

NONCREDIT CURRICULUM GUIDE

SANTA BARBARA CITY COLLEGE

Developed by the SBCC School of Extended Learning
In collaboration with SBCC Academic Senate

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Current version approved by CAC 4-5-21
and by Academic Senate 4/28/2021
(See section XVII for summary of reviews and approvals)*



I. Purpose of the Document

The purpose of this document is to provide guidance for the faculty role in the development and review of noncredit curriculum. This document serves 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 provides process guidance.

The *Program and Course Approval Handbook*, 7th Edition, (PCAH), is the primary source document from the California Community Colleges Chancellor's Office. (Quotations from the PCAH, 7th 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 Part III: Noncredit Curriculum section starting on page 97.

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 immigration 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. On September 9, 2018, the School of Extended Learning hosted the centennial celebration of adult education in Santa Barbara, and planted an olive tree at Wake Campus in dedication to our community.

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. 101).

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. 101). The School of Extended Learning offers 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 courses can also serve as a **bridge to other educational/career pathways**. They provide **preparation, practice, and certification** in career and technical education.*
- *Noncredit courses 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. 101, emphasis and bullets added).*

VI. Noncredit Curriculum Process Similar to Credit

The 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. 109). These required data elements are what drives the curriculum templates in SBCC's local curriculum development system (currently CurriQnet/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. 111). These areas are:

1. *English as a Second Language*
2. *Immigrant Courses*
3. *Elementary and Secondary Basic Skills*
4. *Health and Safety*
5. *Substantial Disabilities*
6. *Parenting*
7. *Home Economics*
8. *Courses 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. 115). 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. 115).

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
<p><i>English as a Second Language (ESL) (See PCAH, p. 111)</i></p>	<p><i>ESL courses provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals.</i></p>	<p><i>ESL courses include, but are not limited to,</i></p> <ul style="list-style-type: none"> ● <i>skills or competencies needed to live in society;</i> ● <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; and</i> ● <i>functional language skills;</i> ● <i>Noncredit ESL at SBCC is primarily focused on elementary and secondary skills levels</i>

<p><i>Immigrant</i> courses are offered at SBCC in the Noncredit ESL Program. (See PCAH, p. 112)</p>	<p><i>Immigrant</i> courses are designed for immigrants eligible for educational services in citizenship, ESL and workforce preparation.</p>	<p><i>Instructional</i> courses and programs should support the intent of the Immigrant Workforce Preparation Act. Courses focus on:</p> <ul style="list-style-type: none"> ● <i>basic skills of speaking, listening, reading, writing, mathematics;</i> ● <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. 112)</p>	<p><i>Basic skills</i> courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. At SBCC, the Adult High School/GED program is primarily focused on adult students seeking a high school diploma or GED certificate.</p>	<ul style="list-style-type: none"> ● <i>Courses 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 (See PCAH, p. 112)</i></p>	<p>Adult lifelong learners, individuals, families, and communities.</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 welfare and health organizations.</i>
<p><i>Substantial Disabilities (See PCAH, p. 112-113)</i></p>	<p>Students with disabilities. <i>A student with a disability is a person who has a verified disability which limits one or more major life activities.</i></p>	<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>

<p><i>Parenting (See PCAH, p, 113)</i></p>	<p>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>	<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>
<p><i>Home Economics (See PCAH, p. 113)</i></p>	<p>Adult lifelong learners. Home Economics (or Family and Consumer Sciences) <i>includes courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life.</i></p>	<p><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 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></p>

<p><i>Courses for Older Adults</i> (See PCAH, p. 114)</p>	<p>Courses at SBCC are designed for Adults aged 55 and over.</p>	<p><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></p> <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; or</i> ● <i>family, community and global involvement.</i>
<p><i>Short-term Vocational Programs</i> (See PCAH, p. 114)</p>	<p>Designed for students seeking employment in a specific vocation. <i>Short-term vocational programs are designed for high employment potential that leads to a career-technical objective, or a certificate or award</i></p>	<p><i>Short-term vocational programs should be 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</i></p>

	<i>directly related to employment.</i>	<i>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> The Career Skills Institute at SBCC includes vocational courses and programs.
<i>Workforce Preparation</i> (See PCAH, p. 114-115)	Intended for adult students interested in increasing employability skills or advancing in an existing job or career.	<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> The Career Skills Institute at SBCC provides workforce preparation instruction focused on granular employability skills relating to business, design, or technology.

