

Non-Credit Procedure Manual

For Faculty and Staff



From the Office of Workforce Development

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Part 1. Our Philosophy

Guide for Instructors

This guide was prepared to introduce faculty, staff, and content experts to Shippensburg University's noncredit philosophy and procedures for quality assurance. Noncredit programs are run through the Office of Workforce Development.

Mission and Vision Statements

Given that all Shippensburg curricula are undergirded by the mission and vision of the University, it is important to begin this guide by reiterating the objectives and aspirations of the University.

Shippensburg's mission is:

Student learning and personal development through highly effective and innovative teaching, complemented by a wide variety of out-of-class experiences, continue to serve as the hallmarks of a Shippensburg University education.

The university provides the below as context for its mission statement:

The ultimate goal is to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study.

Committed to public service and community-centered in its relationships with the region, the university works closely and collaboratively with other organizations at institutional, programmatic, and individual levels to develop common goals, share resources, and invest cooperatively in the future of the region.

Shippensburg's vision is:

To be recognized as the premier public university in providing high-quality education for students and a wide array of programs and services to meet the needs of South-Central Pennsylvania and beyond.

Overall, our purpose is to help build a better, stronger South-Central Pennsylvania and beyond, both economically and culturally, through recruiting, retaining, and developing students, faculty, and staff who have the abilities, skills, and values to compete and contribute to their community in an evolving world.

The mission of the Office of Workforce Development is:

To provide inclusive and accessible programs to individuals, community organizations, and employers. Through customized training programs and professional development courses, we will assist in the growth of a career-ready, diverse, competent, and resilient workforce while strengthening the regional economy.

Office of Workforce Development

Shippensburg University's Office of Workforce Development (OWD) offers customized workforce training, professional development courses, and certificate and degree programs.

For companies and organizations, OWD offers customized, professional workforce development programs tailored to meet the specific needs of the entity and its employees. Additionally, OWD works with the Workforce and Economic Development Network of Pennsylvania (WEDnetPA), which brings training funds to qualified companies across the Commonwealth to help improve the skills and productivity of their workers. Individuals in the community may also sign up for individually offered noncredit courses.

Shippensburg seeks to be a leader, locally and nationally, in developing and hosting effective noncredit offerings. The university has participated in the [#Prepared4PA](#) program, led by the Pennsylvania State System for Higher Education (PASSHE) Foundation. PASSHE is transforming its role in Pennsylvania's workforce ecosystem. Shippensburg's Frontline Leadership Professional Development was the first #Prepared4PA pilot program to get off the ground and received high praise and an award for developing creative, collaborative, employer-validated solutions to enrich competencies and skills in the workplace.

Current offerings can be found at workforce.ship.edu. OWD is working continually to create new and relevant programs.

Noncredit Background and Philosophy

Today's noncredit programming has evolved from what was once known as "Night School" - an adult learning school holding classes in the evening or at night to accommodate people who work during the day. Noncredit today is broader than in the past and recognizes the need to not only provide GED exam support but also to support career advancement opportunities and life-long learning.

Noncredit courses serve a wide range of students. They can be developed for first-generation and second-language learners without a high school degree and those with a doctorate who are interested in gaining expertise in a new area. As a public institution, Shippensburg has a strong commitment to providing services for those most in need of career development to earn a living wage. The primary focus of noncredit offerings is to provide education in skills needed to participate successfully in the workforce and society.

Short-term vocational programs with high employment potential are of particular interest in the noncredit space. OWD is dedicated to providing certificates and [stackable credentials](#) that are relevant and compelling to employers. Additionally, noncredit instruction can serve as an introduction to college education and a bridge or a "first step" to other educational and career pathways. Diversity, equity, and inclusion considerations are paramount. ***As noncredit programming is developed, availability, affordability, and flexibility*** are critical considerations.

OWD staff is excited about the growth of non-credit offerings at Shippensburg as we contribute to the continuous improvement of the labor pool and help advance Pennsylvania's economic growth and competitiveness.

Credential Definitions for Noncredit Training

(Suggested guidelines for use across PASSHE NDCs)

Credential types are based on how they interact with labor market demand using employer signaling, industry validation mechanisms and state regulation as filters. The following definitions serve as a guideline for analyzing alignment to different categories of recognition obtained through non-credit workforce development and continuing education units across PASSHE.

Apprenticeship

Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a portable, nationally recognized credential. Apprentices earn a competitive wage from day one, gain knowledge from on-the-job learning and job-related classroom training, and earn a portable credential within an industry. Examples are carpenters, electricians, plumbers, injection molding, maintenance technicians, etc.

Certificate

Credential that designates requisite knowledge and skills of an occupation, profession, or training. Certificate programs grant recognition to individuals that meet predetermined, standardized eligibility criteria, and successfully pass an assessment of knowledge often allowing them eligibility to sit for a competence/certification (exam). Certification is a higher-level achievement normally by external organization intended to recognize specialized knowledge, experience, and education; and typically permits learners to use a credential following their name (e.g., CPT, CMA). This distinguishes assessment-based certificate programs from programs that only require attendance and/or participation (which typically award a certificate of completion or attendance). Each program type represents a different level of achievement and/or knowledge validation. Individuals that have completed an assessment-based certificate program may refer to themselves as a “certificate holder”. Only those who meet all criteria for and successfully pass a certification exam by a governing entity in that specific field area may call themselves “certified” -- such as medical assistant or phlebotomy students who have passed a comprehensive, broad-based certification examination leading to the credentials of CMA or CPT (examples).

