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Part I: Dual Credit Contact Information

For additional information relating to dual credit operations, including admission/registration/payment information, HR contacts, CSI policies and procedures, MyCSI access, academic schedules, scholarship information, and general course/assessment questions please refer to the following contact list or phone/e-mail your department chair or faculty mentor directly for assistance.

CSI Dual Credit Website- www.csi.edu/dualcredit

Dr. John Miller
Instructional Dean, Off-Campus Education
208-732-6280
Email: jmiller@csi.edu

Karrie Hornbacher
Coordinator for Advanced Learning
208-732-6276
Email: khornbacher@csi.edu

Larrianne Ruiz
Administrative Assistant, Instructional Administration
208-732-6219
Email: lruiz@csi.edu

Records and Admissions
208-732-6795
Email: records@csi.edu

Human Resources
208-732-6271
Website: hr.csi.edu

CSI Business Office
208-732-6212
Website: csi.edu/businessoffice

Advising
208-732-6250
Email: advising@csi.edu

Computer Help Desk
208-732-6311
Email: helpdesk@csi.edu
Part II: The College of Southern Idaho

We welcome you as a colleague and dual credit instructor for the College of Southern Idaho. The College of Southern Idaho is the center of educational, business and cultural activity for south central Idaho. Since opening its doors in 1965, CSI has grown as a comprehensive two-year community college, and it now serves over 8,000 students taking credit courses each semester and another 4,000 attending noncredit professional and enrichment classes. In addition, up to 40,000 people come to the campus each year for special events and workshops. The college is governed by a five-member Board of Trustees elected from Jerome and Twin Falls counties. CSI is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Mission Statement: The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

Part III: The Purpose of Early College Credit Programs

The College of Southern Idaho recognizes the nationwide movement toward collegiate programs that allow high school students, of outstanding academic achievement and/or inclination, the opportunity to earn collegiate credit towards an undergraduate degree prior to graduation. The College of Southern Idaho accepts high school students as one of its important constituent groups and considers Dual Credit programs to be a major part of its off-campus outreach effort.

Part IV: Dual Credit

A Dual Credit course is a college course taken by a high school student for which the student earns both college and high school credit concurrently. Such courses may be offered on the high school campus and taught by a high school or college instructor, or they may be offered on the college campus by a college instructor. Dual Credit is successful because the program offers something for everyone involved. Dual Credit enables students to make substantial progress toward college degrees before they finish high school. Students who begin taking courses in their junior year can earn thirty or more college credits by the time they graduate from high school if they also take summer classes at the college. College-bound students can earn sophomore status even before they set foot on campus.

High school students, usually at the junior and senior level, can earn college credit in their usual advanced-level high school courses if two basic conditions are met: (1) the subject matter of the course is based on and incorporates the syllabus of the CSI course for which credit is sought, and (2) the high school instructor possesses academic credentials and experience sufficient to be appointed as an adjunct faculty member of the sponsoring CSI academic department to teach the course at the collegiate level. In short, a Dual Credit course must reflect the academic rigor of a college-level course and be taught by a fully qualified instructor.
Dual Credit courses also help high school students make the transition from high school to college. For one thing, students can learn what college professors expect in Dual Credit courses while still in their familiar high school surroundings. When a student matriculates into a college system, they will have already acquired the confidence to succeed academically. Then too, Dual Credit courses enable high schools to offer students more options than are available in a regular high school curriculum.

**Transferability of Dual Credit**

It is very important to understand that all credit transferability is dependent upon the acceptance of such credits by the institution to which the credits are being transferred. CSI cannot guarantee that credits will be accepted by any institution other than our own. That being said, CSI Dual Enrollment credits have experienced years of transferability ease in most instances. Although the information contained in this document has been provided as accurate at the time this document was created, all students should verify information on their own as policies and guidelines at individual institutions can change at any time.

