



What assurances do we have that higher education regulations and accreditation standards are being met with Campus courses?

The department of education and all of the regional accreditors have an interest in ensuring that college courses are created and taught by qualified individuals. Additionally, systems must be in place to ensure that courses are fulfilling the promises made to students through continuous quality improvement based on assessment (direct and indirect data analysis, intervention and re-evaluation). At CampusEdu, we address the standards and processes that are common to regional accreditors as well as the April 2nd, 2020 version of the [Department of Education's Distance Education and Innovation](#) proposed rules that amend the Higher Education Act of 1965.

Q. Who creates a CampusEdu Course?

- A. Fully qualified **faculty subject matter experts from regionally accredited institutions** serve as the primary authors for all CampusEdu courses. These course authors are selected by institutional leaders (provosts and deans) as experts in their disciplines. They are qualified according to their schools' accreditation standards-- a combination of education and tested experience. Course authors partner with instructional design experts who ensure that courses are equitable, accessible, appealing, aligned, reflective of the needs of diverse learners, and professionally delivered. Finally, media production personnel ensure that all media includes accurate and searchable closed captioning and that any selected media resources don't violate copyright or intellectual property laws.

Q. Who teaches a CampusEdu course?

- A. Fully qualified **instructors**. Standard qualifications for instructors include: an academic credential at least one level higher than the level being taught, at least 18 graduate credit hours in the discipline, or tested experience that is deemed equivalent as a replacement for one academic credential. Tested experience must be at least 5 years of real-world work experience in the discipline (10,000 hours) and must be verifiable via a resume with references. CampusEdu courses are taught by instructors who are employed by regionally accredited institutions, and instructors' skills and experiences are validated and monitored by those colleges/universities.



Q. How are course sections determined (quantity, frequency etc.)?

- A. **Course start and end dates** per term **determine sections**. Sections of courses are opened up based on the start and end date needs of partner schools. For example, in a fall term, if 3 schools needed a 10-week version of PSY-120, 2 schools needed a 6-week version, and 2 schools needed a 5-week version, there would be three sections of PSY-120 offered in the fall term-- a 10-wk, a 6-wk, and a 5-wk. Three instructors would be hired to teach the three sections. Those instructors would be primarily employed by one of the partner schools. As enrollments in each section grows (prior to the course start date), additional teaching assistants (TAs) are added for every 25 enrollments up to a maximum of 300 students in a section (12 teaching assistants and 1 instructor). Course sections must have a minimum of 3 students to run.

Q. How are Teaching Assistants (TAs) hired and qualified?

- A. **CampusEdu maintains a roster** of teaching assistants (TAs) for each course. These individuals share qualifications that are similar to instructors, but they may not qualify to serve as full instructors (ie. partially completed graduate degrees or significant work experience in the discipline but limited academic credentials). TAs have regular training and interaction with the course authors and/or the instructors to ensure inter-rater reliability in grading and clear communication in responses with students. TAs develop expertise in the structure of the courses, the intent of the assignments, and the timelines for due dates, so they are well-prepared to serve as communicators of logistics and assignment clarification with students.

Q. What is the process for continuous quality improvement?

- A. **Authoring institutions** maintain course quality. Annually, CampusEdu provides indirect and direct assessment data to academic leaders in the institutions where courses originated. The data provided align with the most common expectations of accreditation-- ie. grades, completion rates, student satisfaction survey results, and instructor/TA feedback. Authoring institutions follow their established course improvement procedures to update courses according to their accreditation standards. CampusEdu provides support and access for course maintenance.



Q. Does the student experience comply with distance education regulations?

- A. **Yes.** Even though many CampusEdu courses are taught as a component of a residential college education, courses are designed to comply with all distance education delivery standards. The workload is balanced across learning modules, and the workload is sufficient to equate to the typical number of undergraduate clock-hours that would be expected from a face-to-face learner. WCAG 2.0 AA accessibility guidelines are followed so that all course components are accessible via screen reading software. Appropriate fonts and color contrasts are used as well as searchable closed captioning for all videos. Finally, regular and substantive instructor interaction is a core component of every course. Learners will engage in synchronous discussions hosted by the instructor as well as asynchronous interactions with instructors and teaching assistants.