Certificate of Completion

Credential that acknowledges completion of an assignment, training, or other activity.

***Note:** A record of the activity may or may not exist, and the credential may or may not be designed as preparation for another resource such as a credential, assessment, or learning opportunity.

Certificates of attendance or completion are provided to individuals who have attended or participated in classes, training, or other events. They signify only that the person was “there” and do NOT require or signify demonstration of accomplishment of the intended learning outcomes or other validation of knowledge/skill gained through the learning activity. This is the key distinction between a certificate of completion/attendance and an assessment-based certificate program.

Certification

Time-limited, revocable, renewable credential awarded by an authoritative body for demonstrating the knowledge, skills, and abilities to perform specific tasks or an occupation.

*Note: Certifications can typically be revoked if not renewed, for a violation of a code of ethics (if applicable) or proven incompetence after due process.

- **License:**

Mandated by law for workers to gain permission to practice in specific occupations and must be renewed periodically. Examples include Commercial Driver's License (CDL) for truck drivers and Licensed Practical Nurse for nurses.

- **Certification:**

Signal an individual has acquired a set of abilities and, in some cases, allow them to perform a specific job. Examples include:

- Project Management Professional (PMP)
- Certified Public Accountant (CPA)
- Professional in Human Resources (PHR)
- Amazon Web Services (AWS) Certified Cloud Practitioner
- Certified Ethical Hacker (CHA)

Credential

Qualification, achievement, personal or organizational quality, or aspect of an identity typically used to indicate suitability.

Note: Credential class is broadly defined to encompass credentials used across domains and communities of practice. The class should be used only when speaking of credentials in general.

Digital Badge

Badge offered in digital form. Recognition of skill or credential attainment.

Competency Component

Resource that identifies a measurable or observable knowledge, skill, or ability necessary to successful performance of a person in a given context. Note: Competency is broadly defined to include assertions of professional, occupational, vocational and life goals, outcomes, and standards, however labeled. Instances act as proxies or stand-ins for other resources in the context of a particular pathway so that relationships between them as components of that pathway can be stated without implying that those relationships are true of the resources in other contexts.

CTE Assessment

Measure the skill attainment of students who have completed a program course sequence or CTE pathway. These assessments test the student's mastery of state standards and are not necessarily aligned with or approved by an industry body or used in hiring or advancement decisions.

Micro-Credential

Definition: Credential that addresses a subset of field-specific knowledge, skills, or competencies; often developmental with relationships to other micro-credentials and field credentials. Multiple providers, including colleges, universities, MOOCs, and nontraditional providers. Examples are:

- Adobe Photoshop
- Ski Instruction
- eSports
- Project Management Fundamentals

Software

Demonstrate competence of a specific software. Examples include Adobe Certified Expert for graphic designers and Microsoft Office Specialist for administrative assistants.

General Career Readiness

Measures foundational workplace skills including basic reading, math, financial and digital literacy, workplace safety and basic life support or first aid. Examples include WISE Financial Literacy Certification and Basic First Aid, which can be applied across virtually all occupations.

Important Noncredit Considerations

OWD is excited to engage Shippensburg faculty and staff members in designing and delivering noncredit courses. Faculty and staff members' ideas and expertise are welcomed. OWD staff members look forward to working with faculty and staff to think through ideas and ensure they are fully thought-out from a noncredit perspective.

Noncredit Considerations:

1. Employer Engagement

To prepare students most effectively with the hard (technical knowledge) and soft (personal habits and traits) skills learners need to succeed in the workplace and advance a fulfilling career, the business and education communities must engage as truly strategic partners.

While academic faculty are experts in their fields, some have not worked outside of academia. In the corporate (and government and nonprofit) sectors, workplace expectations can be different. Additionally, the modern workplace is changing rapidly. It is important to recognize this as we work to prepare our students for post-completion success.

Employer engagement in the process of curriculum design and delivery ensures that learning occurs in real-life professional contexts, involves professional activities, and includes interaction with professionals in the field.

When done well, faculty/employer partnerships are rewarding for faculty and employers alike.

2. Quality Credentials

The credential landscape is vast. A 2016 National Center for Education Statistics study found that more than a quarter of Americans hold a non-degree credential - and that they are becoming increasingly prominent. Any entity can issue a non-degree credential, which includes a wide range of awards: industry certifications, occupational licensure, apprenticeships, badges, micro-credentials, etc. There is no single set of standards that define quality. “What is a quality credential?” can be a topic of debate and concern.

Shippensburg is committed to ensuring that its noncredit certificates and credentials provide *value* to the learner and the employer. OWD wants to be confident that the credential will achieve a stated employment goal and that an employer or employers recognize the credential with the capacity to hire (or promote) the learners engaged in the course.

