Instructional Services Agreements

Reference Toolkit

Instructional Service Agreements
& MOUs Toolkit

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Introduction

Public safety programs are complex to manage and can be even more difficult to sustain while meeting both college and industry partner needs. A strategic combination of course offerings can provide the consistency and predictability for the colleges while meeting student and agency needs. To accomplish this, use of traditional semester courses, non-traditional calendars, short-term offerings, and collaborative Instructional Services Agreements are essential.

Within this Toolkit we will attempt to provide some understanding of the regulations, requirements, and barriers in designing the systems, as well as provide some samples/examples of documentation and agreements necessary to be successful in Instructional Services Agreements.

** It is important to verify and follow approved policies and procedures at your specific college, agency or business. This Toolkit is intended as a general guide and reference, only.

Purpose of Instructional Services Agreements

Instructional Services Agreements (ISAs) are a long-standing method of course delivery through engagement with industry partners. These agreements are not limited to Public Safety programs and partners and are often utilized in Allied Health, Technology, public, and private industries. The intent of these agreements is to create a mutually beneficial relationship between the college and the industry partner for the betterment of the students and the profession.

It is important to understand that ISA courses are *real* courses and must meet all the Education Code and title 5 requirements of any other course offered through the college. If set up properly, the Agreements are quite beneficial to everyone involved.

Benefit to Colleges

ISAs have many benefits for the host college. The most obvious benefit is that ISAs assist colleges in generating additional FTES, either within their own districts or outside of them. More than that, ISAs strengthen the relationship between the colleges and industry partners and open the door for greater collaboration and student-workforce engagement. As the colleges work more closely with industry partners, communication and confidence levels between the two will rise. This often leads to higher CC student placement rates for internships, apprenticeships and ultimately employment.

A by-product of ISAs is the identification of new faculty/staff. Many industry employees are unaware of the employment opportunities at the local community colleges and begin their adjunct faculty experience teaching under the ISA. There are costs associated with engaging in an ISA, but generally it is less costly than employing additional adjunct faculty and allows for offering, rather than canceling, courses that may have lower enrollment.

Lastly, ISAs can begin relationships for shared facilities and equipment. Public safety programs in particular have very specific facility and equipment needs that may be too expensive for either industry or colleges to fund alone. Strong relationships lead to more shared resources.

ISAs are a means for colleges to support industry partners' needs while promoting the traditional collegiate programs and students.

Benefit to the Agencies

ISAs also provide valuable benefits to industry/agency partners. Training budgets continue to be cut while mandated training continues to increase. ISAs are a way to offset some of the costs associated with presenting required training while reserving your training budget for other needs or training that cannot be facilitated through the community colleges. Enrollment can be an issue for agencies as well. Offering specialty courses in collaboration with the community colleges provides a greater pool of potential students to bolster enrollment to make presenting a course viable. Due to the fact the shared funds associated with most ISAs are based upon a dollar value per student contact hours, the more students in a course without having to increase the number of instructors means more funds to offset costs.

An additional benefit of ISAs for agencies is having additional support and documentation of the quality and quantity of training provided to employees. ISAs are based upon collegiate standards for curriculum and instruction. Courses and instructors are approved through an established collegiate process and students who complete the courses receive transcribed credit. As such, all collegiate records can be used in the event of litigation to show currency and competency of employee training.

Due to the fact that the shared funding is determined after courses have completed, they are generally used for future training and educational purposes. They can be used to pay for future instructors, equipment used strictly for instruction and training purposes, tuition/fees associated with sending employees to training. The funds CANNOT be used for the following: backfill or salaries for trainees, travel and per diem, convenience food and beverages for training (coffee, bagels, donuts, etc), or for equipment that will or can be used for regular daily work purposes. ([Chancellor's ISA Funds Usage Guidelines](#))

As emphasis continues to grow surrounding the importance of education within the public safety professions, ISAs assist currently employed professionals in receiving college credit for course work they complete. Units associated with ISA courses can generally be applied towards an Associate Degree, and sometimes a Bachelor Degree. For some students these units can mean the difference between completing a degree program leading to promotional opportunities and not. Some of courses offered under an ISA also meet prerequisite requirements for other training and promotion (i.e. EMT for Paramedic Training) or employment.

Once ISAs have been established, it is much easier to engage in other agreements for shared resources and/or access to instructional support and staff that otherwise might have been more difficult to employ through the department.

