

NONCREDIT CURRICULUM GUIDE

SANTA BARBARA CITY COLLEGE

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In collaboration with SBCC Academic Senate

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I. Purpose of the Document

The purpose of this document is to provide a clear understanding of noncredit curriculum and to address the most commonly asked questions as between credit and noncredit. This document may serve to inform parameters of noncredit curriculum development and provide distinction between noncredit and credit curriculum. This document also answers questions about structure, roles and responsibilities of stakeholders, and provide process guidance.

Much of the source of this document, especially when defining subject areas, is drawn word-for-word directly from the *Program and Course Approval Handbook, 6th Edition, (PCAH)*, offered by the California Community Colleges Chancellor's Office. (Quotations from the PCAH, 6th edition, are in italics, and citations to the page are shown in parentheses). Salient areas from PCAH are included below. For more information, please read the entire PART III: NONCREDIT CURRICULUM starting on page 90.

II. History of Noncredit Curriculum

Noncredit instruction evolved from the first adult school in California in 1865 with the first evening classes sponsored by San Francisco public schools. After World War I, a national concern over the growth of immigrants arose and "Americanization" committees were formed throughout California. From the committee work in Santa Barbara (led by Pearl Chase), classes in English and Citizenship were established, and 81 students attended the first Santa Barbara Continuing Education class on April 1, 1918.

III. Who Noncredit Instruction Serves

Noncredit instruction in the California Community Colleges is an important contributor to open access for students with diverse backgrounds. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction and the workforce. Noncredit instruction is especially important for students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and for those who are not native English speakers, among others. (PCAH, p. 91).

IV. What Are the Noncredit Instruction Opportunities?

Noncredit instruction is one of several educational options offered within the California Community College System. It offers students access to a variety of low and no cost courses including a focus on elementary and secondary basic skills, English as a second language, citizenship and workforce preparation, programs for adults with disabilities, short-term career technical education (CTE), parenting, older adult needs, health and safety and home economics. (PCAH, p. 91). The School of Extended Learning offers (and intends to offer) tuition-free noncredit programs in all allowable areas supported by the State.

V. Benefits to Students

The benefits of noncredit curriculum for California Community College students are many.

- *Noncredit courses are **free** and provide options for students who do not qualify for financial aid.*
- *Noncredit courses **focus on skill attainment**, not grades or units.*
- *They are **repeatable** and not affected by the 30 unit basic skills limitation. Noncredit courses can provide **flexible scheduling and can be open entry/open exit** for students who are working and managing college at the same time.*
- *Noncredit courses are **accessible to nearly all students** and serve as **elementary level skill building** courses leading to pre-collegiate curriculum.*
- *Noncredit course can also serve as a **bridge to other educational/career pathways**. They provide **preparation, practice, and certification** in career and technical education.*
- *Noncredit course may also be a **point of entry into college-level courses** for students who are not yet ready to enroll in a credit program. (PCAH, p. 91, emphasis added).*

VI. Noncredit Curriculum Process Similar to Credit

Noncredit curriculum process is similar to that of the credit curriculum process. SBCC has a local process overseen by the Academic Senate, and, if offered for State apportionment, the State Chancellor's office must approve the course, and any connected program. The California Education Code provides allowable noncredit categories and criteria for the data elements. (PCAH, p. 100). These required data elements are what drives the curriculum templates in SBCC's local curriculum development system (currently Curricunet/Meta).

VII. Noncredit Categories

Noncredit courses are classified into ten legislated instructional areas. The placement of a course in a given instructional area is driven by the course objectives and the target population. (PCAH, p. 101). These areas are:

1. *English as a Second Language*
2. *Immigrant*
3. *Elementary and Secondary Basic Skills*
4. *Health and Safety*
5. *Substantial Disabilities*
6. *Parenting*
7. *Home Economics*
8. *Course for Older Adults*
9. *Short-term Vocational Programs*
10. *Workforce Preparation*

In addition to these ten eligible areas, Title 5 authorizes community colleges to claim apportionment for **supervised tutoring and learning assistance** under noncredit. (PCAH, p. 103). Apportionment for supplemental learning assistance may be claimed for both credit and noncredit supplemental courses, as long as the credit supplemental course corresponds to a “parent” credit course, and likewise a noncredit supplemental course must be paired in support of a “parent” noncredit course. Under limited circumstances (in ESL or basic skills, or occupational courses, for example) colleges can offer noncredit supplemental learning assistance courses in support of (and paired with) credit courses. (PCAH, p. 103).