Q. What are HLC's guidelines around "course sharing" among institutions?

- A. [HLC](#)- The Higher Learning Commission allows for course sharing under several provisions. The following are not considered **contractual arrangements** and therefore do not require HLC approval or notification.
- a. **Articulation Agreement:** An arrangement between institutions that agree in advance, via Memorandum of Understanding or other agreement, to accept each other's credits in transfer, often in partial fulfillment of one or more specific credentials. In these cases, students may be simultaneously enrolled in multiple institutions. Each institution teaches its own curriculum and courses; there is no outsourcing involved. Institutions may decide whether to enter into articulation arrangements with other institutions regardless of the other institution's accredited status. However, HLC-affiliated institutions should make the public aware of all such arrangements (e.g. by listing such arrangements on the website, providing more details in program catalogs and ensuring clarity in the transcript produced as a result of such arrangements).
 - b. **Consortial Arrangement:** An arrangement in which all of the contractual partners providing goods or services related to academic programs are institutions accredited by agencies recognized by the U.S. Department of Education. As of February 2020, institutions are no longer required to notify HLC of or request prior approval for consortial arrangements.



Q. Is the institution's relationship with CampusEdu considered a contractual arrangement by HLC?

- A. **HLC** approval or notification is not required for arrangements between an institution and a third party in which the contract between the contractual partner (CampusEdu) and the institution **provides only for the articulation or transfer of courses** ... and not the outsourcing of courses carrying academic credit from the institution.

Because all CampusEdu courses are created and taught by other accredited institutions, the courses are not considered outsourced but rather fall into categories of consortial arrangements or articulation agreements. The institution receiving credit from courses that students took at other Campus institutions can decide whether to accept those courses as transfer credit or to make articulation agreements that allow certain Campus course credit to be counted as equivalent to courses from the student's home institution.

Q. How should university registrars treat CampusEdu courses?

- A. According to [AACRAO](#)'s 2019 report, the following guidelines can be followed to align with standards for registrars. Institutions are permitted to choose between course by course transfer/articulation agreements and block transfer.
- Agreements can exist between two institutions at any academic level or between an institution and an agency, credentialing body, high school, or other entity.
 - It is a common misconception that articulation agreements only govern the **flow of credits** from one school to the next. Agreements can provide for the courses to transfer in either direction. School A to B and School B to A.
 - Course to Course agreements** are often known as Course Equivalency Agreements or Transfer Guides. These agreements focus on the most basic element in the transfer process: academic coursework. In these agreements, institutions determine how individual courses match (or are equivalent to) each other.
 - These agreements are often organized as a master (A to Z) **list of courses** that are deemed equivalent. They can be courses that make up institutional general education/core requirements. They can be program or major-specific curricula, including electives.
 - The word "block" in the term **block transfer** refers to the idea of students being able to transfer a partial or full credential en bloc – or in a bundle. This may be the block transfer of general education, or as a degree in its totality. With block transfer arrangements, the receiving institution does not have to perform a



course- by-course transfer credit evaluation and can satisfy degree (or general education) requirements in bulk.

Q. What is an institution's responsibility if their accreditor is SACSCOC?

- A. [SACSCOC](#) provides the following standard explanations related to course sharing.
- a. After evaluating a course that is provided by another institution, an institution can choose to accept that credit as their own. Transfer guides and articulation agreements do not require substantive change notification. The institution,
 - i. “publishes policies for evaluating, awarding, and accepting credit not originating from the institution, ensuring
 - ii. the academic quality of any credit or coursework recorded on its transcript,
 - iii. an approval process with oversight by persons academically qualified to make the necessary judgments, and
 - iv. the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.” (10.8- Evaluating and awarding academic credit)
 - b. An institution may choose to transcript credit as its own when it is offered through a cooperative academic arrangement provided that:
 - i. The institution ensures the quality and integrity of the work
 - ii. The institution maintains formal agreements between the parties involved, and
 - iii. The institution regularly evaluates such agreements.
 - iv. If >50% of an academic program is offered through a cooperative agreement, a substantive change notification is required. (10.9- Cooperative academic arrangements)

Q. How does SACSCOC view CampusEdu courses?

- A. Course equivalency sharing agreements that are produced by CampusEdu member schools are considered **consortial agreements** by SACSCOC.
- a. Courses taken under these agreements should be treated identically to any other course.
 - b. Courses should also count toward residency for financial aid purposes.
 - c. At least 25% of a student's undergraduate degree should come from the home institution where they are enrolled as a student.



Q. How is student identification verified?

- A. Campus assignments are protected behind a secure login and passcode. Students must login to complete assignments. Additionally, artificial intelligence generates questions for students while they are interacting in the learning environment. Questions will differ from one student to the next, reducing the ease with which students can share information.