If a student intends to enroll in a college or university other than CSI, they will need to transfer their CSI credits, for evaluation, by requesting an official transcript. Students should wait until their final grades are posted before requesting official transcripts. Official CSI transcripts can be requested online at www.studentclearinghouse.org. There is a small fee for official transcripts which can vary depending on how quickly the transcripts are needed.

Please remember that an official CSI transcript must be sent directly to the institution to which the credits will be transferred. Credit transferability at all institutions is contingent upon departmental scrutiny; we therefore suggest students provide course descriptions for major specific coursework.

Below is a list of Colleges and Universities that typically will accept CSI Dual Enrollment credits. *In addition to the specific institutions listed below, most Western U.S. public post-secondary institutions recognize Dual Enrollment credits.

**These schools would include Idaho’s public universities and colleges.**

- Arizona State University (AZ)
- Baylor University (TX)
- Brigham Young University (ID & UT)
- Brown University (RI)
- Cornell University (NY)
- Dartmouth College (NH)
- Georgia Technical University (GA)
- Harvard University (MA)
- Penn State – University of Pennsylvania (PA)
Purdue University (IN)
Stanford University (CA)
University of Arizona (AZ)
University of Oregon (OR)
University of Nevada – Reno (NV)
University of Nevada – Las Vegas (NV)
University of Southern California (CA)
Vanderbilt University (TN)

Lastly, the list below shows a list of Colleges and Universities where known issues regarding the transferability of CSI credits have been identified:

- Babson College (MA)
- Columbia University (NY)
- Duke University (NC)
- Furman (SC)
- Georgetown University (DC)
- Princeton University (NJ)
- University of Puget Sound (WA)
- Whitman College (WA)
- University of Michigan (MI)
- Yale University (CT)

Placement and Benchmarks
Students who take dual credit coursework in English, Mathematics, Biological Science, and Physical Science will be required to be properly placed into classes according to CSI policy through one of the following methods:

- Placement based on COMPASS test results
- Placement based on a cross-over comparison of the ACT or SAT test results.
- Submission of a Dual Credit Placement Release

Course placement information, including a listing of score requirements, can be found online at http://advising.csi.edu/newStudents.asp#placement.

Students will not be able to register for dual credit coursework in the content areas mentioned above until appropriate placement scores are submitted to the CSI or a “Dual Credit Placement Release” form has been submitted in lieu of placement scores. CSI strongly recommends that all students are appropriately placed according to COMPASS or ACT/SAT test scores.

Placement information may be submitted electronically to the Dual Credit Program, attention Karrie Hornbacher or Larrianne Ruiz.
Part V: Hiring Process – Dual Credit Instructors

Preface: According to SBOE Rules relating to accelerated learning opportunities in Idaho (SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: Y. Advanced Opportunities, December 2005), prospective high school teachers may be selected to work with a college/university as a dual credit instructor in one of two ways:

1. The prospective high school teacher is appropriately credentialed according to K-12 Idaho Standards and has a master’s degree in a necessary content area as specified by the local academic department of a participating college/university.

2. The prospective high school teacher is appropriately credentialed according to K-12 Idaho Standards and is approved by the local academic department of a participating college or university based on review and acceptance of a professional vita. The professional vita submitted for consideration must include, but is not limited to, a professional resume and copies of unofficial college transcripts.

Consideration and Selection Process: After the professional vita for a dual credit instructor is submitted to the Office of Instructional Administration (Instructional Dean for Off-Campus Education) it is passed on to the appropriate department chair for evaluation by his/her staff. The outcome is either (1) acceptance or (2) denial with explanation and a recommendation for additional coursework or training. Once an instructor has been approved by the appropriate department at the College of Southern Idaho the following things will occur. A denial is communicated to the high school teacher by either the Instructional Dean for Off-Campus Education or the Department Chair, depending on a recommendation from the Department Chair.

Hiring and Faculty Integration: Once a department chair informs the Office of Instructional Administration (Instructional Dean for Off-Campus Education) of a decision to accept a high school teacher as a dual credit instructor, the following chain of events will take place:

1. The Instructional Dean for Off-Campus Education informs the new dual credit instructor and his/her building administration of the hiring decision.

