

## Proposed changes for spring 2013 criteria

At the close of each approval review cycle, the OSPI's Digital Learning Department (DLD) gathers feedback about its processes and criteria from applicants and reviewers. Feedback, questions, comments, and suggested changes were vetted by DLD staff to generate this draft of proposed changes for the spring 2013 approval review cycle.

Drafted changes include the insertion of criterion descriptors, as well as numerous grammatical adjustments, omissions, and insertions for the sake of clarity or to simplify criterion intent. Numerous items have been reordered to improve flow, readability, and support culminating concepts. Comments and suggestions will be accepted through November 1, 2012 and may be submitted to the DLD by email to [Leslie.St.Pierre@k12.wa.us](mailto:Leslie.St.Pierre@k12.wa.us).

### A. Course Content and Instructional Design

Courses and instruction ~~employ~~ **incorporate** the following to ensure a quality academic experience:

#### Course goals and outcomes

**A1.** \* **Stated course goals and objectives:** Clearly stated and measurable objectives and course goals ~~describ~~ **describe the**ing student's knowledge at the end of the course.

Course goals and objectives are present, explicitly stated, and can be easily found by students. ~~The student's level of mastery is measured against each goal and objective.~~ After reading the list of goals and objectives, students will understand what they will be learning throughout the course.

**Impetus for changes:** To simplify and clarify the intent of the criterion to include only the presence of course goals and objectives.

~~**A2.** \* Content of sufficient rigor, depth, and breadth to teach the 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 learning goals being taught. Breadth refers to the completeness of the course.~~

**Impetus for removal of item previously numbered A2:** Content rigor (as in higher-order thinking and opportunities to exercise it) is addressed by the new item A3 (previously A10) and depth is addressed by the new item A2 (previously A3); content

breadth requires a full course examination by content experts not accessible to this review process.

**A2.\* Relevant course assignments:** ~~Clearly stated~~ Course assignments are clearly stated, reflecting course goals, and are representative of the scope of the course.

The scope and sequence of the course is appropriately designed for the subject area and grade level. Concepts and skills are accurately presented, built on one another logically, and connections between concepts and subjects are explicit and relevant.

*Moved from A3*

**Impetus for changes:** To improve readability and clarity of the criterion.

**A3.\* Cognitive complexity:** ~~Opportunities~~ The course is structured for students to engage students in higher-order thinking, critical-reasoning activities, and thinking in increasingly complex ways; the learning environment stretches the individual learner to move beyond his/her comfort zone and grow as an independent learner.

Assignments, activities, and assessments ~~provide opportunities for~~ require students to elevate their thinking beyond memorization into the realm of analyzing situations, synthesizing information, or evaluating an argument. Activities may include open-ended questions, and encourage students to categorize and classify information. ~~Opportunities for~~ Group work, decision-making, and finding patterns ~~are~~ may also be included in the course activities.

*Moved from A10*

**Impetus for changes:** To retain elements of “rigor” from original A2 item; to omit “opportunities” which invite uncertainty about actual usage.

**A4.\* Assignment expectations:** ~~Grading rubrics and/or models of partially to fully-completed assignments available to the students.~~ Students are provided guiding materials that include rationale, desired characteristics, and clear expectations for graded assignments.

~~Rubrics or models provided to the student include rationale, desired characteristics and clear expectations for graded assignments.~~

*Moved from A7*

**Impetus for changes:** Category A criteria pertain to course content, but not to assessment (which is covered in Category B criteria).

## Course materials content and organization

**A5.\* Easily accessed course materials:** Instructional materials, including supporting materials—such as instructional text, textbooks, manuals, and videos—~~made are~~ easily ~~available to and usable~~accessed by ~~learners~~students.

Instructional materials are found online with few, if any, additional logins or technology requirements. Offline materials are sent to the student by the provider in a timely fashion at the beginning of the course or are obtained locally with little effort.