Benefit to the Students

Expanding services and opportunities to students are the real benefit of ISAs. Not only do the students earn college credit that can generally be used toward degree certificate and degree completion, enrollment with a college provides documentation of requisite training and education received to establish and/or maintain certification for employment. The students are more intellectually prepared for their chosen profession as well as having a clear understanding of the associated expectations.

Benefit to the Community

The strengthened relationship between college and agency allows for employment and work experience opportunities for students who might not otherwise have exposure. As colleges continue to expand their programs into the high schools, more non-traditional and underserved students will find how they can succeed within the profession. Ultimately, a more "home-grown," community-committed, qualified applicant is developed and is available.

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CCC Chancellor's Office Guidelines

In 2015, California Community College Chancellor's Office updated the guidelines for engaging in Instructional Services Agreements (ISAs), previously referred to as the 13-Point and 16-Point Contract. Courses presented under ISAs must meet the requirements of any other course offered by the college. The primary regulations impacting ISAs fall within the California Education Code sections 78015 and 84752, and California Code of Regulations, title 5, sections 51006, 53410, 55002, 55003, 55005, 55300, 58050, 58051(c)-(g), 58051.5, 58055, 58056, 58058(b), 58102-58106, and 58108.

The general requirements are as follows:

- The college/district must establish the program and articulate associated courses with appropriate prerequisites as needed (*employment as prerequisite is **prohibited***).
- Courses must be published in the college catalog and offerings listed in the schedule of courses a minimum of 30 days prior to the start date.
- Instructors for ISA courses must meet the same minimum qualifications to teach other courses within the discipline at the college.
- The college/district must have a contract with the agency specifying responsibilities and procedures.
- The college/district must have a contract with instructors and demonstrate control/direction of the instructors (paid and unpaid).
- Course offerings must be open enrollment and cannot be fully funded through any other source. CCCCO Q&A 01-2017
- Permanent records of attendance must be maintained.
- Any courses offered outside of the college/district boundaries require approval by the adjoining college/district.

The CCCCO recently shared an Audit Guidance document created to assist auditors at the individual colleges and districts in determining the validity and efficacy of ISAs.

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Necessary Personnel

ISAs can be complicated to set up and equally and laborious to manage. When possible, a college/district should have a staff member dedicated to manage the ISA program to ensure proper oversight and record keeping. Otherwise essential personnel for ISAs include an onsite supervisor and qualified instructional staff (can be one in the same).

Supervisors/Instructors must meet the minimum qualifications to teach other courses within the same discipline at the college/district. As some colleges/districts allow for an equivalency process, not all instructors will necessarily meet the minimum qualifications for every college/district. Colleges/districts are required to have a contract with instructional staff teaching under an ISA and be able to demonstrate how they meet the college's/district's minimum qualifications and that they are under the control of the district during the time instruction is taking place. Instructors under an ISA are to be evaluated on the same basis as any other faculty or staff member at the college. The Chancellor's Office published recommended competencies and criteria for the DEIA work in March 2022. "Hiring" ISA staff may require establishing part-time or temporary positions and processes.

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Contracting with Agencies

 It is essential to have a specific agreement in place with your partnering agency. The Instructional Services Agreement (ISA) contract must include specific information including:

- Responsibilities of each party
- College is responsible for the program/courses
- Enrollment period and withdrawal procedures
- Student Fees
- A list of courses and associated hours
- Supervision and evaluation of students
- Certification that training is not fully funded through any other source
- Mutual agreement that ancillary and support services will be available to students

Contracts also include legal language regarding requirements for indemnification, termination clauses, funding to be shared, and procedures for invoicing/payments from one or both parties. Optional elements may include in-kind, facilities or equipment agreements, limitations on FTES/revenue generation, and/or performance or incentive clauses. Additional clauses covering site visits, annually or other, may be appropriate as well.

Colleges may also engage in separate contracts or MOUs that may or may not be directly related to or have an impact on the ISA agreement and or the distribution of associated funds. MOUs differ from ISA agreements in that they are not specific to the requirements associated with a non-college entity offering, presenting and being subsidized for courses that receive college credit and FTES. More often than not MOUs involve payments to be received by the college from the agency partner, rather than the other way around like ISAs. Depending upon policy, ISAs and other contracts may require approval by collegiate or district governing boards.