VIII. School of Extended Learning Curriculum Commitment

The School of Extended Learning supports the development of curriculum intended primarily for the adult community and commits to collaborating with its credit counterpart or partner. Table 8.A describes the curriculum principles and guidelines integral to the School of Extended Learning. This Table is largely informed by PCAH in the legislated instructional areas.

TABLE 8.A: CURRICULUM GUIDANCE

NONCREDIT SUBJECT AREA	TARGET POPULATION	COURSE OBJECTIVES
<i>English as a Second Language (ESL) (See PCAH, p. 101)</i>	<i>ESL courses provide instruction in the English language to adult, non-native</i>	<i>ESL courses include, but are not limited to,</i> <ul style="list-style-type: none"> ● <i>skills or competencies needed to live in society;</i>

	<p><i>speakers with varied academic, career technical, and personal goals.</i></p>	<ul style="list-style-type: none"> ● <i>skills and competencies needed to succeed in an academic program;</i> ● <i>preparation for students to enter career and technical programs at community colleges;</i> ● <i>programs focusing on skills parents need to help their children learn to read and succeed in society;</i> ● <i>skills needed to fully participate in the United States civic society or to fulfill naturalization requirements;</i> ● <i>ESL-based skills and competencies in computer software, hardware, and other digital information resources;</i> ● <i>functional language skills;</i> ● <i>Noncredit ESL at SBCC is primarily focused on elementary and secondary skills level</i>
<p><i>Immigrant courses are offered at SBCC in the Noncredit ESL Program. (See PCAH, p. 101)</i></p>	<p><i>Immigrant courses are designed for immigrants eligible for educational services in citizenship, ESL and workforce preparation.</i></p>	<p><i>Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act. Courses focus on:</i></p> <ul style="list-style-type: none"> ● <i>basic skills of speaking, listening, reading, writing,</i>

		<p><i>mathematics;</i></p> <ul style="list-style-type: none"> • <i>decision-making and problem solving skills;</i> • <i>other classes required for preparation to participate in job-specific technical writing</i>
<p><i>Elementary and Secondary Basic Skills</i> (See PCAH, p. 101)</p>	<p><i>Individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. At SBCC, the Adult High School/GED program is primarily focuses on adult students seeking a high school diploma or GED.</i></p>	<ul style="list-style-type: none"> • <i>Course include basic skills academic courses in reading, mathematics, and language arts.</i> • <i>Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade.</i> • <i>Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma.</i>
<p><i>Health and Safety</i> (See PCAH, p. 101)</p>	<p><i>Adult lifelong learners, individuals, families, and communities.</i></p>	<ul style="list-style-type: none"> • <i>Courses focus on lifelong education to promote health, safety and the well-being of individuals, families, and communities.</i> • <i>Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public</i>

		welfare and health organizations.
<i>Substantial Disabilities</i> (See PCAH, p. 102)	Students with disabilities. A student with a disability is a person who has a verified disability which limits one or more major life activities	<p><i>Courses are designed to provide individuals:</i></p> <ul style="list-style-type: none"> ● <i>life-skill proficiencies essential to the fulfillment of academic, career technical and personal goals</i>
<i>Parenting</i> (See PCAH, p, 102)	Adult lifelong learners. <i>Parenting includes courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life.</i>	<p><i>Instructional areas may include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> ● <i>ages and stages of child growth and development;</i> ● <i>family systems;</i> ● <i>health, nutrition and safety;</i> ● <i>family resources and roles;</i> ● <i>family literacy;</i> ● <i>fostering and assisting with children's education;</i> ● <i>guiding and supporting children;</i> ● <i>court-ordered parenting education</i>
<i>Home Economics</i> (See PCAH, p. 102)	Adult lifelong learners. Home Economics (or Family and Consumer Sciences) includes courses and programs designed to offer lifelong education to	<i>This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of</i>