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. Using noncredit subject codes that are aligned with the allowable areas helps 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, p.123)

- 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 accumulated 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. 125). The School of Extended Learning provides an attendance reporting sheet to each instructor. Students must either sign-in using the attendance reporting sheet, or the instructor may record attendance. Instructors report attendance at the end of each week through the college online “positive attendance” system. In some cases with open entry/open exit format, such as Adult High School, a card swipe attendance system is required. (See paragraph XVI for noncredit distance education attendance reporting process).

XII. Funding

A. Enhanced Funded Courses

Programs with 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 is eligible for enhanced funding. Enhanced funding courses have a higher rate per FTES which is beneficial to the college (e.g., \$5,635 per FTES for enhanced courses).

B. Non-Enhanced Funded Courses

All other programs and courses are funded at a lower rate per FTES (e.g., \$3,457 per FTES for non enhanced courses). For example, courses for Older Adults, Home Economics, and Health & Safety. Courses can be linked together to culminate in a local noncredit Skills Competency Award.

XIII. Role of Credit Faculty in Noncredit Programs

A. Noncredit Faculty Agreement

- a. In 2018, the District and Noncredit Faculty updated its Meet and Confer Agreement. This agreement affirmed noncredit faculty's right to create curriculum, and created a peer-to-peer evaluation process, eliminating the credit faculty obligation for noncredit faculty evaluations.

B. School of Extended Learning Program Review

- a. In 2018, the college created program review portals for the School of Extended Learning. The credit responsibility for program review of noncredit programs is eliminated.

C. 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 related 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.

D. Noncredit Curriculum Development

There are currently five scenarios in which courses and programs are actively developed in the noncredit area:

- (1) Noncredit courses originated by noncredit faculty unrelated to any credit department (e.g., AHS/GED and Home Economics) are submitted directly through CurriQnet to CAC without a credit department chair in the workflow. In these cases, the Noncredit CAC Representative or the Credit Liaison provides review and opinion in the curriculum development workflow.
- (2) Noncredit courses originated by noncredit faculty that are related to a credit department are submitted through CurriQnet and to CAC with the credit department chair in the work flow at Step 3 for “review and opinion” (e.g. short term vocational and ESL). The credit department chair provides review and opinion and advances the curriculum to the next workflow level. There is no “Hold for Changes” option. There is one curriculum development tool (CurriQnet) for review and opinion of noncredit curriculum and occurs through this system for official collaboration and documentation.
- (3) Grant or categorically funded new course initiatives that require curriculum development in the Career Skills Institute area. Here, if there is a related department, the chair of the related credit department is given the first right of refusal to develop courses and programs with an approved stipend. (E.g., Career Skills Institute creating noncredit courses and programs in Accounting, Computer Applications, and Computer Information Systems.)

(4) Noncredit courses originated by the credit faculty that must fit within the ten categories allowed by the State and in collaboration with the School of Extended Learning and the credit area dean. (e.g., AB705 initiatives in ENG and MATH, or older adult courses in MUS). For credit departments that are developing their own support courses or mirrored/co-enrolled courses, they shall first consult with the Extended Learning Vice President to obtain an assigned Extended Learning manager for assistance with the noncredit process and system components. The credit department shall develop the noncredit curriculum, schedule the courses, hire faculty into the noncredit system, and control those noncredit courses.

(5) Noncredit **programs**, which are originated by faculty, are under the purview of the School of Extended Learning. Programs are submitted directly through CurriQnet to CAC without a credit department chair in the workflow, as described in the noncredit program workflow in section XIV, A, 4 below; the Noncredit CAC Representative or the Credit Liaison provides review and opinion in the program development workflow.

Note that all courses included in these programs will have been previously approved as described in scenarios 1-4 above.