All contracts and agreements generally must be reviewed by the City or County legal department associated with the agency partner and may take some time to fully execute. Most ISA contracts are written for 1-2 years due to turnover in assignments for public safety professionals. Ensuring proper oversight and accountability is key to the success of any ISA partnership.

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MOUs

Memorandums of Understanding (MOUs) are contracts generally used for services, facilities, and/or personnel. They are not specifically tied to courses that are claimed for apportionment by the colleges and may be related to contract/community education courses. These contracts can be an essential part of college programs but are not subject to the same education and title 5 regulations and requirements. As indicated previously, in the context of this document most MOUs involved an agency or industry partner remitting payments to the college for the items specified within the contract or details/descriptions of a defined reciprocal agreement between the two entities.

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Record Keeping

It is important to keep good records regarding the details of all courses, but especially those offered under an instructional services agreement. As more focus and interest surrounds instructional services agreements, the Chancellor's Office has developed a Guidance Document to assist the independent auditors during the annual process. The following provides some guidance for items that will regularly be reviewed during annual audits at the colleges.

Reporting ISAs

In January 2024, the Chancellor's Office rolled out the statewide process for reporting public safety ISAs. The Chancellor's Office will be utilizing the NOVA system to collect specific data on public safety ISAs (as required by AB1942):

- Name of public safety agency
- Type of public safety agency (i.e. police, fire, EMS)
- Whether ISA is offered through a Joint Powers Agency (JPA) with other districts (if so which ones)
- Number of courses offered
- Number of students enrolled in courses
- Number of students who completed courses
- Total FTES generated
- Types of courses offered
- Whether non-resident students were permitted to enroll
- Most recent copy of ISA Contract

The process of reporting is voluntary at this time. Since the data was originally requested to determine potential costs to fund these programs/agreements at a higher rate, it is expected reporting, or choosing not to, may impact whether additional funding is approved and whether colleges might be able to request the higher rate of funding in the future. For more information contact Natalie Wagner at nwagner@cccco.edu.

Fifty Percent Law

While reporting ISA specific FTES is detailed above, the reporting of college and district overall FTES occurs via an Apportionment Attendance Report, or 320 Report. This is a general reporting of the overall activities of the college/district which is then found on the Exhibit C, Student Centered Funding Formula Summary document, generated by the CCCCO. An associated Annual Financial and Budget Report, or 311 Report, is a detailed accounting of specific actual amounts, with referenced budget items, for the college/district of all income and expenditures for the year. The 320 information provides foundational data for parts of the 311 Report. Within the 311 Report colleges must demonstrate meeting the required use of the various funding sources received to finance the college/district. One such requirement is the Fifty Percent Law, as defined by Education Code 84362 and California Code of Regulation section 59200 et seq. This law requires that at least 50% of a college/district's educational expense be attributed to salaries and benefits of direct instructional faculty and staff.

Based upon the language found in most ISA Contracts, "shared funding to offset instructional costs", colleges/districts may be including the expense associated with ISA to meet the 50% requirement. If this is in fact the case, it would be wise to keep a clear accounting of how the shared money issued to the industry partner is being spent. Some colleges opt to hold the funds in accounts for their industry partners while others simply issue checks. In the latter situation, colleges/districts may want to obtain written documentation of the use of these funds to ensure the proper accounting for the money in the 311 Report.

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Scheduling Courses

Typically, industry partners are not interested in having their employees attend courses scheduled on the traditional college semester (quarter) calendar. Most ISA courses are offered in short-term (compressed), extended, or open entry/open exit formats. ISA Partners also do not adhere to college/district scheduled time off (Spring Break, Winter Break, etc). It is important to establish policies and procedures surrounding ISA offerings to ensure compliance for claiming apportionment and issuing credit to students. The Chancellor's Student Attendance Accounting Manual (SAAM) contains information about calendars, scheduling, attendance reporting, and recording keeping for all types of courses.

Colleges/districts must have a Non-Traditional Calendar approved and submitted to the Chancellor's Office. Non-traditional calendars allow for term-spanning and fiscal year-spanning course scheduling as well as offering courses during unofficial-holiday college breaks.

Due to the varied formats, ISA courses are usually scheduled as Positive Attendance (PA) courses for claiming apportionment. Most in-service courses are specifically required to use positive attendance (title 5 section 58051 c-g). This allows for the greatest flexibility, as well as accommodating the non-traditional work schedules for public safety personnel. Collaborative courses offered by the college, scheduled on dates and times to accommodate a specific group of students (i.e. weekend format), can be scheduled as census courses, if appropriate. Positive attendance courses are scheduled for a minimum of one hour (50 minute Carnegie hour) per meeting, and only the actual hours students are attending scheduled class meetings can be counted towards hours completed.