*Moved from A4*

**Impetus for changes:** “Instructional texts” are instructional materials embedded within the actual course and should be easily accessed by students, not simply made available.

**A6. Readability of course content and materials:** Readability levels, written language assignments, and mathematical requirements are appropriate for the course content.

Evidence shows that in the course design process, ~~the all~~ course content – including instructional content and explanations – is written at appropriate readability levels for the grade level of the student audience, and readability formulas are used to identify the readability level. For math courses, the evidence shows that mathematical language is written at the appropriate level for the intended audience.

*Moved from A5*

**Impetus for changes:** “Instructional texts and explanations” are instructional materials embedded within the actual course and should be presented at the same readability levels as other materials for the course.

**A7.\* Course organization:** Course content is organized in a standard-consistent format (i.e., units and lessons), which include overviews describing central objectives, activities, and resources.

~~Within the learning management system, the content is placed into developed units and lessons that fall into a logical sequence. At the start of each unit, an overview is posted describing the objectives, activities, assignments, and resources that frame the unit. At the start of each lesson, an overview is posted describing the content, activities, assignments, and assessments to be completed during the lesson. A variety of activities, assignments, and assessments are used to provide students with different learning styles to master the content.~~

*Moved from A6*

**Impetus for changes:** The supporting statement was omitted to simplify the spirit of the criterion which is looking for consistency of course organization; there are no specific organization standards which are expected to be demonstrated by the provider.

**A8. Consistent work flow:** ~~Course work, including assignments, reading, assessments, and activities are~~ Assignments structured to ~~require~~ promote consistent effort ~~and an appropriate amount of time for online interactions, study, and homework~~ throughout the term.

*Moved from A13*

**Impetus for changes:** All course work should be structured to promote consistent effort, not just course assignments.

**A9. Unbiased content and instruction:** ~~Multicultural education and instruction, incorporated as appropriate, that is accurate, current, and free of bias. The course creates equal educational opportunities for students from diverse racial, ethnic, social class, and cultural groups.~~ The course content is ~~up to date,~~ accurate, and free of any bias.

Evidence shows that in the course design process, a procedure is used to eliminate bias.

*Moved from A15*

**Impetus for changes:** The criterion is not intended to require multicultural instruction in courses, but rather that the course is accurate and free of bias.

## Student engagement

**A10.\* Variety of instructional methods:** The class structure and course content ~~promote a student-centered learning environment addresses the diverse needs of learners and that addresses different learning styles. incorporates varied ways to learn and master the curriculum.~~

~~Instructor or class structure promotes a student-centered learning environment; a variety of instructional and assessment methods are used throughout the course.~~

*Moved from A8*

**Impetus for changes:** To clarify the intended spirit of the criterion; courses should promote a student-centered environment featuring a variety of instructional methods.

**A11. Collaborative instructional activities:** The course ~~content~~ includes appropriate ~~instructor/teacher~~-student and student-student interaction to foster mastery and application of the material.

Learning activities ~~and other learning opportunities require foster~~ appropriate ~~instructor/teacher~~-student and student-student interaction. Within the course grading policy, guidelines defining student participation and expectations are ~~required~~identified.

*Moved from A12*

**Impetus for changes:** To clarify and simplify the intent of the criterion as looking for collaborative learning activities.

**A12.\* Participatory learning:** ~~The course includes~~A activities that engage students in active participation and ~~exploration~~use of newly learned concepts.

Students are given the means for an increased level of participation through discovering, processing, and applying information they learn throughout the course. Less emphasis is placed on the teacher giving information and more on the student discussing, listening, writing, reading, and /or reflecting.

*Moved from A9*

**Impetus for changes:** To improve readability and clarify the intent of the criterion regarding participatory learning.

**A13. Interactive feedback:** ~~Opportunities for a~~The course uses appropriate learning activities which foster teacher-student interaction (synchronously and/or asynchronously) (synchronous and asynchronous) instructor-student interaction, including and timely and frequent feedback about student progress.