E. Credit Faculty Provide Review & Opinion Only of Related Noncredit Curriculum

Unless credit faculty are developing their own curriculum in noncredit (see XIII.C.4 above) they have no responsibility beyond providing “review and opinion” of curriculum. With the exception of XIII.C.4 above, the School of Extended Learning staff/faculty is solely responsible for:

- a. Originating noncredit curriculum on behalf of Extended Learning noncredit faculty;
- b. Noncredit “program review” (all Extended Learning programs now have their own program review portals, including noncredit ESL);
- c. Evaluation of noncredit faculty in accordance with the Noncredit Faculty Agreement;

- d. Recruiting, interviewing, and making recommendations for faculty assignment;
 - e. Schedule development and course assignment recommendations;
 - f. In-service or professional development
- F. Hiring Noncredit Faculty and Scheduling. In accordance with historical and current practice, and excepting XIII.C.4 above, credit faculty are *not* responsible for hiring noncredit faculty or scheduling noncredit courses that are created as part of School of Extended Learning programs. 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 related Credit Department Chair may control hiring of faculty and scheduling.
- G. Noncredit Faculty Evaluations. Noncredit faculty evaluations are under the purview and control of noncredit faculty pursuant to the Noncredit Faculty “meet and confer” agreement.
- H. Credit Liaison to Noncredit Defined. The Credit Liaison to Noncredit is a temporary, part-time position served by a full-time credit faculty member and is designated 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 or the Noncredit CAC Representative serves as Department Chair in all CAC processes and workflow when there is no related credit department. The Noncredit CAC Rep and/or Credit 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.

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, when new noncredit courses and programs and modifications that relate to a credit department are proposed, notification and discussion between the credit chair and the School of Extended Learning is strongly encouraged. The goal is to have a collaborative discussion, and move forward in a mutually agreeable manner with the Executive Vice President of Educational Programs, the Vice President of the School of Extended Learning, the related credit Department Chair, the Credit Liaison, the Noncredit CAC Representative, and the noncredit faculty lead/originator, if applicable. These collaborative discussions may be initiated by noncredit faculty, by the Vice President of the School of Extended Learning (or designee), the Noncredit CAC Representative, or Credit Liaison.
3. The CAC Curriculum (CurriQnet/Meta) Workflow for noncredit **courses** as recommended and approved by CAC is as follows:
 - a. Level 1: Faculty Originator
 - b. Level 2: Noncredit Dean/
 - c. Level 3: For Noncredit **courses** with related Credit Departments **only** (as described in section XIII D above), Department Chair. The Credit Department Chair, has a two week (14 days) period to provide review and opinion. If a

- review response is not submitted in 14 days, the proposal moves forward
- d. Level 4: Division CAC Representative (Noncredit CAC Representative or Credit Faculty Liaison)
 - e. Level 5: CC (Curriculum Coordinator) Check
 - f. Level 6: SLO Chair, Distance Education (optional)
 - g. Level 7: Publication Editor
 - h. Level 8: CAC Chair
 - i. Level 9: Vice President, SEL
 - j. Level 10: Executive Vice President
 - k. Level 11: Board of Trustees
 - l. Level 12: Chancellor's Office
 - m. Level 13: Curriculum Coordinator (implementation)
4. The CAC Curriculum (CurriQnet/Meta) Workflow for noncredit **programs** as recommended and approved by CAC is as follows:
- a. Level 1: Faculty Originator
 - b. Level 2: Noncredit Dean
 - c. Level 3: Division CAC Representative (Noncredit CAC Representative or Credit Faculty Liaison)
 - d. Level 4: SLO Chair
 - e. Level 5: PEC
 - f. Level 6: Publication Editor
 - g. Level 7: CAC Chair
 - h. Level 8: Vice President, SEL
 - i. Level 9: Executive Vice President
 - j. Level 10: Board of Trustees
 - k. Level 11: Chancellor's Office
 - l. Level 12: Curriculum Coordinator (implementation)
5. In accordance with paragraph XIII.H., the Noncredit CAC Representative or 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 related credit department,

and work collaboratively with any related credit chairs and noncredit faculty liaisons to resolve any curriculum issues.