Daily Census is the other scheduling method used for some public safety courses. These courses require standardized meeting days, hours and times throughout the course. This type of attendance accounting is generally reserved for Basic Course delivery (Firefighter Academy, Police Academy, Corrections/Probation Academy, Dispatch Academy, Paramedic Core Course(s), etc.).

All courses must be scheduled and accessible to all students no less than 30 days prior to the start date of the course (title 5 sections 58104 & 58105). Positive attendance courses are coded to a term based upon the end date of the class. This may cause issues for registering students should the course be scheduled to span 2 or more traditional terms (start in Fall and end in Spring). Daily Census courses are generally coded to the term when the course begins, but again are limited in their use.

Funding Models

Engaging in an ISA with industry partners requires offsetting instructional expenses for the courses that are presented by that partner. While the Education Code and title 5 require ISA not be fully funded through another source and/or the offset to be of a "reasonable" amount, CCCCO Legal Opinion #13-02 defines fully funded as 80% or more.

There are various ways to structure ISAs. The most common practice is based upon a per student contact hour amount. The per student contact hour amount varies from one college/district to another, but is generally based upon a negotiated amount or percentage of the current FTES Base Rate established in the Governor's Budget. FY 2022-23 FTES Base Rate is $4737/FTES or approximately $9 per student contact hour.

The per contact hour method is simplest. When a course is completed, including posting grades and hours for all students, the total number of contact hours is multiplied by the contract amount.

Example: *Contract share is $3.95 per contact hour. The ISA partner presents an 80 hour Law Enforcement Supervisory Course with 25 students. They all successfully complete the course with perfect attendance. 80 hours X 25 Students X $3.95 generates $7900.00 in shared funds.*

If a percentage of the total FTES Base Rate is used, the calculations become a bit more complicated. The total student contact hours would first be converted into FTES then multiplied by the contract amount.

Example: *Contract share is 45% of the FTES Base Rate: .45 X $4737 or $2131.65. The ISA partner presents a 40 hour Fire Instructor I course with 30 students. They all successfully complete the course with perfect attendance. 40 hours X 30 Students = 1200 total contact hours. 1200 hours divided by 525 (equivalent to 1 FTES) generates 2.286 FTES. 2.286 FTES X $2131.65 generates $4872.95 in shared funds.*

The ISA contract would be drafted specifying the amount to be shared with the Agency partner, how it is calculated, and how it is to be paid. Funding can be remitted in many different ways: Upon the completion of each individual course; or accumulated over a month, term or year, if multiple courses are being offered by one partner. Some ISA contracts will set limits on the number of courses to be presented, total FTES to be generated and/or the maximum amount of funds that will be shared under the time period of the contract.

If additional support or services are being provided by the college/district, additional clauses can be added establishing the value of the support of services and how they will impact the net funds remitted to the ISA partner. These additional elements can also be included in a separate contract or MOU based upon the college/district and/or ISA partner's preference.

Example: *The college/district will supply a ⅓ time Administrative Assistant to support an ISA partner Firefighter Academy. The value of that employee is $75,000 annually. The contract would stipulate that $25,000 be deducted from the gross funds generated by the Academy ISA, prior to distributing net funds to the partner.*

Future of Instructional Services Agreements
AB 1942

On September 30, 2022, the Governor signed legislation associated with the delivery of Public Safety Instructional Services Agreements: AB 1942, Muratsuchi. Community colleges: funding: instructional service agreements with public safety agencies. The legislation modifies Section 84750.4 of the California Education Code. Unlike the name, the Chaptered legislation does not include any language regarding a change in funding these agreements as the originally proposed document did.

The legislation indicates that beginning Academic Year 2022-23 colleges who engage in Instructional Services Agreements with Public Safety partners may annually submit a copy of the most up-to-date agreement, and an accounting of the FTES generated under the agreement(s) from 2020-21 forward [84750.4(b)(2)(C)] to the Chancellor's Office.

The legislation requires the Chancellor's Office to issue recommendations to the Department of Finance and Legislature, on or before December 31, 2024, on Public Safety ISA FTES claimed by the colleges.