3. Adult Learners

Adults, who bring life and past on-the-job experience, tend to learn differently than traditional-aged college students. Adult learners are motivated when there is a reason to learn and when learning relates to their work, goals, and everyday lives. Adults learn more when they can relate the material to past experiences. They are more interested in solving problems and reasoning than memorizing facts and information. Adult learners are independent and self-directed. These are important considerations when designing and delivering noncredit curricula.

4. Diversity, Equity, and Inclusion

Diversity, Equity, and Inclusion (DEI) are particularly relevant to noncredit program development. Many noncredit learners bring different life experiences than instructors and traditional learners, requiring openness to different cultures and perspectives and a willingness to learn alongside diverse students.

5. Accessibility

As courses are developed, accessibility becomes incredibly important. As we use technology as a tool for helping our students learn, there are many things we can consider in order to provide material accessible for all. Noncredit classes and any material should follow the accessibility guidelines found in [Appendix C](#) of this manual.

6. Assessment

Noncredit assessment of learners is typically done on a pass/fail basis, with learners either: (1) completing and receiving a badge/certificate or (2) not completing and not receiving a badge/certificate. Completion is typically based on the successful completion of a short list of

activities (3-7 items). A student who unsuccessfully completed an assignment or exam might need a second chance at the quiz/assignment. The course should outline how many attempts a learner has before the course is considered “incomplete.” There may also be requirements for attending all or a percentage of class hours.

Assessment of instructors will be done via a post-course survey upon completion of the course. Instructors will receive de-identified summary results. Assessment is primarily used for improvement purposes but could be used to identify whether an instructor can teach future courses.

Course assessment is typically done via learner surveys and stakeholder surveys and interviews. Externally funded projects may undergo additional external evaluation procedures.

Shippensburg’s Noncredit Quality Assurance Process

To ensure learners in noncredit courses receive the same quality experience and instruction that Shippensburg University is known for, there is a need for a deliberate and methodical process for program selection, development, and execution. A quality assurance process - designed to be comprehensive but not unnecessarily onerous - has been established. The three components of this process are:

1. Ensuring alignment with labor markets, hiring needs, and occupational demand
2. Ensuring strength of course design and necessary partnerships
3. Screening instructors for technical knowledge and experience, as well as teaching aptitude

The Components Explained

1. Labor Market Analysis

The first step in the new noncredit program proposal process is a labor market analysis exercise. Individuals proposing a new course or program are asked to respond to a series of questions that examine issues of supply and demand. OWD staff will then go over the responses to the questions, provide corresponding ratings, and go over the exercise as a whole with the proposing program developer to determine whether the program is given the green light to proceed to the next stage, more information is needed, or if it seems clear that the labor market does not support the development of the proposed course.

2. Course Development Questionnaire

Once a proposed course has been given the green light from a labor market analysis perspective, program developers will be asked a second set of questions. These questions address Desired Outcomes & Indicators of Success, Curriculum Design, Employer Engagement & Success, Student Competency Preparation (Skills), Learner Profile, Logistics, Collaboration, and Evaluation. Faculty may not have answers to all of the questions. The exercise will ensure that all the key elements are addressed in the course design and development process.

3. Noncredit Instructor Interview Process

In many cases, non-faculty instructors will be hired to deliver a course. Shippensburg is committed to ensuring that, in addition to bringing subject matter and industry expertise, these instructors have the aptitude to successfully teach a noncredit course. Interview questions have been developed to explore subject matter expertise, teaching skills, organization and accountability, commitment to students, and cultural competence.

Diversity, Equity, & Inclusion Statement

The Board of Governors of Pennsylvania's State System of Higher Education affirms its steadfast commitment to ensuring the entire State System operates from a foundation of values that:

- Fosters the success of all students, faculty, and staff.
- Expects that our universities be places where human dignity is never compromised and every student that enrolls and employee or contractor we engage is welcomed and has access to the support they need to succeed; and
- Affirms the transformative power of higher education including its ability to expand knowledge, challenge assumptions, improve lives, strengthen communities, and disrupt generational poverty.

In acting upon these values, and creating and maintaining a strong State System that meets the multi-cultural needs of students, faculty, staff, and the Commonwealth, now and into the future the Board specifically affirms its commitment to:

- Ensuring the race and ethnicity of students, employees, and appointed trustees and Board members reflect the diverse composition of this Commonwealth.
- Eliminating gaps between various groups of students as measured in terms of their enrollment, affordability, and educational progress.
- Advocating for student experiences - curricular and co-curricular activities - designed in part to support the university community's ability to engage with, learn about, develop appreciation, acceptance, and compassion for the wide range of perspectives that appropriately exist in a multi-cultural and diverse society.
- Fostering environments where all members of the community treat one another with the respect and dignity they deserve as fellow human beings, even as they explore, debate, discuss their different perspectives and world views.
- Ensuring our policies and practices are informed by evidence testifying to their potential in enabling all members of our community are able to thrive.