2. CSI hiring paperwork is sent to the new adjunct for completion, including access to the CSI faculty handbook, dual credit instructor agreement, and new dual credit teacher memorandum.

3. When CSI hiring has been received from the new dual credit adjunct and approved by campus administration, the Instructional Dean for Off-Campus Education will refer the new instructor back to the department chair for assignment of a CSI faculty mentor and to address questions relating to curriculum, assessments, and textbooks.

4. The newly hired dual credit instructor is integrated into professional and staff development activities with their affiliated academic department at the College of Southern Idaho.
Part VI: Faculty

Dual Credit classes can be taught by either CSI faculty members or by high school instructors, who hold appropriate credentials to teach college courses. Courses may be offered via direct instruction, microwave transmission, or internet delivery.

Faculty members teaching college transfer courses should hold a master's degree in the appropriate teaching field, but experienced and highly qualified high school teachers may apply to teach Dual Credit classes without a master’s degree. Determination of the suitability of a teaching candidate for Dual Credit assignment rests with individual College of Southern Idaho departments.

High school Dual Credit instructors are considered to be employees of the College of Southern Idaho in the course of their Dual Credit instruction, as well as faculty members of their own high school. High school instructors teaching Dual Credit courses must complete a job application, supply the college with official university transcripts, attend any applicable CSI faculty orientations, and work with their CSI faculty department chair on all instructional issues related to the college course. Dual Credit instructors will be evaluated according to CSI guidelines for faculty assessment. In turn, the college will offer faculty development opportunities to Dual Credit instructors, as well as mentoring and support as needed, and compensate the instructor at the standard rate for CSI Dual Credit faculty members.

If CSI assigns its regular faculty members to teach a Dual Credit course on the high school campus, the high school administration should work with the college to ensure a successful semester. The college instructor will need information concerning parking, restrooms, mail service, photocopy facilities, and audio-visual equipment. High school administration should be given the name of a college liaison and a telephone number to call in case of an emergency involving a CSI faculty member.

All part-time faculty members, dual credit instructors included, should follow all institutional guidelines set forth in the CSI Faculty Handbook for CSI teachers and instructional staff. The CSI Faculty Handbook can be found online at http://hr.csi.edu/facultyHandbook/.

**EagleOne Accounts for Faculty Members:** Dual credit instructors automatically have an EagleOne account created by their first official date of employment (there are only a few exceptions). With their EagleOne accounts, current CSI employees will be able to access a variety of resources and systems, including, MyCSI, EagleMail (optional), Blackboard (upon request), online library services, and online course evaluations. All instructors teaching credit courses (both full-time and part-time) receive EagleOne accounts.

**Accessing MyCSI:** In order to access the grading and course management features in MyCSI, follow the following directions:
ENTERING GRADES ON MYCSI

- Go to mycsi.csi.edu

- Login in using the first initial of your first name and your entire last name in the CSI ID # field

- Use your 8 digit date of birth (no slashes) as the password, example 08221970

- Click the Faculty tab in the Yellow Navigation Banner across the top of the screen.

- In the Grade Entry module, click on View Course List.

- Change term to the correct semester, if necessary, and click on the course link. (For example, you may need to change the term if your class is yearlong, the students registered in the fall, and you are now submitting grades in May or June.)

