knowledge. competencies. skills) of counseling faculty in the  
1508 California community college system is referred to or discussed, that role is inclusive of  
1509 counseling faculty in noncredit programs.

1510  
1511 **19.04 75:25 Survey**

1512 Fall 1994

1513  
1514 Whereas the spirit of 75:25 full-time/part-time faculty ratio for credit instruction goal

1515 implied district support for a core of full-time faculty, and

1516

1517 Whereas the full-time/part-time noncredit ratio of instruction throughout the state is  
1518 currently not known,

1519

1520 Resolved that the Academic Senate for California Community Colleges direct the  
1521 Executive Committee to initiate a survey of current full-time/part-time faculty ratios, both  
1522 credit and noncredit of each community college, including division and departments, and  
1523 the results be presented at a future session.

1524

### **5.01 Noncredit Funding**

1525 Fall 1997

1526 Whereas California community colleges are facing a funding problem that affects our  
1527 instructional programs in noncredit and impacts our students every day, and

1528

1529 Whereas the current noncredit FTES allocation of \$1,786 is inadequate to address the  
1530 needs of noncredit students, and

1531

1532 Whereas the current ADA allocation for adult education is \$1,924, and

1533

1534 Whereas there is currently an opportunity to solve this problem in the Governor's budget  
1535 for next year,

1536

1537 Resolved that the Academic Senate urge the Governor and the legislature to increase  
1538 California Community Colleges' noncredit FTES funding rate to equal adult education in  
1539 order to meet the educational needs of noncredit students.

1540

### **9.12 Noncredit Courses, Programs, and Awards**

1541 Fall 1997

1542

1543 Whereas all noncredit courses must currently be approved by the Chancellor's Office in  
1544 addition to the local review and approval process, and

1545

1546 Whereas no Title 5 Regulation provisions currently exist to establish noncredit programs,  
1547 and

1548

1549 Whereas the importance of serving students through noncredit programs has been  
1550 growing in addressing the educational needs of California Work for Opportunity and  
1551 Responsibility for Kids (CalWORKs) recipients, the immigrant population, and many  
1552 others,

1553

1554 Resolved that the Academic Senate urge the Board of Governors to authorize that  
1555 noncredit courses and programs be reviewed and approved following the local curriculum  
1556 process and without the need for the Chancellor's Office approval.

1557

1558

1559 **18.01 Noncredit Matriculation**

1560 Fall 1997

1561

1562 Whereas the Legislature has appropriated \$10 million for noncredit matriculation for  
1563 1997-98, and the Chancellor's Office has asked for another\$12 million for 1998-99, and

1564

1565 Whereas such appropriations represent the first time that noncredit matriculation has been  
1566 funded and, indeed, the 1997-98 funding was not based on a proposal by the community  
1567 college system and thus no plans exist for its expenditure, and

1568

1569 Whereas the Academic Senate has long been committed to matriculation services and  
1570 quality noncredit programs,

1571

1572 Resolved that the Academic Senate request of the Chancellor's Office full participation  
1573 by the Academic Senate in the development of the noncredit matriculation program and  
1574 funding guidelines, and

1575

1576 Resolved that the Academic Senate urge the Board of Governors to modify its 1998-99  
1577 noncredit matriculation budget change proposal (BCP) from a 1:3 state: district match to  
1578 a1:1 match in line with the 1997-98 legislative budget language, and

1579

1580 Resolved that the Academic Senate urge the Board of Governors to include in its  
1581 requirements for expenditure of noncredit matriculation funds that districts be prohibited  
1582 from supplanting existing funds and be required to report how both the state  
1583 appropriation and district match are spent, and

1584

1585 Resolved that the Academic Senate urge the Board of Governors to include a requirement  
1586 for adequate support of counseling faculty positions, of which 75% should be full-time,  
1587 in the requirements for district noncredit matriculation programs.

1588 **5.02 Increase in Noncredit Funding**

1589 Fall 2004

1590

1591 Whereas, There currently exists a funding disparity between noncredit and credit funding,  
1592 as the current rate of apportionment funding for noncredit is approximately 56% of the  
1593 credit rate and does not provide adequate funding for program elements that are critical to  
1594 the success of noncredit students, such as full-time faculty, general support costs, office  
1595 hours, libraries, learning resources centers, and tutors;

1596

1597 Resolved, That the Academic Senate for the California Community Colleges support  
1598 efforts to remedy the disparity between non-credit and credit funding without taking  
1599 away from the current level of credit funding.

1600

1601 **5.02 Concerns about Unequal Funding**

1602 Spring 2006

1603

1604 Whereas, Both credit and noncredit programs and courses play a crucial role in offering a  
1605 full spectrum of educational opportunities to address the needs of a state population that is  
1606 diverse, aging, under-prepared, under-educated, and under-employed;

1607  
1608 Whereas, Although the Academic Senate for California Community Colleges supports  
1609 efforts to remedy the disparity in funding between credit and noncredit courses and  
1610 programs (5.02 F04) and recognizes that increasing noncredit funding to parity may need  
1611 to be done in steps, the unequal noncredit funding proposal incorporated into SB361 may  
1612 have an adverse effect on lower-funded noncredit program areas by reducing support for  
1613 those areas, thereby reducing the diversity of programs and courses needed by current and  
1614 future populations; and

1615  
1616 Whereas, The proposed inequality of funding within noncredit sets a troubling precedent  
1617 for further divisions of funding among our educational systems;

1618  
1619 Resolved, That the Academic Senate for California Community Colleges affirm that both  
1620 credit and noncredit students need comprehensive, diverse, wide-reaching, and accessible  
1621 educational programs and courses in order to meet the needs of a current and future  
1622 student population that is increasingly diverse, aging, under-prepared, under-employed,  
1623 and under-educated; and

1624  
1625 Resolved, That the Academic Senate for California Community Colleges communicate its  
1626 philosophical concern to appropriate government bodies (such as the Board of Governors,  
1627 Consultation Council, the Legislature, etc.) about the potential adverse effects of unequal  
1628 funding within and between credit and noncredit courses and programs on student access,  
1629 student educational needs fulfillment, and student educational opportunities.