~~Learning activities and other opportunities are created to foster instructor-student interaction.~~ Students receive timely and frequent feedback on their progress that emphasizes the intended learner outcomes. The feedback is highly individualized, detailed, and recommends specific, individualized improvement, and strategies to encourage continued progress toward mastery.

*Moved from A11*

**Impetus for changes:** To clarify the intent of the criterion as seeking interactive feedback from the teacher about progress; to improve the readability of the criterion; and, to omit “opportunities” which invite uncertainty about actual usage.

**A14.\* Modes of classroom interaction:** The ~~instructor-teacher~~ promotes a high level of classroom interaction using various modes of communication.

The ~~instructor-teacher~~ drives ~~instructorteacher~~-student and student-student exchanges through various modes which may include email, discussions, synchronous chats, simulations, lab activities, and other group projects.

*Moved from A16*

**Impetus for changes:** To simplify the intent of the criterion as requiring various modes of classroom interaction; actual levels of classroom interaction cannot be fairly assessed in courses which are not active or “live”.

~~A14. Aligned as appropriate to OSPI's [Educational Technology Standards](#) or the [ISTE NETS 2007 \(Students\)](#) standards.~~

**Impetus for removal of item previously numbered A14:** The intent of this criterion is covered by the standards alignment [assurance](#).

## B. Student Assessment

Courses and ~~instructorteachers~~ **employ use** the following to ensure effective assessment of student performance:

**B1.\* Authentic assessment:** -Adequate and appropriate [assessment](#) methods and procedures [are used throughout the course](#) to assess students' mastery of content, course goals, and standards.

*Moved from C1*

**Impetus for changes:** To clarify the intent of the criterion as looking for assessments conducted in accord with the course goals.

**B2\* Variety of assessments:** ~~A~~[The course includes](#) assessment materials which assess students in a variety of ways.

The course uses a wide variety of assessment techniques to measure ongoing student progress on clearly identified learner outcomes. ~~Multiple versions of the same test and test banks and alternative evaluation methods are used to gauge student progress, and authentic assessments are provided to demonstrate meaningful application of the essential knowledge and skills. A variety of assessments allow students to demonstrate their understanding in different contexts. Assessment types may include pre-tests, post-tests, objective and subjective questioning, self-assessments, group projects, peer review, and portfolios.~~

~~Multiple assessments allow students to demonstrate their understanding in a variety of contexts. Formative and summative assessments are a part of the structure of the course. Possible assessment types include pre-tests, post-tests, objective and subjective questioning, self-assessments, group projects, peer review, and portfolios.~~

*Moved from C4*

**Impetus for changes:** To improve readability and clarify the intent of the criterion to ascertain different types of assessments.

**B3\* Frequency of assessment:** ~~Ongoing and frequent assessments conducted and feedback provided to verify each student's readiness for the next lesson. The course provides frequent and ongoing formative assessments to ensure each student has mastered the content and is prepared to move forward in the course~~Frequent and ongoing assessments ensure each student has mastered the content and is prepared to move forward in the coursework.

*Moved from C2*

**Impetus for changes:** To clarify the intent of the criterion regarding the frequency of, and not kinds of, assessment.

**B4\*. Appropriate use of technology in assessments:** Assessments make appropriate use of the technology provided in the courseware platform and are appropriate to the subject matter.~~selected and methods used for submitting assessments appropriate for the online learning environment.~~

The online classroom incorporates ~~instructor/teacher~~ and/or computer-graded assessments and activities that reach a broad and deep array of skill sets and learning models. ~~that are appropriate to the subject matter and put to best use the technology provided in the courseware platform.~~

*Moved from C3*

**Impetus for changes:** To clarify the intent of the criterion as looking for assessment methods and use of technology to be in accord with the course subject.

**B5\* Assessment rubrics:** Assessment rubrics, answers and/or explanations are 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.

