

Non-Credit Remedial Course Aid: Guidelines

8 NYCRR part 602.5 (“the Code”) authorizes the payment of State aid for non-credit remedial courses and programs. Courses and programs that develop the basic skills necessary to function effectively in a program of study leading to an academic credential are an important function of the community college. Non-credit remedial course aid is intended to provide support for this important function.

In accordance with section 602.5, non-credit remedial courses must meet the following criteria in order to receive State aid:

1. **LEGAL AND POLICY COMPLIANCE.** The guidelines below are developed in accordance with Section 602.5, Title 8 of the New York State Codes, Rules and Regulations (8NYCRR) and are consistent with the SUNY *Path to Success* and The *Power of SUNY* Strategic Plan goals.
2. **AUDIENCE SERVED.** Non-credit remedial courses may serve any person in need of basic-skills instruction "to overcome in part or in whole any particular marked deficiency which interferes with a student's ability to pursue an educational objective effectively" (section 602.5(a)). Courses must be generally available to any person eligible for college-level study who needs additional instruction in order to participate in post-secondary level courses or the equivalent.
3. **LEVEL OF STUDY.** Non-credit remedial courses are not intended to act in an Adult Basic Education capacity. Students in these courses, with the exception of English as a Second Language (ESL) courses, should generally have a reasonable expectation of being able to enter college-level study upon completion of one, or at most, two sequential levels in any specific content area. Exceptions may be considered with sufficient evidence of compelling justification. Although the goals are similar to those of imputed credit developmental education courses, non-credit remedial courses are intended to supplement and not supplant an institution’s imputed credit developmental courses.

Due to the nature of second-language acquisition, more time may be needed for second-language learners to achieve the fluency needed for college level work. At all levels of ESL, students should be made aware of pathways leading to a college credential. Because of their more specific link to community service rather than academic proficiency, and because these types of courses are often provided through community agencies, funding through the non-credit remedial course aid program is not generally available for the very beginning levels of ESL which prepare students for vocational or community participation. Beginning levels of ESL will qualify only if they are closely linked to stackable credentials in the form of articulated pathways, certificates, and degree programs. Programs comprised of approvable courses that provide intensive English immersion for students of all levels and which provide a logical progression toward fluency in academic English are approvable. In all cases, criteria for student progress from one level to another must be clearly documented.

4. **ALLOWABLE ACTIVITIES.** Non-credit remedial courses should address deficiencies in the basic skills that are expected of persons enrolling in an academic

program at the college level. According to the Code, allowable activity is defined as “instruction concerned with diagnosing, correcting or improving such basic skills as oral and written communications, reading, analytical concepts and general study habits and patterns...” This specifically includes preparation for placement testing; High School Equivalency (formerly known as GED) preparation courses; mathematics and English courses including college preparatory reading, writing, and English as a Second Language (ESL) courses; and other types of academic literacy, such as study strategies. Instruction in analytical concepts is understood to mean courses in mathematics which prepare students for college-level work in that discipline. Non-credit courses or support programs, such as transitional bridge programs and Supplemental Instruction for gateway courses, are allowable. (Note: Distinct courses in computer literacy, critical thinking, and information literacy are not eligible for funding as they are elements of SUNY General Education requirements and are addressed and assessed in credit-bearing coursework in approved Associate and Baccalaureate degree programs, but these are important learning outcomes for students and incorporation of these elements into non-credit remedial courses is strongly encouraged.)

