

A. Course Content and Instructional Design:
Courses and instruction employ the following to ensure a quality academic experience:

Course Goals and Outcomes

A2.* Content of sufficient rigor, depth, and breadth to teach the [standards-learning goals](#) being addressed.

Rigor is defined as a condition of the learning environment which stretches the individual learner to move beyond his/her comfort zone and grow as an independent learner. Depth refers to the degree to which the course content adheres to the [standards-learning goals](#) being taught. Breadth refers to the completeness of the course.

Reason for change: This criterion is not asking for an examination of the applicable standards; the approval assurance regarding alignment with the state learning standards addresses that. This item aims to ensure that content is aligned with the learning goals outlined for the course.

Course materials and organization

A7*C5. Grading rubrics and/or models of partially- to fully-completed assignments available to the students.

Rubrics or models provided to the student are included as part of instruction and include rationale, desired characteristics and clear expectations for graded assignments.

Reason for change: This criterion is more about instructional preparation for assignments which belongs in the course Content and Design category (A).

Student engagement

A8.* Opportunities to address the [diverse](#) needs of ~~diverse~~ learners and incorporates varied ways to learn and master the curriculum. ~~with multiple learning styles.~~

~~Instructor is able to provide alternative assignments and/or assessments to make the best use of each student's talents and skills, as appropriate; the course contains opportunities for various modes of learning.~~

Instructor or class structure promotes a student-centered learning environment that incorporates a student's cultural practices, beliefs, and current academic knowledge to support new learning; a variety of instructional and assessment methods are used throughout the course.

Reason for change: To focus the criterion on the principals of Powerful Teaching and to lessen explicit requirements of the criterion.

A12. Opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material ~~and a plan for monitoring that interaction.~~

The online instructor can use multiple, and varied means of communication with online students and stimulating participation of online students. Learning activities and other learning opportunities are developed to foster instructor-student and student-student interaction. The technology and course content encourage exchanges amongst the instructor and students through various modes which may include email, discussions, synchronous chats, simulations, lab activities and other group projects. Within the grading policy, guidelines defining student participation and expectations are provided.

Reason for change: Monitoring of student interaction is out-of-scope with the intent of the criterion and the concept isn't supported in the explanatory text.

A16*. A high level of classroom interaction promoted by instructors using various modes of communication.

The technology and course content encourage exchanges amongst the instructor through various modes which may include email, discussions, synchronous chats, simulations, lab activities and other group projects. ~~online instructor is prepared to use multiple, varied means of communication with and stimulating participation of online students. Modes include but should not be limited to email, threaded discussions, live chat/whiteboard sessions, document sharing, etc.~~

Reason for change: To differentiate A16 language (describing pedagogy) from A12 language (describing technology features). Item changed to demo-reliant because currently providers tend to describe the ways in which instructors *can* foster classroom interaction, but not exhibit how they *do* foster interaction.

C. Student Assessment:

Courses and instructors employ the following to ensure effective assessment of student performance:

A7C5.* Assessment ~~and assignment~~ rubrics, answers and/or explanations provided to the student.

Assessment rubrics are disclosed in preparation materials for assessments; correct answers and/or explanations are available at the end of assessments.

Reason for change: This criterion is more about assessment feedback which belongs in the Assessment category (C).

D. Course Evaluation and Management:

The provider employs the following to ensure the delivery of a high quality program:

~~D3. Availability of results of peer review and student evaluations of courses.~~

Opportunities for students and teachers to review ~~the course are provided~~ and evaluate courses on a regular basis. Results of reviews and student evaluations of the course are made available upon request. ~~Evidence is shown that these reviews are completed on a regular basis.~~

Reason for change: To focus the intent of the criterion on the performance of reviews.

E. Student Support:

The provider employs the following to enhance student experience and success:

~~E3. Policies and Systems to address~~ resolve student, school, and parent questions, complaints, and appeals, ~~and recourse if the course/program is not delivered as described.~~

Complaint mechanisms and/or protocols are clearly explained and easily accessible to students and schools in advance of need.