	<i>enhance the quality of home, family, and career and community life.</i>	<i>homemaking. The focus of the categories of coursework includes but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design, and merchandising, life management, nutrition and foods, and hospitality and culinary arts.</i>
<i>Courses for Older Adults (See PCAH, p. 103)</i>	<i>Courses designed for Adults aged 55 and over.</i>	<i>Courses for Older Adults offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to:</i> <ul style="list-style-type: none"> ● <i>health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities;</i> ● <i>consumer resources, self management and entitlement;</i> ● <i>creative expression and communication;</i> <i>or</i> ● <i>family, community and global involvement.</i>
<i>Short-term Vocational Programs (See PCAH,</i>	<i>Designed for students seeking</i>	<i>Short-term vocational programs should be</i>

<p>p. 103)</p>	<p>employment in a specific vocation. <i>Short-term vocational programs are designed for high employment potential that lead to a career-technical objective, or a certificate or award directly relation to employment.</i></p>	<p><i>designed to:</i></p> <ul style="list-style-type: none"> ● <i>improve employability;</i> ● <i>provide job placement opportunities; or</i> ● <i>prepare students for college-level coursework or transfer to a four-year degree program.</i> <p><i>They should also be mission appropriate, meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years.</i></p>
<p><i>Workforce Preparation</i> (See PCAH, p. 103)</p>	<p>Intended for adult students wanting to increase employability skills or advance in an existing job or career.</p>	<p><i>Workforce Preparation courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem solving skills that are necessary to participate in specific technical training.</i></p> <p>The Career Skills Institute at SBCC provides workforce preparation instruction focused on granular employability skills relating to business, design, or technology.</p>

IX. Noncredit Subject Codes for SBCC Local Curriculum & Scheduling System

Subject codes assigned to noncredit courses and programs as they migrate through the curriculum process are aligned with the ten allowable areas. These subject codes allow the development of new noncredit curriculum to be easily categorized into these allowable areas. (See attached Noncredit Subject Codes). Using noncredit subject codes that are aligned with the allowable areas help to avoid confusion with credit courses and programs.

X. There Are No Repeatability Limitations

There are no specific limitations on noncredit course repetition. Noncredit repetition and multiple enrollments are defined as follows: (PCAH, page 112)

- Repetition in noncredit courses: the student has completed the maximum number of hours for the course and re-enrolls and repeats the same course content.
- Re-enrollment in noncredit courses: a student has completed fewer than the maximum number of hours required for the course and re-enrolls in the same course during another term. The student then proceeds in the course and completes subsequent content or another portion of all of the required hours for the course.
- Multiple enrollments in noncredit courses: a student enrolls in more than one section of the same course during the same term.
- Completion of noncredit courses: a student has participated in the course for the total number of hours specified on the course outline. The hours required for a noncredit course completion may be accumulation in one section during one term, over multiple terms or by enrolling in multiple sections during a single term or terms.

XI. Attendance Reporting Required for Apportionment

Attendance reporting is required for the institution to calculate its apportionment. Attendance reporting is based on contact hours. *Contact hours of enrollment in noncredit courses... shall be based upon the count of students present at each course meeting.* (PCAH, p. 113). The School of Extended Learning provides an attendance reporting sheet to each instructor. Students must sign-in using the attendance reporting sheet. Instructors report attendance at the end of each week through the college online "positive attendance" system. In some cases, such as Adult High School, a swipe attendance system is required.

XII. Enhanced Funding

Programs with required courses classified as “Career Development and College Preparation” (CDCP) prepare students for employment or to be successful in college level-credit coursework. Allowable CDCP areas include elementary and secondary basic skills, workforce preparation, short-term vocational program, and English as a Second Language (including vocational ESL). Courses can be linked together to culminate in one of the following program awards:

- Certificate of Competency
- Certificate of Completion
- High School Diploma

Once a program is approved by the Chancellor’s Office, it will be eligible for enhanced funding. (PCAH, p. 119). Enhanced funding courses have a higher payout category for contact hours and are beneficial to the college.