*Moved from C5*

**Impetus for changes:** Minor grammatical changes.

## C. Classroom Management

Courses and instruction **employ include** the following to ensure an effective academic experience:

**C1. Grading policies:** ~~Explicitly stated~~ Grading policies and practices are explicitly stated.

~~The policies include~~ A grading scale that defines letter grades and/or weights, if applicable, ~~is provided~~. As part of the grading policy, student participation ~~– if required –~~ is ~~clearly~~ defined ~~and a mechanism of measuring quality and quantity is provided~~. Any penalties that may be assessed to grades and/or extra credit opportunities are also ~~provided~~ identified within the policy. If regular contact with the teacher is required as part of the course, clear expectations for meeting this requirement are posted within the course.

*Moved from B2*

**Impetus for changes:** To clarify the intent of the criterion as looking for full disclosure of grading policies and expectations for student participation.

**C2. Academic integrity expectations:** Clearly stated academic integrity (plagiarism and netiquette) ~~(Internet etiquette)~~ expectations regarding participation in lesson activities, discussions, and, e-mail communications ~~and plagiarism.~~

*Moved from B1*

**Impetus for changes:** To clarify the intent of the criterion as looking for clearly stated expectations regarding academic integrity.

**C3. Ensuring academic integrity:** The teacher ensures that authentic work has been produced by the student via measures which may include: tests administered by proctors, password-protected tests, limited test-time windows, synchronous contact with the teacher, and/or plagiarism checks.

**Impetus for addition:** Providers should use safeguards to ensure online students are held accountable for their own work.

**C4. Acceptable Use Policy:** ~~A~~ clearly stated technology Acceptable Use Policy (AUP) is posted on the course provider's website and/or in the learning management system.

*Moved from B5*

**Impetus for changes:** To clarify how AUPs are disclosed.

**C5. Discipline Policies:** ~~A clearly defined protocol-discipline policy and procedure for the school and the instructor to deal with inappropriate student behavior and issues of discipline is posted on the course provider's website and/or in the learning management system to identify and deal with inappropriate student behavior and issues of discipline.~~

*Moved from B4*

**Impetus for changes:** To clarify the intent of the criterion as seeking publicly disclosed discipline policies.

~~**B3.** A policy statement posted on the course provider's website and/or in the learning management system disclosing the organization's information gathering and dissemination practices.~~

**Impetus for removal of item previously numbered B3:** The intent of this criterion is covered by the FERPA [assurance](#).

#### D. Course Evaluation and Management

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

~~**D4D1. Course development quality assurance:** The provider uses A~~an internal review process verifying course reliability, completeness, and effectiveness.

Courses are developed and assessed by a standardized quality assurance protocol which addresses aspects such as course reliability, completeness, and effectiveness, prior to student participation; ongoing review and revision are managed by staff who manage feedback about courses.

*Moved from D4*

**Impetus for changes:** To clarify the intent of the criterion as looking for a quality assurance review process.

~~**D2. Course maintenance:** Planned, scheduled course maintenance (updates, revisions, etc) is conducted to ensure course content timeliness and accuracy, as well as and~~ functionality.

**Impetus for changes:** To clarify the intent of the criterion as looking for an established course maintenance protocol.

~~**D3. Feedback gathering and implementation:** Multiple modes of assessing course effectiveness including f~~Feedback is solicited from a variety of sources about various

aspects of the program, including the quality of the course design, content, instruction, support systems, and/or infrastructure ~~from students, parents, and school staff~~; findings are used as basis for improvement.

The Provider exhibits regularly conducted course evaluations which gather input from students and other various constituents who may include teachers, staff, content experts, instructional designers, and outside reviewers. Feedback collected may pertain to the quality of the course design, content, instruction, support systems, and infrastructure.

*Moved from D1*

**Impetus for changes:** To adjust language to be less exclusive and to clarify the intent of the criterion as seeking input primarily from students as well as other constituents.