5. **COURSE GOALS, OBJECTIVES AND EXPECTATIONS FOR STUDENT LEARNING.** Course and program objectives must clearly delineate what students will be able to accomplish by the end of the course or program. Objectives must also clearly indicate the amount of time and/or imputed-credit expectations for the course or program, as well as identify for which gateway stackable credentials or credit-bearing courses or degree programs the proposed non-credit remedial courses or programs provide preparation. Ongoing assessment plans are key to ensuring successful evaluation of whether or not student learning objectives are being met and are required as part of the approval process.
6. **QUALITY AND ACCOUNTABILITY.** Non-credit remedial courses and programs must be assessed regularly and results kept current and available on demand. Records of student attendance and course repetitions, as well as evidence of student learning and program assessment must be maintained. Periodic SUNY audits may be conducted to ascertain accuracy of State aid claims. Failure to maintain accurate records may result in disallowance of State aid eligibility. Chief Academic Officers must ensure that programs and courses submitted for approval are consistent with SUNY policy and adhere to Middle States Standards of Accreditation (*Characteristics of Excellence in Higher Education*: http://www.msche.org/publications/CHX06_Aug08REVMarch09.pdf).
7. **FACULTY.** Hiring and evaluation of faculty must be supervised and approved by the college and not by any other entity, however closely affiliated. Instruction must be delivered by faculty approved and evaluated according to the college’s requirements and specifications in compliance with Middle States Standards on Contract Relationships (Standard 13).
8. **CREDIT/CONTACT HOUR CALCULATIONS.** Credit/contact hour calculations must be performed in accordance with existing SUNY Credit/Contact Hour Policy (see http://www.suny.edu/sunypp/documents.cfm?doc_id=168).

9. ATTENDANCE. State aid may be claimed only for students who have attended the class at least through the census date, which should take place no earlier than when 20% of the scheduled classes have been completed, a proportion similar to that for determining the census date for credit bearing coursework. **State aid may not be claimed on the basis of scheduled course hours.** Attendance records must be kept and produced upon request. Institutional policies on attendance and course repetition for credit-bearing courses should be applied equally to non-credit remedial courses. Applications for approval of non-credit remedial course aid funding must include the college's attendance and course repetition policies for credit-bearing courses and demonstration of the proposal's alignment with those institutional policies. Additional course repetitions above and beyond local credit-bearing course policy may not be claimed for State aid. SIRIS procedures are to be used for reporting of non-credit remedial course aid data.
10. STUDENT TUITION. Section 602.10(g) of the NYCRR community college regulations provides that: "Tuition payments are to be recorded for all students except citizens 60 years of age or over who are auditing courses on a space-available basis." Tuition must be recorded for all courses that are being claimed for State-operating aid. In addition, section 602.5(b) further states that Tuition and Fees for non-credit courses shall not exceed the tuition for credit-bearing courses having an equivalent number of credit hours. No minimum level of tuition is mandated, but some tuition must be charged. Recognizing that payment of tuition may provide an incentive for student course completion, institutions are encouraged to establish tuition amounts which are proportionate and appropriate to the activity, but which may be sufficient to inspire student commitment.
11. SPONSOR SUPPORT. Section 602.5(a) of the NYCRR community college regulations states: "Non-credit remedial programs operated by community colleges can be included for State aid if the sponsor contributes its share of operating costs..." The college must receive adequate local support for its operating costs, consistent with Maintenance of Effort regulations, although it is not necessary that the support be directed to specific non-credit remedial courses. In addition, State aidable non-credit remedial courses are eligible for New York State non-resident sponsor operating and capital chargebacks.
12. EXCLUSIONS.
 - Academic support services, such as open labs, tutoring, advisement, and orientations, are not allowable as they are not structured courses or programs and not specifically remedial. This type of support is an obligation associated with offering for-credit courses and is funded through the credit-course aid process. Some activity, such as instruction provided by formal learning centers, may be eligible to be reported in the college's for-credit FTE on the supplementary enrollment report (form 24) which is regularly submitted to the Institutional Research Office at SUNY System Administration.

- All avocational, recreational, and social group courses, community service and vocational courses, personal development and life skills courses, career exploration, and computer courses are not basic skills remedial as defined and are not allowable.
- Employer-specific/contract courses are the responsibility of the employer and are not eligible for State aid. All aidable courses should be open to the public.