As Pennsylvania's public system of higher education, we have the responsibility to be the beacon of opportunity and hope for the countless students from all corners of the state and all walks of life who turn to us to find a pathway to their brighter tomorrow. This is a responsibility that we fully uphold with the highest levels of integrity and acute focus and pursue with solemn and singularly focused purpose.

Terms and Conditions

OWD has the final say on all decisions related to pay, course pricing, and minimum number of students. This information will be clearly provided to program developers or instructors before they agree to teach the course.

OWD has the right to cancel any courses that do not meet the established minimum number of students by the established go/no go date, provided express notice is given to the program developer or instructor regarding the cancellation.

OWD has the right to cancel any classes based on lack of communication from the program developer or instructor after any questions or request that are not answered after five (5) business days and at least one follow-up communication.

The program developer or instructor can choose not to develop or teach a proposed course based on pay, minimum number of students, proposed timing, or any other factors prior to a signed agreement.

The program developer or instructor has the right to request that OWD stop using any content that they created and is not owned by OWD at any time, provided there was no contracted length of time for use based on pay specified.

Who to Contact to Get More Information

With questions or concerns, or to begin the course proposal process, please complete the [interest form](#) or email OWD@Ship.edu. Additional information about the OWD and current projects can be found at workforce.ship.edu.

Part 2. Our Process

Checklist for Developing a Non-Credit Program

- ☐ Complete the [Non-Credit Proposal Form](#)
 - After the form is submitted, the Office of Workforce Development will reach out to schedule a meeting.
- ☐ Attend a meeting with the OWD to discuss the program proposal/plans.
 - During the meeting it will be decided the division of responsibilities for doing a feasibility study
- ☐ Fill out [NCQA-Labor Market Analysis](#) form. A feasibility study will be conducted using this document.
- ☐ Meet with OWD to determine if the course can be completed, and if the OWD will pay for course development.
 - If the OWD pays for course development, then they will own the course.
 - If the OWD does not pay for course development, the instructor will own the course.
- ☐ If approved to move forward, then fill out the [NCQA-Course Development](#) form.
- ☐ Begin developing the course.
 - Read the [Style Guide](#) in Appendix C
 - Consult with the OWD can also help with creating D2L shell, etc.
 - Fill out any necessary paperwork for pay, dual employment, etc.
- ☐ Attend further meetings with the OWD to discuss marketing, communications, CEU credits, etc. as needed.
 - Submit the [Non-Credit Agreement](#) form.
 - Submit the [Dual Employment](#) form.
 - Submit the [Accounts Payable](#) form.
- ☐ If you are not instructing the course, then the OWD will help to find an instructor.
 - Aid the instructor in being ready to teach the course.
 - The instructor will complete an accessibility training.
- ☐ Deliver the content.
- ☐ Meet with the OWD to review course evaluations and determine possible next steps for continuing the course or introducing a next level offering.

Roles and Responsibilities

Developer	OWD
In-person, Online Asynchronous, Online Asynchronous	
Complete Noncredit Proposal form	Review form, will set up meeting with developer
A feasibility study will be conducted by wither the developer or the OWD, depending on the outcome of the previous meeting	
The Developer and OWD will meet following the study to determine if the course can be completed, and whether the OWD will pay for course development.	
If approved to move forward, the developer will then fill out NCQA-Course Development form and begin to develop course content based on the approved proposal and consultation with OWD staff	Assist with creation and set up of D2L or other LMS shell, if needed. Find a qualified instructor to teach the course, if needed.
Aid instructor in being ready to teach the course: answering content-related questions and making sure the instructor has completed necessary Quality Assurance measures.	OWD will complete a marketing campaign and manage all marketing, communications, and registrations for the course.
Deliver the content; if in person or online synchronous, deliver quality instruction on the agreed upon dates/times. If asynchronous/self-paced, possibly further develop or update course content as needed.	Manage communications with students as needed. Faculty may need to assist with content- related questions throughout the life of the course.
Revenue Share	
Program developer will do any needed marketing, communications, or course promotion through their own established channels and connections.	Assist with creation and set up of D2L or other LMS shell if needed, manage registrations, and assist in communicating with students before and/or after event.

Recruiting Instructors for a Course

First Right of Refusal

1. Faculty have the first right of refusal.

Emails are sent at the beginning of each semester with topic areas and a call for new ideas. Additionally, as new requests come in for training, emails will be sent to request new instructors. Faculty have three university calendar days to respond.

2. Staff and Industry Experts can be considered after faculty right of refusal.

Emails are sent after right of refusal with topic areas and a call for new ideas. Staff have three university calendar days to respond.

Requirements for New Instructors:

All Faculty members will meet with the Director of the OWD to discuss goals, vision, and details of the program before beginning instruction of a course.

Staff or industry experts new to the OWD will be evaluated using an interview process to determine fit.

After this meeting, instructors will be expected to review the office accessibility guidelines and DEI standards.

Pay Models and Information

The revenue generated for each project will vary depending on the demand for the course, number of students, industry standards, and more. As such, a feasibility study will be conducted to include information regarding competing programs, labor market data, related career outcomes and expert input. Instructor and developer pay will be determined per project utilizing this data.