**D4. Provider transparency:** ~~Opportunities for Results of regularly conducted evaluations of courses students and teachers are posted or otherwise noted as available upon request. to review and evaluate courses on a regular basis. Unless the results are publically accessible, students, parents, and educators are informed that results of reviews and evaluations are available upon request.~~

*Moved from D3*

**Impetus for changes:** To clarify the intent of the criterion as looking for provider transparency with regard to self evaluations.

## **E. Student Support**

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

**E1. Technology skills:** ~~Disclosure of E~~expected technology skills are disclosed prior to enrollment in a course.

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

*Moved from E4*

**Impetus for changes:** To improve readability.

**E2. Student-facing course demonstrations:** The provider offers demonstrations of its courses and programs that are designed to give prospective students an understanding of the student experience and participation expectations.

**Impetus for addition:** DLD work in student support and practices for success in online learning have identified the availability of student preparatory materials as a key element in supporting student success.

**E3. Student orientations:** Required training and online support is provided to students to aid them in navigating the online environment.

~~Students are required to participate in an~~The orientation ~~which~~ leaves ~~them~~ students with an understanding of how to efficiently use the courseware system and complete all the technical aspects of participating in the online course/program (i.e., communicating with the online ~~instructor~~teacher, submitting assignments and assessments, participating in group work and/or discussions, etc). Student participation requirements may be exhibited by a policy that does not allow the student to progress into the academic portion of the course by omission of points from the student's overall course grade, etc.

*Moved from E5*

**Impetus for changes:** To clarify how providers can demonstrate the “required” provision of the criteria.

**E4. Communicating with the teacher:** ~~Information provided to s~~Students, parents and mentors~~) are provided information about on~~ protocols for communicating with the ~~instructor~~teacher and course/program provider.

~~Instructor~~ Teacher information, ~~including is provided to students with~~ contact, availability, and biographical information is provided. Information that clarifies on how to contact the teacher via phone, email, and/or online messaging tools is provided within the contact information. ~~If regular contact with the teacher is required as part of the course, clear expectations for meeting this requirement are posted within the course.~~

*Moved from E1*

**Impetus for changes:** To clarify the intent of the criterion as seeking full disclosure of teacher information to students; student-teacher contact requirements have been moved to item C1.

**E5. Monitoring and pacing:** The provider uses Institutionalized practices a protocol for monitoring student progress and helping students keep up with the pace of their course.

Monitoring occurs throughout the student's participation in the course, is conducted by program or course provider staff and may be facilitated by system monitoring tools. Pacing assistance may occur via course calendars, schedule-driven syllabi, system-driven reminders, and/or prompts.

*Moved from E2*

**Impetus for changes:** To clarify the intent of the criterion as looking for protocols to monitor and support student progress; to clarify also the ways in which the provider might demonstrate this monitoring and support.

**E6. Issue resolution:** The provider uses policies and systems to resolve student, school, and parent questions, complaints, and appeals.

Complaint mechanisms and protocols are clearly explained and easily accessible to students and schools in advance of need. For school program providers, when coordination with the partnering district is required to implement the policy, evidence may include a model policy.

*Moved from E3*

## **F. School-based Support**

The provider **employsuses** the following to facilitate support of student success:

**F1. School-based support role:** A school-based support person **is recognized** within the provider's systems and frameworks as the local/online adult point of contact who is not the course **instructorteacher** but is available to the student and **instructorteacher** and as a 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.

**Impetus for changes:** To clarify the intent of the criterion regarding the recognition and employment of the school-based support person role.

**F2. School-based support systems:** The school-based support person is provided various means to support student success which may include: the ability to view course content **from the student or teacher point of view**; technology troubleshooting information; online participation **and communication** tracking and grading systems; staff online handbook and policies; **and teacher contact information; and frequent and unsolicited engagement by the course instructor.**

**Impetus for changes:** To clarify the intent of the criterion to be looking for various means supplied to the school-based support person to support student success.