Modern Policing Degree

On September 30, 2021 the Governor signed [AB 89: Jones-Sawyer. Peace officers: minimum qualifications](). The legislation added two different sections to existing laws: Government Code 1031.4 and Penal Code 13511.1.

The legislation increased the minimum age for the peace officer appointments from 18 to 21 years. This has already been implemented. The other requirement is for the Chancellor's Office to research, develop and issue recommendations on a Modern Policing Associate Degree to the Legislature on or before June 1, 2023. Financial Aid for non-traditional and underserved students and [credit for prior learning]() and experience are also components of the legislation.

A secondary legislation, AB 458: Jones-Sawyer was introduced (February 2023), to modify some of the language that had been questioned and controversial. New language would change "Modern Policing Associate Degree **AND** a bachelor degree" to an **OR** along with other clean-up language. This bill failed. The [Recommendations]() from the CCCCO's Task Force was submitted to the Legislature and published in October 2023. As the legislation is currently written, POST would be required to adopt and implement the recommendations within two (2) years of Recommendation submission to the Legislators. It is anticipated another bill will be introduced in an attempt to accomplish the "clean up" initiated in AB458.

The ASCCC established a Taskforce/Workgroup that developed the MPAD utilizing courses already approved through the Chancellor's Office (C-ID) in an attempt to create a more standardized compilation of course work to attain the degree. The model curriculum was sent out to survey the field with an approximate 80% approval rate. Concurrently, two new bills were submitted ([SB1122]() and [AB852]()) to clean up the original bill language reflecting a requirement to have the Modern Policing Associates **OR** a Bachelors. They each included other changes and have been consolidated into AB852 extending the implementation of the educational requirement till January 2029 and allowing up to 36 months for recruits to obtain the degree. The ASCCC Workgroup developed a model curriculum which was distributed in September 2024 with [Guidance from the CCCCO](). Both Bills Failed.

Citizenship and Employment

The Fire Services has a long-standing policy of requiring applicants to be only legally authorized to work in the U.S., while law enforcement has required citizenship or proof of application for citizenship for employment. On September 29, 2022 the Governor signed and chaptered [SB960]() which removed this requirement and adopted the "legally authorized to work" language.

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ISA Checklist & Sample Flow Chart

As a resource an [ISA Checklist]() and a sample [Chart]() of how the process might flow has been provided for your use or reference. Additionally, the CCCCO recently shared a [guidance document]() drafted to assist auditors in verifying the validity and efficacy of ISAs at the individual colleges during the annual audit process.

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Key Regulations Quick Reference

Ca Code of Regulations Title 5 - Westlaw

Ca Education Code - Findlaw

Penal Code

PC 832.3(c) - Requires reserving 15% for open enrollment students (self-sponsored) in Basic Academy courses

Education Code

Section 78015 – Requirements for establishing a vocational of occupational training program

Section 78016 – Requires program review every two (2) years

Section 84752 – Courses/Program cannot be fully funded through any other source

** CCCCO Legal Opinion #13-02 – Courses receiving 80% or more funding from other sources are considered fully funded.

California Code of Regulations – title 5

Section 51006 – Requirement for courses to have open enrollment

Section 53410 – Minimum Qualifications for Instructors (credit & non-credit)

Section 55002 – Standards & Criteria for Courses
(a) Degree Applicable Credit Courses
(b) Non-Degree Applicable Credit Courses 51006
(c) Non-Credit Courses
(d) Community Service Offerings

Section 55003 – Policies for Prerequisites, Corequisites and Advisories
(k) Students will meet prerequisites through successful completion of courses or evaluative process (*not employment*)

Section 55005 – Requirement for course offerings to be published and accessible (in the catalog)

Section 55230 - Independent Study attendance accounting

Section 55232 - Independent Study course academic standards.