XIII. Role of Credit Faculty in Noncredit Programs

A. Definition of “Impacted” and “Corresponding” Credit Department

- A **corresponding** credit department is defined as a credit department that has a direct correlation to the noncredit subject area and its corresponding noncredit discipline. (Please see Table 4.a. below).
- An **impacted** credit department is defined as one that does not have a direct correlation to the noncredit subject area or discipline, but the subject matter of the department is included as content in a noncredit course.
- Since the “impacted” or “corresponding” designation can change over time, depending on the associated noncredit curriculum and circumstances, associated credit faculty chairs are consulted by Extended Learning leadership as to their preferred role on a case-by-case basis.
- Any credit department that brings forth noncredit curriculum or programs is considered a “corresponding” department by default.

B. Development and Modification of Curriculum. In accordance with Board Policy (BP 4020), *programs and curricula of the District shall be of high quality, be consistent with the mission of the institution and the California Community Colleges and satisfy the conditions set forth in the Title 5*

regulations. The faculty and the Academic Senate have primacy in curricular matters, and the Academic Senate delegates review and approval of curriculum to the Curriculum Advisory Committee (CAC). Therefore, through the CAC process, credit faculty play a critical role, along with noncredit faculty, in the development and modification of curriculum. The established practice of CAC for noncredit curriculum development and modification is that the role of the corresponding credit Department Chair provides review and opinion to assist the CAC in determining whether the curriculum content is appropriate for the course objectives and student learning outcomes. The role of the impacted Department Chair is to consult with the Credit Liaison as defined below.

- C. Hiring Noncredit Faculty and Scheduling. In accordance with historical and current practice, credit faculty are *not* responsible for hiring noncredit faculty or scheduling noncredit courses. The School of Extended Learning managers direct and control the hiring and work collaboratively with Human Resources (and the Equivalency Committee) to ensure noncredit instructors meet required minimum qualifications as promulgated by the State Chancellor's Office. In addition, Extended Learning program managers direct and oversee the scheduling of noncredit courses and programs. In cases where credit and noncredit courses are co-enrolled, or in supervised tutoring or learning assistance courses, the corresponding Credit Department Chair may control hiring of faculty and scheduling.
- D. Noncredit Faculty Evaluations. Administrative Procedure (AP 7151) governs the faculty evaluation process. Currently, the evaluation of noncredit faculty is under the purview of full-time credit faculty. The college is required to address the noncredit evaluation mechanism and the administration is working to resolve the issues.
- E. Credit Liaison to Noncredit Defined. The Credit Liaison to Noncredit is a temporary part-time stipended position served by a full-time credit faculty member and is designated for the first year jointly by the Executive Vice President of Educational Programs and the Vice President of the School of Extended Learning. (If it is determined that there is an ongoing need for the Liaison position, Extended Learning will follow the Program Review and Nonteaching Compensation Committee process). This Liaison serves as Department Chair in all CAC processes and workflow when there is no corresponding credit department. This Liaison is committed to:

- a. Attending noncredit professional development opportunities at the State level;
- b. Promoting an understanding of allowable noncredit curriculum and its audience;
- c. Providing the necessary training to noncredit and credit faculty regarding noncredit curriculum in order to reach the noncredit goals of the institution;
- d. Ensuring impacted credit department chairs are informed and consulted on curriculum development.
- e. Reporting the results and goal completion of the liaison assignment to Academic Senate first in Fall, 2018, and if continued, annually thereafter.

XIV. Curriculum Development Process and Workflow

A. Development of New Noncredit Courses and Programs and Modifications

1. All new noncredit courses and programs, and modifications, are subject to existing college approval policies and procedures. The School of Extended Learning is committed to developing and maximizing noncredit courses and programs in all allowable noncredit areas as promulgated by the State.
2. In addition to the existing college process, new noncredit courses and programs and modifications shall be vetted with an impacted or corresponding credit department chair. The goal is to have a collaborative discussion, and move forward in a mutually agreeable manner as between the Executive Vice President of Educational Programs, the Vice President of the School of Extended Learning, and the impacted credit Department Chair, the Credit Liaison, and the noncredit Faculty Lead. These collaborative discussions may be initiated and led either by the Vice President of the School of Extended Learning (or designee), or the Credit Liaison.
3. The CAC Curriculum (Curricunet/Meta) Workflow as recommended and approved by CAC is as follows:
 - a. Level 1: Faculty Originator
 - b. Level 2: Department Chair and Vice President for School of Extended Learning (both are approvers at the same level)
 - c. Level 3: Publication Editor
 - d. Level 4: Division CAC Representative