**F3. School-based support training:** ~~The p~~Provider delivers training opportunities to school-based support ~~staff people~~ on ~~the support role and on the~~ available student support mechanisms and resources.

Training may include some exposure to the student and/or staff versions of the courseware, ~~and~~ effective student support techniques, and technology troubleshooting guidelines.

**Impetus for changes:** To clarify the intent of the criterion as looking for the provision of training opportunities for school-based support people.

## G. Technology

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

### ~~Ease in navigation~~

**G1. Ease of navigation:** ~~Ease in~~The navigation of ~~the course~~ware platform, ~~and~~ supporting systems, ~~and within each course is presented~~. ~~Navigation links within the course and supporting systems are organized into key categories~~ in a logical order allowing students to efficiently get from one place ~~in the course~~ to another.

**Impetus for changes:** To simplify the intent of the criterion with regard to ease of navigation.

### ~~Technology requirements~~

**G2. System technology requirements:** Disclosure of program- and course-specific hardware, ~~w~~Web browser, and software requirements ~~is made~~ prior to enrollment.

All hardware, ~~W~~web browser, and software requirements are identified in the course/program description or information disclosed during the student registration process and made available to students before they begin.

**Impetus for changes:** Minor grammatical changes.

**G3.** ~~Online content, textbooks, and other instructional materials (software, videos, etc.) are accessible for students with disabilities.~~

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

**Impetus for removal of item previously numbered G3:** The intent of this criterion is covered by the adjustment to the Accessibility [assurance](#).

**G3. Technology support:** Technology support is offered via various disclosed means including phone, email, and/or online help pages.

*Moved from G5*

**Impetus for changes:** Minor grammatical changes.

**G4. Technical issue resolution:** ~~Administrative~~ The provider uses monitoring protocols and mechanisms which assures quality technical problem resolutions are provided within one school day.

*Moved from G6*

**Impetus for changes:** To clarify; “administrative” was vague in intent and distracted from the intent of the criterion as seeking implemented protocols to ensure quality technical problem resolutions.

**G5. Platform flexibility:** Course architecture permitting the addition of content, activities, and assessments to extend learning opportunities, as needed.

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

*Moved from G4*

**Impetus for changes:** The intent of the criterion is to look for the ability of the teacher to add to course content to meet the needs of learners; many policies – both in brick and mortar and online settings – prohibit teachers from inadvertently disturbing the alignment of the course to standards by omitting course content.

~~Technology Support~~

## **H. Staff Development and Support**

The provider ~~employs~~uses the following to ensure the online ~~instructor~~teachers' ability to challenge and meet the needs of online students:

**H1. Teacher training – LMS:** ~~Instructor~~ Teachers are ~~trained~~ing in the online course delivery system on which ~~instructors~~they teach in order to effectively use the courseware and various instructional media and to assist students~~available~~.

**Impetus for changes:** To clarify the intent of the criteria as looking for teacher training to be inclusive of the course delivery system on which they work.

**H2. Teacher training – social aspects of online learning:** ~~Instructor-Teacher~~ training ~~in~~ addresses the emotional and social aspects of online learning, ~~particularly and in e-mail with regard to~~ communicating ~~ons with students. demonstrating proper tone to students.~~

Online ~~instructors-teachers~~ are trained ~~to develop the capacity~~ to identify and mitigate the ways in which the online environment can enhance ~~or and~~ hinder the learning experience and ~~to behave~~ sensitivity to the perception of written ~~online~~ language.

*Moved from H3*

**Impetus for changes:** To clarify the intent of the criterion as looking for teacher training which addresses the social aspects of online learning, particularly with regard to in communications with students.

**H3. Teacher training – student perspective:** ~~Instructor-Teacher~~ training includes the experience of online learning from the perspective of a student.