Instruction and preparation pay will be combined into one amount. Development pay will be identified as separate from Instruction/Preparation pay.

Compensation offered to the instructor will be a set amount which will be divided into pay and benefits. The exact division might differ per person. (Example: a project pays \$2000. Depending on the individual, which might divide to \$1800 pay + \$200 benefits, or to \$1500 pay and \$500 benefits.)

Travel Pay

For in-person non-credit courses, sometimes trainings are provided on-site in an employer's workplace. As such, a commute is often necessary. In these cases, the OWD will reimburse travel expenses.

The OWD pays \$0.65 per mile from Shippensburg University to the organization. In the event the instructor is not scheduled to work on campus that day, mileage will be paid from instructor's home to the organization.

For trips longer than 30 minutes, the OWD will compensate for driving time per the current university standards for travel pay.

Pay Models

1. Course Development

Faculty and staff receive a flat rate per project which will include pay plus benefits using a cost analysis framework developed by OWD.

If the OWD pays for course development, the content being developed will be owned by the OWD.

2. Course Instruction And Preparation

The instructor receives a flat or hourly rate based on a competitive price for the course and using a cost analysis framework developed by OWD. Pay rate amount will include both instructional and preparation pay.

The course will have a minimum number of students to run included in the contract.

3. Self-Paced Online Development

The developer will be paid according to Course Development guidelines above if the project is owned by OWD. They may also be paid an additional flat rate for development if the course needs to be updated.

4. Self-Paced Online Instructor

The course instructor will receive a revenue per course registration to be determined by project.

The instructor will receive supplemental instruction pay in proportion to level of student engagement required.

5. Noncredit Students In For-Credit Courses

If faculty are agreeable to have noncredit students in their for-credit courses, OWD will pay the faculty 65% of the non-credit course fee.

The Non-credit course fee will be decided based on market value research.

6. Revenue Share

This is only an option for courses in which the developer provides a built-in course audience through credit programs, self-promotion, or other means.

Faculty and staff will receive salary as agreed upon by both parties.

Course will have a minimum number of students to run included in the contract.

7. There will be no dean or department profit sharing for non-credit courses through OWD.

Continuing Education Credits (CEU's)

A Continuing Education Unit (CEU), or Continuing Education Credit (CEC), is a measure used in continuing education programs to assist the professional to maintain their license in their profession.

Benefits of Continuing Education for Shippensburg Learners include:

- Opportunity to grow income with continuing education.
- Leads to better networking opportunities.
- Professional development for better job opportunities
- Climb the career ladder.
- Stay sharp inside and outside the office.
- Develop new professional interests.
- Professional development helps learners innovate more.

Complete the following steps to apply for CEU credits.

1. Discuss CEU credits with Director of OWD.
2. Discuss with the OWD if Shippensburg University has CEU agreements in place.
 - a. If yes, the OWD and developer will consult with the academic department chair for next steps.
 - b. If no, the developer and OWD will do research about the industry to determine next steps to apply for CEU credits.

Part 3. Appendixes

Appendix A: Non-credit Quality Assurance Rubric- Labor Market

Shippensburg University utilizes the following proposal rubric to ensure quality and consistency across noncredit courses. Please complete to the best of your ability.

Name:

Title:

University Department or Company:

General Questions *(to be completed by developer)*

Question	Response
1. What is the course, or sequence of courses, you are proposing?	
2. What industry(ies) will be addressed in the proposed course(s)? *	
3. What are the job title(s), position(s), and/or role(s) relevant to the proposed course(s)? *	
4. What are the target economic outcomes for the offering? (New job, promotion/advancement, increased pay, employer success/productivity, personal satisfaction, other)	
5. Please tell us a little about why you are proposing this course.	

* Shippensburg University's Office of Workforce Development may assign [NAICS](#) and [SOC](#) codes to industries and job titles respectively.

Preparing for the Course *(to be completed by developer)*

Question & Response	Rating	Criteria
6) Are there any prerequisites for the course? If so, please define.		Green: No OR the prerequisites are well-defined and make sense Yellow: Don't know OR the prerequisites may need some rethinking
7) Is there any equipment, software, or supplies that participants will need access to? If so, is there an ability to access the equipment/software/supplies? Please elaborate.		Green: No OR the needed equipment/software/supplies are accessible Yellow: Don't know OR More work needs to be done to determine accessibility of the needed equipment/software/supplies

Labor Market Alignment

The Shippensburg University Office of Workforce Development will gain answers to the below questions by reviewing the [Pennsylvania Center for Workforce Information & Analysis](#), the [Bureau of Labor Statistics \(BLS\)'s 2021-2031 Employment Projection](#) table, and by running a Lightcast Analyst report on the industry and job title(s).