- e. Level 5: SLO Chair, Distance Education (if applicable), Department Chair (review), Vice President for School of Extended Learning (review), and Division Dean (review)
 - f. Level 6: CAC Review and Hearing
 - g. Level 7: Executive Vice President
 - h. Level 8: Board of Trustees
 - i. Level 9: Chancellor's Office
4. In accordance with paragraph XIII.A.c., the Credit Liaison to Noncredit (a full-time credit faculty member designated jointly by the Executive Vice President of Educational Programs and the Vice President of the School of Extended Learning) shall serve as Department Chair in the curriculum workflow when there is no corresponding credit department. In cases where there is no corresponding credit Department Chair, the designated Credit Liaison serves as credit Department Chair in the workflow, and works collaboratively with any impacted credit chairs and noncredit faculty liaisons to resolve any curriculum issues. The following table suggests corresponding credit departments to noncredit subject areas and where there may be no corresponding department:

TABLE 4.a.

Noncredit Subject Area	Impacted Department Examples	Corresponding Credit Department	Responsible Party for Curriculum Approval Workflow
ESL		ESL	Credit Department Chair
Immigrant		ESL	Credit Department Chair
Elementary and Secondary Basic Skills (Adult High School/GED Program)	English Skills, Math Skills	None	Credit Liaison

Health and Safety		Health Education	Credit Department Chair
Substantial Disabilities		DSPS	Credit Department Chair
Parenting	ECE	Full-time Noncredit Faculty Member	Full-time Noncredit Faculty Member
Home Economics		None	Credit Liaison
Courses for Older Adults		Art, English, Music, Psychology, Theatre Arts, Health Education, Others	Credit Liaison
Short-Term Vocational	Health, Culinary Arts, Environmental Horticulture	Construction Technology	See Subject Codes
Workforce Preparation	Professional Development Studies	Accounting, Computer Applications, Computer Information Systems, Computer Network Engineering, Drafting/CAD, Graphic Design and Photography, Library, Multimedia Arts and Technologies, Marketing, Personal Development, Photography	See Subject Codes

5. Collaborative Commitment to Impacted Credit Departments
 - a. When the subject matter of a course addresses subject matter of an existing credit department that is not considered a corresponding department, the Vice President of Extended Learning (or representative) and the Credit Liaison shall inform the impacted department Chair, and work collaboratively with the impacted Chair to resolve any potential curriculum issues prior to the CAC workflow process.
6. Time is of the Essence in Noncredit Workflow
 - a. Noncredit programs shall be responsive to the needs of the workforce and community. The CAC shall ensure and support a timely and efficient approval process sensitive to the needs of our adult population.

B. Curricunet/Meta System Entry for Approved Historical Noncredit Courses and Programs

There are many historical noncredit courses and programs that were submitted to the State for approval as hard copies. It wasn't until 2014 that Curricunet became available for noncredit. There are several courses and programs yet to be entered into Curricunet but are actively offered. There is an ongoing effort to enter existing approved courses and programs. Occasionally, these courses and programs will appear in the Curricunet queue for processing but are not subject to the approved curriculum workflow because this is a data entry item without any course modifications. Any of these courses approved by the State can be offered in the normal course of the noncredit scheduling process. These courses and programs are, however, subject to normal refreshment requirements.

XV. Compensation to Credit and Noncredit Faculty for Curriculum Workflow and Evaluation Responsibilities

In general, compensation for work related to the curriculum workflow and evaluations is calculated in accordance with the negotiated compensation provisions of the Faculty Association contract and incorporated into the Department Chair stipend calculation where appropriate. Department Chair workload factors as promulgated by the Nonteaching Compensation Committee (NTCC) can be modified for departments significantly impacted by increased noncredit workload through the normal program review process. The Credit Liaison shall receive a stipend accordingly and is negotiated commensurate with additional workload. During the School of Extended

Learning “migration” project, there could be particular departments impacted in such a way that may require additional stipended work, to be negotiated between the faculty department chair and the Executive Vice President of Educational Programs.

XVI. Annual Review and Updates

This document resides on the web site of the Executive Vice President of Educational Programs and is intended to be reviewed and updated annually to reflect changes to the School of Extended Learning, legislature, and local practice.