Section 55300 – Requirement for course locations be open and accessible to the public

Section 55301 - Requirements for Out-of-District course offerings

Section 57001 – Requirement for a course hour to be no less than 50 minutes and no more than 60 minutes

Section 58050 – Requirements/Conditions for Claiming Attendance
(1) Approved curriculum
(4) Not otherwise fully funded
(6) Students under immediate control of an employee of the district

Section 58003.1 - FTES Computations

Section 58051 – Method for Computing FTES
(c) Students cannot be excluded due to lack of employment but must meet prerequisites
(d) Requires reserving 15% for open enrollment students (self-sponsored) in courses

Section 58051.5 – Reports for Apportionment (Prohibited Courses)
(3) Requires Agency certify they do not receive full funding from any other source

Section 58055 & 58056 – Immediate Supervision of Courses (defined)

Section 58058(b) – Employee of the District (defined)

Section 58102 – Course Description

Section 58104 & 58105 - Dissemination of Information (minimum 30 days in published schedule)

Section 58106 – Limitations on Enrollment
(a) Limited by prerequisites
(b) Health & Safety considerations, instructional or facility limitations
(b)(4) Cohort offerings

Section 58107 - Facilities and Opportunities for Participation

Section 58108 – Registration & Enrollment
(k) All students must be treated the same – no "extra" processes/requirements

[Sample Instructor Agreements](#)

[Sample ISA Partner Agreements](#)

[Sample Out-Of-District Letters](#)

[Foundation for CCC Districting Map](#)

[FTES and Shared Revenue Calculations](#)

[ISA Shared Funding Calculator](#)

[SCFF Funding - Courses-Programs by Students](#)

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FAQs

What is an ISA?

An Instructional Services Agreement (ISA) is an agreement between a college and an industry partner to cooperatively present courses and share the funding generated.

Are there special requirements to be an instructor under an ISA?

Instructors within an ISA must meet all the requirements to teach within the discipline at the college as well as meet any accrediting agency requirements. ISA Instructors may petition for equivalency if the college partner has an approved equivalency process for instructional staff within the specific program/discipline.

Is there a shorter ISA Instructor application process?

The short answer is Yes. The college would need to establish a ISA Instructor classification; non-paid and excluded from collective bargaining. This process could take some time but could reduce the paperwork required from industry partner instructors.

Can any training course be captured under an ISA?

All courses associated with an ISA must be articulated and approved by the college and Chancellor's Office. All courses must be listed in the college catalog and in the college schedule of courses a minimum of 30 days prior to the first day of the course.

How are ISAs funded?

The courses presented under an ISA generate Full Time Equivalent Student (FTES) apportionment through the State. Colleges generally share a portion of that funding with the ISA industry partner.

Are all training hours counted toward shared funding?

The college approved Course Outline of Record (COR) has course hours listed. The COR will determine the maximum number of hours that can be claimed for any one student per course.

Is there a minimum amount of time each "meeting session" needs to be to count towards course hours?

Yes. A course meeting session needs to be a minimum of 1 Carnegie hour, (50 minutes plus 10 minute break). You CANNOT combine shorter periods of time from various meetings to reach the 1 hour mark.

What happens when a holiday occurs during a training course?

Training hours that occur on college holidays *CANNOT* be claimed towards course hours completed. No exceptions.

On what can ISA shared funds be spent?

The funds shared under an ISA are designed to offset instructional costs for the industry partner. Since the funding is determined and distributed after the course is completed, funding can be used for the following:

- Future instructor costs
- Instructional materials
- Equipment dedicated to instructional purposes
- Tuition and fees associated with sending students to training

Ref. ISA Funds Usage Guidelines

When can an agency expect to get their shared funds?

College payments to ISA partners are specified in the ISA agreement, and can vary from college to college. As most ISA courses are positive attendance, student contact hours, FTES and amount to be shared cannot be determined until after the course is complete with grades and hours posted for all students.

Are courses offered through an ISA repeatable?

It depends. Some courses are only repeatable for claiming apportionment if the student received a substandard grade, but the attempts for successful completion are still limited. The SAAM and CCCCO Credit Course Repetition Guidelines (Page 17 - § 55040(b)(4), 55044) discuss variable unit and open entry/open exit courses, and repeatability. There are also exceptions for legally mandated update courses for students to maintain accreditation/licensure and employment [§ 55040(b)(9) & (10)]. These all require documentation to support any one student repeating a course.

Do ISA Instructors need to be evaluated?

Yes. When it comes to ensuring quality and qualified instruction for courses, ISA instructors must be regularly evaluated like any other instructor within the same discipline.

Can students be charged a fee for ISA courses?

Yes and no. There are strict parameters for what colleges can and cannot charge students. Budgets should be discussed and shared with college partners, and they should include the anticipated shared funds as an offset to the costs. Colleges are required to have course fees approved for courses they offer so having these conversations as soon as possible is always best. Some examples of costs that can be included are: unit fees, materials fees, lab fees, certification fees, and others.

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