Labor Demand *(to be completed by the Office of Workforce Development)*

Question & Response	Rating	Criteria
8) What is the short-term (2021-23) outlook (% change) for the target job title(s)? (PA Occupational Forecasts)		Green: 2.5% or more Yellow: -2.5% to 2.5% Red: Less than -2.5%
9) What is the short term (2021-23) projected growth (% change) for the target industry? (PA Industry Forecasts)		Green: 2.5% or more Yellow: -2.5% to 2.5% Red: Less than -2.5%
10) What is the longer-term (2021-2031) projected growth for the target job title(s)? (BLS data)		Green: > 5% Yellow: -2% to 5% Red: Less than -2%
11) How many current jobs exist in the region (eight counties*) for the target job title(s)? (Lightcast data)		Green: 500+ Yellow: 250 to 499 Red: 0 to 249
12) How many unique job postings are there, over a year, in region are there for the target occupation(s)? (Lightcast data)		Green: 1,000+ Yellow: 300 to 999 Red: 0 to 299
13) Is the job posting demand for the target job titles(s) high, average, or low? (Lightcast data)		Green: High Yellow: Average Red: Low
14) How many employers in the region have been posting for the job over the past year?		Green: 10+ Yellow: 4-9 Red: 0 to 3

* Lightcast Reports will be run for the following counties: Adams (42001), Cumberland (42041), Dauphin (42043), Franklin (42055), Junita (42067), Lebanon (42075), Perry (42133) and York (42133). On occasion, some counties may be excluded from the analysis.

Labor Supply & Learner Demographics *(to be completed by developer)*

Question & Response	Rating	Criteria
15) What is the typical education needed for entry into careers related to this course? (No formal educational credential, High school diploma, Postsecondary non-degree, Bachelor's degree, Master's degree, Doctorate or Professional Degree) (BLS data)		Green: No formal education, HS diploma Yellow: Postsecondary non-degree, bachelor's degree Red: Master's, doctorate, or professional degree
16) What demographic(s) are being targeted for participation (age, level of education, socio-economic background, professional background, needs, interests, other) and why is the rationale behind that focus?		Green: Clear understanding of target learner demographics Yellow: More work needed to understand target learner demographics Red: Unclear understanding of target learner demographics
17) How (from where) will participants be recruited? <i>Note: This question is extremely important!</i>		Green: Clear understanding of participant recruitment source Yellow: More work needed to understand participant recruitment source Red: Unclear understanding of participant recruitment source
18) Are other similar programs/courses already in existence at nearby colleges and universities? If yes, please feel free to explain why this course is still needed. o Check: HACC (all campuses), Hagerstown CC, Alleghany College of Maryland, Wilson College, etc.		Green: 0 to 2 OR more, but great reason for need Yellow: 3 to 4 Red: 5+
19) What is the median annual wage for the job title in 2021? <i>(Lightcast data, to be completed by the Office of Workforce Development)</i>		Green: \$55,000+ Yellow: \$35,000 to \$54,999 Red: Less than \$35,000*

* A living wage is dependent upon many factors (e.g., number of earners, number of children in the household, and geography.) A good place to examine living wage is the [MIT Living Wage Calculator](#). For the purposes of this exercise, we will use the same set of metrics for each newly proposed noncredit course.

Employer/Partner Engagement & Credential Recognition *(to be completed by developer)*

Question & Response	Rating	Criteria
20) For SU faculty/staff: Have partners (employers, workforce boards, non-profit organizations, K-12 schools) been identified for the proposed course (to aid in course development and delivery?) If so, please name them.		Green: Appropriate partner(s) identified Yellow: Different partner needed Red: No <i>NA: Proposer not SU faculty/staff</i>
21) For SU faculty/staff: What conversations with employers or partners, if any, have taken place? Please elaborate.		Green: Strong discussions underway Yellow: Some contact Red: No discussions <i>NA: Proposer not SU faculty/staff</i>
22) For employers: Have you identified a faculty partner within Shippensburg University, or would you like to be connected with one? If yes, please elaborate.		Green: Yes, an appropriate faculty member has been identified Yellow: Would like to be connected Red: Not interested in collaboration <i>NA: I am a faculty member</i>
23) Will a credential be issued upon successful completion of the course? (CEU's, Act 48, Certificate, Digital Badge)		Green: Yes Yellow: Undecided Red: No
24) If a credential is issued upon successful completion of the course, will it be an industry-recognized credential, or a credential recognized by an employer? Explain:		Green: <u>Industry-recognized</u> or recognized by a professional association, a county chamber of commerce, or an employer with 10,000+ employees. Yellow: Recognized by a local or regional employer Red: No <i>NA: No Application</i>
25) For employers: If being initiated by an employer to offer to new or existing or new employees, is there budget for the course? If so, what is the approximate budget?		Green: Yes, appropriate budget has been identified Yellow: Don't know Red: Employees expected to pay <i>NA: No Application</i>

Appendix B: Non-credit Quality Assurance - Course Development

Once a proposed course or program has successfully completed the initial assessment and been given the green light for development, the below questionnaire is used to ensure quality and consistency across noncredit courses. There are no “right” or “wrong” answers. Rather, the below represents a set of questions that will ensure course proposers and designers are thinking through the important aspects of the noncredit course or program. Please complete it to the best of your ability.