Reason for change: To focus the intent of the criterion on a system employed to resolve complaints.

~~E4. Disclosure of prerequisite-expected~~ technology skills prior to enrollment in a course/program.

Technology skills to be successful in any online course (keyboarding, web navigation, etc.) and, where necessary, Any prerequisite technology skills (coding, photo editing, etc.); necessary for the specific class, are identified in the course description or during the registration process and made available to students before they begin.

Reason for change: To clarify to intent of the criterion on technology skills and not on technology hardware and software; and to better deal with providers who don't have tech-focused courses.

F. School-based Support:

The provider employs the following to facilitate support of student success:

~~F1. Recognition of A~~ school-based support person within the provider's systems and frameworks as the local/online adult point of contact who is not the course instructor but is available to the student and instructor and as a reliable-responsible agent of support to the student's success.

The provider's program, instructional practices, and student support policies clearly identify and engage the school-based online/local support person who may be recognized as a mentor, advisor, advocate, counselor, proctor, coordinator or other school-based support.

Reason for change: To clarify the intent of the criterion on this role as a requisite feature.

F2. ~~The means for T~~the school-based support person uses various means to support student success which may include: the ability to view course content; technology troubleshooting information; online participation tracking and grading systems; staff online handbook and policies; and frequent and unsolicited engagement by the course instructor.

Reason for change: To clarify the focus on use, and not just the availability of the technology.

F3. The school-based support person has the training and resources needed to bolster their use of the student support mechanisms in their support role. ~~Training and online support to school-based support person to aid them in navigating the online environment.~~

~~In addition to access to student orientations, the school-based support person has the training and resources needed to bolster their use of the student support mechanisms in their support role.~~

Reason for change: To expand the intent of the training to more than just navigating the online environment and clarify that the training does not need to pertain only to the support person's role.

G. Technology:

The provider employs the following to facilitate successful use of its online systems:

Technology requirements

G3. Online content, textbooks, and other instructional materials (software, videos, etc.) are accessible for students with disabilities. ~~all students or an alternative version is available for those students with a disability.~~

Evidence shows use and availability of multiple delivery methods, adaptations and accommodations.

Reason for change: To focus the intent of the criterion more explicitly on accessibility and ensuring that providers accommodate specific disabilities.

G4. Course architecture permitting the addition of content, activities, and assessments to extend learning opportunities, as needed.

The instructor ~~teacher of record~~ for the course has ~~accessability~~ to make additions to the content within the learning management system. ~~AccessAbility~~ to delete OR remove content is optional. The “original” base course is still available ~~on the LMS~~ to use for other sections of the course or future offerings.

Reason for change: Minor change for clarity that this criterion intends to promote flexibility to meet student’s needs.

I. Program Management:

The provider employs the following to ensure effective program management:

14. Established and efficiently handled procedures for enrollment fees and payments.

Evidence indicates the means by which the ~~program-provider~~ is able to obtain state basic education funding for students enrolling as part of their full-time equivalent basic education. ~~and/or procedures and mechanisms by which fees are gathered for students enrolling supplemental to their full time equivalent basic education.~~ District providers should show evidence of proper procedures for handling fees and payments, which may include the claiming of state funding, ALE, choice transfers, student fees, and/or course enrollment fees. Non-district providers should show evidence of procedures and mechanisms by which fees are gathered for students enrolling in online courses.

Reason for change: To further clarify the intent of the criterion on the appropriate mechanisms by which providers receive payment or funding for student participation.

15. Accommodations to multiple school calendars and schedules and/or flexibility in student enrollment dates.

~~For programs:~~ Registration periods, start dates and end dates allow for students to enroll and start their online courses at or near their point of need. For online course and online program providers: accommodations to various iterations of school calendars which may include block, 4X4, year-round and traditional schedules.

Reason for change: To further clarify the appropriate means by which a provider can present enrollment flexibility to its students.