- On the next screen, click the drop-down box next to the student’s name and select the grade

- Click Save
Part VII: Grading

Grades at CSI are earned upon completion of a course in the following categories:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit</th>
<th>Grading Scale</th>
<th>Description</th>
<th>Used to Calculate GPA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>90-100%</td>
<td>Excellent</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>80-89%</td>
<td>Good</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>70-79%</td>
<td>Satisfactory</td>
<td>Yes</td>
</tr>
<tr>
<td>D*</td>
<td>1</td>
<td>60-69%</td>
<td>Unsatisfactory</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59% or below</td>
<td>Fail</td>
<td>Yes</td>
</tr>
<tr>
<td>P</td>
<td>-</td>
<td>-</td>
<td>Pass-satisfactory progress of at least “C” level</td>
<td>No</td>
</tr>
<tr>
<td>NP</td>
<td>-</td>
<td>-</td>
<td>No pass- Unsatisfactory progress below “C” level</td>
<td>No</td>
</tr>
<tr>
<td>I</td>
<td>-</td>
<td>-</td>
<td>Incomplete</td>
<td>No</td>
</tr>
<tr>
<td>AU</td>
<td>-</td>
<td>-</td>
<td>Audit</td>
<td>No</td>
</tr>
<tr>
<td>W</td>
<td>-</td>
<td>-</td>
<td>Withdrawal</td>
<td>No</td>
</tr>
<tr>
<td>WIP</td>
<td>-</td>
<td>-</td>
<td>Work In Progress</td>
<td>No</td>
</tr>
</tbody>
</table>

**Incompletes:** Instructors can enter a grade of Incomplete (I) if both of the following conditions are present:
- The student’s work has been satisfactory through the first half of the semester or course.
- Extenuating circumstances make it impossible for you to complete the course before the end of the semester.

This arrangement allows the student and instructor to collaborate, within a specified amount of time not to exceed one year, to complete the course for a grade in the class. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of F will automatically be assigned.

**Drops/Withdrawing:** Course drops can only be completed up until the course registration deadline and will not leave a record on a student’s transcript. After the course registration deadline, drops are no longer an option and students wishing to formally cease attendance in a class will need to do a withdraw.

It is important for students to note that while a withdrawal will not affect their GPA calculation, withdrawing from a class will result in a W on their CSI transcript and will indicate the student has attempted, but withdrawn from a course. A withdrawal will impact a student’s completion rate (number of credits student has attempted vs. what they have successfully completed) and this may have implications on the student’s academic records and/or future eligibility for Federal Financial Aid.

Part VIII: Faculty Requirements

The prospective high school teacher is appropriately credentialed according to K-12 Idaho Standards and has a master’s degree in a necessary content area as specified by the
local academic department of a participating college/university (or) the prospective high school teacher is approved by the local academic department of a participating college/university based on review and acceptance of a professional vita.

In addition, dual credit instructors are required to:

- Submit an updated electronic syllabus each year before their semester or year-long class begins, including (but not limited to): CSI approved grading policies, course textbook and materials, academic integrity policy IDEA statement, course outcomes, and other approved and/or departmental specific information
- Submit a signed dual credit teaching agreement
- Submit updated personal and contact information
- Submit mentor contact and site visitation information signed and returned to the department chair
- Publish access information for student evaluations and provide student evaluation information to department chairs
- Attend and participate (physically or virtually) in all required in-service or informational training sessions
- Provide outcome assessment and student performance data, upon request, to the Dean of Institutional Research and/or his/her department chair

Part IX: Dual Credit Non-Compliance Policy

There are rare instances where the performance of a dual credit instructor at a host high school does not match the standards set by the College of Southern Idaho, the affiliated content area department, or the local high school. In these instances, it is sometimes necessary to put a dual credit instructor into a probationary category or to end the relationship with them as a dual credit instructor for the College of Southern Idaho.

In addition, in the event an approved dual credit instructor leaves in the course of the school year or cannot discharge his/her contracted duties as a dual credit instructor, provisions must also be made for coverage and disposition of the dual credit course(s) effected.

The following are process guidelines for intervention with or the removal of a dual credit instructor, working in partnership with the host high school.

1. A performance issue for a dual credit instructor is identified by the content area department of the College of Southern Idaho, the Office of Instructional Administration, or the local high school administration.

2. The mentor or department chair will communicate with the instructor and express performance concerns and offer support and/or additional training to address said performance concerns.
3. The department chair will report all activities to the Instructional Dean responsible for off-campus education, which is responsible for communicating performance concerns to the local high school/school district administration.