The Credit Department Chair or Noncredit CAC Representative/ Credit Liaison has a two week (14 days) period to provide review and opinion.

The following table suggests related credit departments for Non Credit courses:

TABLE 4.a.

Noncredit Subject Area	Related Credit Department	Responsible Party in Course Curriculum Workflow
ESL	ESL	Credit Department Chair
Immigrant	ESL	Credit Department Chair
Elementary and Secondary Basic Skills (Adult High School/GED Program)	None	Credit Liaison/CAC Noncredit Rep
Health and Safety	Health Education	Credit Department Chair
Substantial Disabilities	DSPS	Credit Department Chair
Parenting	Full-time Noncredit Faculty Member	Credit Liaison/CAC Noncredit Rep
Home Economics	None	Credit Liaison/CAC Noncredit Rep
Courses for Older Adults	Art, English, Music, Psychology, Theatre Arts, Health Education, Others	Credit Liaison/CAC Noncredit Rep
Short-Term Vocational	Construction Technology	Credit Department Chair
Workforce Preparation	Accounting, Computer Applications, Computer Information Systems, Computer Network Engineering, Drafting/CAD, Graphic Design and Photography, Library, Multimedia Arts and Technologies, Marketing, Personal Development, Photography, Others	Credit Department Chair

6. Collaborative Commitment to Credit Departments
 - a. When the subject matter of a course addresses subject matter of a related credit department, noncredit faculty, the Vice President of Extended Learning (or representative) and/or the Noncredit CAC Representative/Credit Liaison shall inform the related department Chair, and work collaboratively to resolve any potential curriculum issues prior to the CAC workflow process.
7. 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. CurriQnet/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 CurriQnet became available for noncredit. There may be courses and programs yet to be entered into CurriQnet 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 CurriQnet 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 the requirements of accreditation.

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

Compensation to credit faculty for work related to the noncredit curriculum workflow is negotiated between the District and the Faculty Association. Completion of work to be compensated is documented when the Credit Department Chair completes review in the CurriQnet workflow. Noncredit compensation load metrics are contained in AP 7210: Academic Employees: Faculty.

XVI. Noncredit Distance Education

Noncredit courses can be offered as hybrid and/or distance education. In accordance with the Chancellor's Office Student Attendance Accounting Manual (SAAM), distance learning in noncredit requires faculty to complete the Noncredit Distance Learning Summary, which identifies three types of hours of the course (Content, Instructor Substantive Contact, and Activities). In accordance with the SAAM, calculation of FTES is based on a specific census capture formula. A distance learning noncredit course must also be scheduled with the proper coding for "freeze dates" (census capture dates) and the proper "accounting method" (independent study). The SAAM and Extended Learning Vice President shall be consulted for more detail.

XVII. Periodic Review and Updates

This document resides on the web site of the School of Extended Learning and is intended to be reviewed and updated as needed to reflect changes to the School of Extended Learning, legislature, and local practice.

A. Summary of Presentations, Reviews, and Approvals of the Non Credit Curriculum Guide (NCCG)

- **March 14, 2018:** NCCG (v. 3-6-18) approved by Academic Senate.
- **March 20, 2018:** NCCG (v. 3-6-18) reviewed by College Planning Council.
- **Summer 2020:** Updated draft of NCCG (v. 6-30-2020) presented to Non Credit faculty for feedback.
- **Sept 21, 2020:** CAC reviewed updated NCCG draft (v. 6-30-2020).
- **Nov 18, 2020:** Senate reviewed updated NCCG draft (v. 6-30-20; rev 9/21/20)
- **January 11, 2021:** CAC reviewed and approved draft of NCCG (v. 1-7-2021)
- **March 15, 2021:** CAC reviewed updated NCCG draft (v. 3-15-2021)
- **April 5, 2021:** CAC reviewed updated NCCG draft (v. 4-5-2021)
- **April 28, 2021:** NCCG (v. 4-5-2021) approved by Academic Senate