~~Instructor-Teacher~~ training includes ~~at least some~~ exposure to the student version of the courseware system in order to understand the technical and logistical requirements of, and to be equipped to help the student function effectively in, the online learning environment.

*Moved from H5*

**Impetus for changes:** Minor grammatical changes.

**H4. New teacher support:** New ~~instructors-teachers~~ are given extra support in their first year of instruction, ~~to ensure their effectiveness and success.~~

~~New instructors have ready-~~sSupports and resources ~~may include~~through formal connections to other ~~instructor~~teachers; ~~new teacher meetings, and the exchange of~~ best practices, ~~advice, and experienced insight gleaned from this relationship are intended to allow instructors to lessen the first-year learning curve and foster an air of~~ collaboration ~~to ensure their effectiveness and success.~~

*Moved from H2*

**Impetus for changes:** To clarify the intent of the criterion as seeking extra supports for new teachers; the intended outcome of the supports are more general than previously explained.

**H5. Teacher performance reviews:** ~~Instructor-Teacher~~ performance reviews are conducted on a ~~planned and~~ regularly scheduled basis.

*Moved from H4*

**Impetus for changes:** Minor grammatical changes.

## I. Program Management

The provider **employs** the following to ensure effective program management:

**I1. Monitoring of teacher communications:** A program administrator (ie, principal, department head, lead teacher, or instructional lead) uses established protocols to monitor and intervention as necessary in the quality and timeliness of instructors' teachers' responses to students assignments and questions.

**Impetus for changes:** To clarify the intent of the criterion as looking for *some* administrative person whose identified responsibility is to monitor teacher responses to students.

**I2. Monitoring of student performance:** Administrative A program administrator uses established protocols to monitor student records to ensure students are progressing through their courses at an acceptable rate, and to identify any problems, and to intervene when necessary.

**Impetus for changes:** Minor grammatical changes; “program administrator” is defined in the previous item.

**I3. Student outcomes:** The provider uses student performance and outcome data to directly inform program improvements and modifications.

**Impetus for addition:** To provide an effective learning experience, providers need to continuously look at student learning outcomes and include them in overall program improvement planning--beyond just collecting course feedback and evaluations.

**I4. Academic calendar:** The provider presents an academic calendar which clearly identifies course/program start and end dates and enrollment deadlines. ~~Accommodations to multiple school calendars and schedules and/or flexibility in student enrollment dates.~~

~~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. Information is disclosed regarding the expected duration of the course/coursework. For providers who enroll students in a cohort model, expectations for adherence to a course calendar are communicated to the student.~~

*Moved from I5*

**Impetus for changes:** To clarify the intent of the criterion regarding academic calendar information which identifies enrollment dates and requirements for student adherence to course schedules.

**I5. System-driven non-instructional tasks:** ~~System-driven execution of n~~Non-instructional tasks ~~\_~~enrollments, login information dissemination, and course materials delivery, etc. ~~\_ are system-driven and~~ performed via established ~~and efficient~~ ~~procedures~~protocols.

*Moved from I3*

**Impetus for changes:** Minor grammatical changes.

**I6. Enrollment procedures:** ~~The provider uses E~~established ~~and efficiently handled~~ ~~procedures~~ protocols for handling enrollment fees and payments.

~~Evidence indicates the means by which the provider is able to obtain state basic education funding for students enrolling as part of their full-time equivalent basic education.~~

District providers should show evidence of proper procedures for handling enrollments, fees, and payments, ~~\_w~~Thishieh may include the claiming of state funding, ALE, and 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.

*Moved from I4*

**Impetus for changes:** Minor grammatical changes; the intention of the omitted statement is superfluous and covered by the subsequent statement.

**I7. Special Services:** Provider has an identified procedure for confidentially receiving and implementing IEP and 504 plans.

**Impetus for addition:** Providers should be able to exhibit the means by which they confidentially receive and implement special services for students.