Name:

Title:

University Department or Company:

Proposed Course:

Date of Submission:

Desired Outcomes & Indicators of Success

- What are the desired outcomes and indicators of success? (*E.g., credential attainment, gainful employment, increase in pay, promotion, transition across occupations, etc.*)
- Are there any employer satisfaction indicators of success to be considered? (*E.g., Filling job vacancies within 4-6 months, upskilling current employees, establishing comprehensive industry training partnerships, increased employee retention, increased employee productivity, etc.*?)

Curriculum Design

- Please list the core course learning objectives/outcomes.
- Who will design the curriculum? (Co-design by employer/partner and faculty is encouraged!)
- Do parts of the curriculum already exist in courses offered by the university?
- Will any third-party curriculum be incorporated? If so, please describe.
- Will any third-party certificate or licensing exams be incorporated into the course? If so, please describe.
- Will there be a work-based learning component? (*Could include applied projects, experiential activities, work-site projects, simulations, case studies fieldwork, capstones, apprenticeship, or other activities.*) if so, please elaborate.
- If you answered “no” to the above, how will the learning be presented in real-world, work-relevant contexts?
- Will the course incorporate career pathways or any information about opportunities for advancement? If so, please describe.

Employer Engagement & Success

- Is there an employer partner (or partners) who will co-design the curriculum? If so, please state the employer partner(s).
- If yes to the above, how will employers be engaged in the planning process?
- If you answered “no” to the above, please share why employer partners will not be engaged.

Student Competency Preparation (Skills)

- What are the hard/technical/job-specific skills (specialized skills) that participants will gain in the course?
- What are soft skills (non-cognitive/employability/common skills) that participants will gain in the course?
- According to the Lightcast report run in the Labor Market Analysis, what are the top three specialized skills associated with this/these job titles?
- According to the Lightcast report run in the Labor Market Analysis, what are the top three common skills associated with this/these job titles?
- If the top skills listed in the Lightcast report are not a focus of the course, please share why.

Learner Profile

- What is the profile of the target learners for this course?
- Will the course focus on the recruitment of underserved learners? (Does the labor market alignment ask about who the learners are?)
- Will this be the first touch point with a college for the majority of target participants?
- Are there any cultural barriers to success that should be considered for the targeted student demographic?
- Do you expect there to be any barriers to attending or being successful in this course (e.g., time away from work, ability to access necessary materials, need to network, etc.)
- If this will be the first experience in a college course for the majority of target participants, might there be opportunities to introduce participants to additional coursework and/or degree pursuit in the future?
- What procedures will be put in place to check in with students and keep them connected and focused?
- Will any measures or activities be taken to focus on diversity, equity, and inclusion?

- Will information be provided to instructors about students' backgrounds? If yes, please describe how this will be done.

Logistics

- (Approximately) how many participants might an ideal cohort have?
- Will the course be offered in-person, online, or a hybrid of both?
- If in-person or hybrid, will the course be offered off-site (such as at an employer's office/facility), or in-person?
- If there is an online component, will the online portion of the course be synchronous or asynchronous?
- Is there any equipment or software participants will need access to? If so, how will the college provide that access?
- Why is it believed the chosen course delivery method is appropriate and will be effective for the students and the subject matter?
- What would be the timeframe and set-up of the course? (E.g., 15 weeks, 3-day session, etc.)
- (Approximately) how many total hours of course time is expected?
- (Approximately) how many hours of time outside of the course is expected?
- How has the course schedule been set to accommodate working adults and non-traditional students?
- Will employers allow paid release time for employees to attend the course/training?

Collaboration

- Will there be any collaborations with other colleges or universities in the area? If so, please explain.
- Will there be any collaborations with other subject-matter consultants? If so, please explain.
- Will there be any collaborations with local organizations, social service providers, or workforce development offices in the area for student recruitment? If so, please explain.
- If multiple instructors are teaching course modules, how will the instructors be informed about what others are covering in their sections? *(For example, monthly instructor meetings to review learning outcomes/topics)*

Evaluation

- What are the plans for course evaluation?

Appendix C: Style Guide and Accessibility Information

Utilizing technology can be a valuable tool in learning. For that reason, the Office of Workforce Development is committed to ensuring that the technology used in our online courses is accessible for all learners. Below you will find useful tips for supporting students who may need accommodations in order to be successful in our online courses.

Style:

- Keep text to a minimum and make sure to use large, readable fonts.
- Design for wide screen formats.
- Enhance data with charts and graphs, but use animations sparingly.
- Be consistent with style settings.

Visual Accommodations:

- Make sure all fonts are big enough to read; the minimum font size is 10.
- Avoid any videos with flashing lights.
- Ensure any text can be read by a screen reader.
- Headings should be appropriately marked on websites.
 - Use image descriptions (alt text) for pictures.
- Keep image descriptions brief.
- Descriptions should include content that adds context for the learner.
 - Accommodate for color blindness when choosing color schemes on a document or website by using colors with high contrast.
 - Use the Contrast Checker.

Questions?

Visit Ship's [Online Accessibility Guide](#), email oar@ship.edu, or Call the Office of Accessibility Resources at: 717-477-1364 to learn more!

Cognitive Accommodations:

(ADHD, Dyslexia, etc.)

