

## Guidelines for Accepting Credits from Other Sources

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- 1) If the school is hosting a **dual credit course on campus** and teaching it with their teacher (or hosting a college professor on campus), they should include it in their curriculum in the same format as the rest of their curriculum guide. While they are often partners with a college in terms of developing a dual credit syllabus, they must “own” the course in terms of objectives, Expected Student Outcomes, instructional activities, assessments, biblical worldview, and all other required curriculum elements.
- 2) If a course is being **taught off-campus, but is contracted by the K-12 Christian school**, the course would be considered as part of the school’s own offerings and would be included in the school’s curriculum guide. The following are two possible scenarios:
  - a. The course is contracted by the K-12 Christian school as part of their offerings.
  - b. The course is offered online by someone contracted by the K-12 Christian school as part of their offerings. Although the lines are not completely clear, other factors that would indicate that a course belonged to the K-12 Christian school might be that the school had input into the course, the school may provide the “teacher of record,” and the school may put a group of students into a course together. Not all of these would necessarily have to be true.
- 3) For **off-campus or online courses not contracted by the school**, the course would not be considered the K-12 Christian school’s own course. In those cases, the school must have a policy about accepting credits from off-campus or online courses while the student is still enrolled at their school. (This is in addition to their policy on transfer credits.) The policy should address the following issues:
  - a. Partnerships with Online Providers – If the school is partnering with an online course provider, the K-12 Christian school should ask the following questions and include answers/solutions in their policy:
    - i. Is the online course provider Christian (mission, philosophy)?
    - ii. Do they hire Christian teachers?
    - iii. Are the teachers from the online provider the “teacher of record” or is there an on-site “teacher of record?”
    - iv. Is the course taught from a biblical perspective, using biblical integration activities that are equal to the K-12 Christian school’s perspective (or at least adequate)? Or, can the K-12 Christian school add such biblical integration components?
    - v. Is the online course provider accredited as a school (since online course providers are not accredited as providers)? Accreditation for online programs by a regional accrediting agency and accreditation by ACSI are both available.
    - vi. Is the course of appropriate rigor to achieve the academic learning outcomes for the student and prepare them for appropriate career options or the next course of study expected of them?
    - vii. If the answer to any of the questions about Christian mission, testimony of teachers, biblical perspective, biblical integration are “no,” then what is the school going to do to make sure the student learns the material from a Christian perspective and accomplishes the faith-based Expected Learning Outcomes?
  - b. Public or Junior Colleges, including Secular Technical/Vocational Schools –
    - i. Is the course of appropriate rigor to achieve the academic learning outcomes for the student and prepare them for appropriate career options or the next course of study expected of them?
    - ii. Is the course accepted as a core course (in place of a course that the K-12 Christian schools considers essential) or is the course accepted as an elective or advanced course that the school does not offer? (Example: Calc II)

- iii. Assuming the material is not being taught from a Christian perspective, what is being done to make sure the student is getting a biblical perspective on the material, developing a biblical worldview, and in some cases, is able to confront a non-biblical worldview that may be taught? Options may include the following:
    - 1. A Christian mentor working with the student(s) during the course.
    - 2. Additional assignments ensuring biblical integration either during or after the course, allowing the student to reflect on their learning and giving the K-12 Christian school faculty an opportunity to interact with them about what they have learned.
    - 3. A Christian worldview seminar for all students taking non-Christian courses.
    - 4. A plan by the school to ensure that no core classes are taken at the secular college. Students would need to be told ahead of time that the courses they take will only be accepted into certain categories. Everything else will simply be accepted as electives.
    - 5. Other options defined by the school that meet the spirit of these guidelines.
  - iv. How is the student learning to accomplish the ESOs that are unique to the K-12 Christian school in which they are enrolled through this course? The school may require a capstone project/assessment that is tied to a particular ESO rather than a particular course. Students on campus may complete the required project in an on-campus course. Students taking a secular course may be required to complete the capstone project independently. (This would accommodate situations where no additional requirements could be directly added to secular courses.)
- 4) **Credits that a student earns at the K-12 Christian school must be at least 25%** of their high school credits in order to earn a diploma from that school. (Any exceptions to this must be through written request and approved by the Regional Office.)
  - 5) All the **guidelines above apply to credit recovery and advanced courses as well** as dual credit high school/college classes.
  - 6) **Homeschool or non-accredited program credits** transferred into an accredited school and placed on a transcript must be validated by the receiving school. Validation should include such elements as a mastery or placement knowledge/skills test, a descriptive syllabus of the course content, and an interview with the student that assesses the level of mastery.

Any **exceptions** to these guidelines may be requested through writing to the Office of Academic Services along with written documentation of state or local law prohibiting some portion thereof.