4. Based on the specifics of the performance issue as well as previous intervention attempts if archived, the Instructional Dean or his/her designee (in some cases the content area department chair), after consultation with the mentor, department chair, and host high school administration, will approve (1) a probationary period for said instructor, or (2) separation of said instructor from the college as a dual instructor. The instructor will be notified as to the specifics of the performance issue and disposition, as well as the high school/school district administration.

5. In the event an instructor is unable to discharge his/her duties as a dual credit instructor due to a change in job placement, termination from the local school district, medical leave, or some other unforeseen circumstance, the department chair of the related content area and the Instructional Dean responsible for off-campus education will work with the local host high school to (1) approve a replacement instructor for the interim of the semester, (2) arrange for coverage of the class with another dual credit or CSI adjunct, or (3) arrange for administrative dissolution of the class and withdrawal of students if no other solution can be found. All discussions will require active participation of the administration of the local high school/school district and their eventual approval.

Part X: Faculty Liaison

Faculty Mentor Job Description: Quality and academic rigor of the Dual Credit Program is dependent on the active participation of the faculty mentor and professional collaboration between the dual credit instructor and CSI faculty mentor. The CSI department faculty mentor provides curriculum oversight and support to the high school instructors. The Dual Credit Program will provide administrative and financial support to ensure all dual credit classes offered in partnership with CSI and cooperating high schools meet high standards of academic rigor. The primary responsibilities of the faculty liaison are as follows:

- Ensure the Concurrent Enrollment Program classes reflect the college’s and/or academic department’s pedagogical, theoretical, and philosophical orientation.
- Provide guidance and support to high school teachers in their role as a dual credit instructor.
- Provide orientation on course curriculum, assessment criteria, and course philosophy to the high school instructor.
- Plan and conduct annual or bi-annual professional development trainings or visitations relating to course integrity, grading standards, course pedagogy, and other appropriate topics in the content area.
- Communicate department information each semester to high school teachers. Include high school teachers in department correspondence, listserv, academic notices and general information.
- Visit high school teachers on-site at least once a year (physically or virtually) and document site visits using the appropriate reporting form. Communicate at other times during the semester/year via email or phone.
- Supply high school teachers with current sample syllabi, sample exams and other course materials when requested.
- Supply high school teachers with desk copies of current textbooks when requested.

**Part XI: Dual Credit Standards**

*State Board Reference: SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: Y. Advanced Opportunities, June 2012*

“All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate.”

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum 1 (C1)</td>
<td>Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.</td>
</tr>
<tr>
<td>Curriculum 2 (C2)</td>
<td>Postsecondary courses administered through a dual credit program are recorded on students’ official academic record of the postsecondary institution.</td>
</tr>
<tr>
<td>Curriculum 3 (C3)</td>
<td>Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty 1 (F1)</td>
<td>Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.</td>
</tr>
<tr>
<td>Faculty 2 (F2)</td>
<td>The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university’s courses.</td>
</tr>
<tr>
<td>Faculty 3 (F3)</td>
<td>Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions’ faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.</td>
</tr>
<tr>
<td>Assessment 2 (A2)</td>
<td>Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.</td>
</tr>
<tr>
<td>Assessment 3 (A3)</td>
<td>Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.</td>
</tr>
</tbody>
</table>

**Program Administration and Evaluation**

| Admin & Evaluation 1 (AE1) | The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and State Board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality. |
| Admin & Evaluation 2 (AE2) | Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections. |
| Admin & Evaluation 3 (AE3) | Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts. |
| Admin & Evaluation 4 (AE4) | A data collection system has been established based on criteria established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university. |
| Admin & Evaluation 5 (AE5) | Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board’s fee setting meeting. The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses. |
| Admin & Evaluation 6 (AE6) | Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student’s costs are established, compensation for the teacher is identified, etc. |
| Admin & Evaluation 7 (AE7) | Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located. |