- Content should be organized and not in big blocks of text.
- Have spacing gaps between bullet points.
- Vary pages enough to be interesting to the eye.
- Color should not be the only designator of importance. Underline, bold, or italicize important information.
- Use open fonts like Arial and Calibri.
- Avoid videos with flashing lights.
- Keep things looking interesting by utilizing formatting, blocking out sections, etc.
- Have printed copies of the slides for in-person instruction.
- Double check external content/websites to make sure they are accessible.

Auditory Accommodations:

- If there are any video or audio files in your presentation or website, make sure it has captions.
- If you are on zoom, utilize the closed captioning feature by enabling it in settings and clicking on "closed captioning" at the beginning of the meeting.

Appendix D: Dual Employment Form



+ REQUEST FOR NON-CREDIT DUAL EMPLOYMENT	
Employee's Name:	Social Security # NA
Requested Class Title and Description of Dual Employment Duties:	
Dates of Dual Employment (Authorization May Not Be Effective for More Than One Year) Begin: End:	Time Periods When Dual Employment Service Will Be Done (e.g., 7:00 – 9:00 p.m. Each Wednesday for 7 weeks)
Total Amount Requested: \$1,500.00 Rank: NA Step: NA *Final Pay Based on Course Enrollment	Cost Center: 6513207020
Justification for Dual Employment: The above instructor is scheduled to teach a non-credit course for the PCDE Office as noted above.	
Signatures:	
Employee	Date:
PCDE	Date:
Provost and Vice President for Academic Affairs	Date:
cc: College Dean/Supervisor	

Appendix E: Non-credit Agreement Form

Office of Professional, Continuing,
and Distance Education Studies
Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257-2299



www.ship.edu

Office: 717-477-1502
Fax: 717-477-4050
E-mail: pcde@ship.edu

Date
Name
Sent via email:

Dear:

Based on an agreement between you and the Director of the Office of Professional, Continuing, and Distance Education Studies, you are being offered employment to teach in a non-credit course/workshop through Shippensburg University PCDE office as follows -

Date(s): XXX
Course Title: XXX
Credit Hours: NON-CREDIT
Teaching Location:
Minimum Enrollment:
Maximum Payment:

In addition, in an effort to expedite the contract and payroll process, we ask that you sign this agreement along with the enclosed Dual Employment Request or I9 form if needed. By signing this agreement, you are acknowledging agreement to delivering a quality course offering based on all of the above established terms. PCDE reserves the right to cancel the course if the minimum enrollment number is not reached.

Sincerely,

Mark Chimel
Director
Professional Continuing and Distance Education

sld
Enclosure/s

Signature

Date

Appendix F: Accounts Payable Form

Accounts Payable Office

Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257-2299



www.ship.edu

Office: 717-477-1157
Fax: 717-477-4039
Email: accpay@ship.edu

To Whom It May Concern:

In compliance with Internal Revenue Service requirements, a Form W-9 is enclosed for your completion. It is necessary that you correctly and completely fill out the information requested on the Form W-9. ***If your business entity is exempt/non-profit, please provide your 501C tax exemption number. If your business entity is a limited liability company (LLC), please be sure to indicate whether your LLC tax classification is a C Corporation, S Corporation, or a Partnership, if appropriate.***

Payment for submitted invoices **will not** be processed by Accounts Payable until a completed and signed Form W-9 is received. Please send all responses via fax, secure email or mail as soon as possible to the following address:

Shippensburg University Purchasing 1871 Old Main Dr Shippensburg, PA 17257
Email: purchasing@ship.edu
Fax: (717) 477-4039

Shippensburg University is continuously working on ways to improve its business processes to benefit our vendors. In view of process improvements, we have found that one way we can expedite payments is by remitting them via electronic funds transfer using the Automatic Clearing House (ACH) network. Benefits include reduced bank charges related to check clearing for both the payee and the University, as well as the elimination of potential lost or stolen checks and delays in the mailing process.

Since payment via ACH is both faster and less costly, this payment method is a ***preferred payment method***. We ask that you complete the attached ACH form, noting that all sections must be completed.

If you have any questions regarding ACH payments, please contact the Accounts Payable Office at (717) 477-1157. We greatly appreciate your cooperation in this matter.

Sincerely,

John Stought
Administrative Services Manager

Appendix G: Course Evaluations

At the end of each course, the OWD will conduct an evaluation for the course. The following is a sample of what a potential evaluation might look like, but the OWD reserves the right to change evaluations depending on the course offered.

Course Feedback

Please rate your overall satisfaction with this training, workshop or course. (1=Unsatisfied, 5=Very Satisfied)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

The course content meet my expectations. (1=Unsatisfied, 5=Very Satisfied)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

The instructor was well prepared and understands the subject matter. (1=Unsatisfied, 5=Very Satisfied)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

The instructor was engaging and encouraged student participation during the session. (1=Unsatisfied, 5=Very Satisfied)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

Would you attend more professional development courses and workshops with Shippensburg University?

- ☐ Yes
- ☐ No
- ☐ Maybe

Please list any other topics you would like training on.

Please share additional information you would like for us to know.