



Application for Online Course Inclusion in the Pennsylvania Online Course Catalog

Applicant Information

Applicant Name:

Address:

Telephone:

Fax:

Website:

Primary Contact Name:

Title/Role:

Telephone:

Fax:

Email Address:

This Application is a...

New Submission

Renewal (N/A at this time)

Resubmission (N/A at this time) - Required if expanding or revising content and/or scope of services

Course Name (≤ 75 characters):

Course Description (≤ 100 words):

Course URL (for review purposes):

Reviewer Log-In:

Reviewer Password:

Any additional information that may be needed by a PDE reviewer to accurately assess the complete course offering (optional):

Table of Contents

Submission Information	3
Acknowledgements and Attestation.....	3
Course Profile.....	4
Course Alignment	4
Course Design	5
Course Attributes	5
Educational Approach and Content	6
Instructional Supports	7
Student Monitoring	8
Student Reporting	8
Fee Structure	9
Provider Profile	9
Enterprise	9
Data Management	9
Technology and Infrastructure.....	9
Technical Support and Training	9
Accountability	9
Other Indicators of Course Success	10
Accreditation.....	10
Course Review Rubric	11

Submission Information

Online providers presenting courses for consideration must submit the completed application and all required documentation on a (non-returnable) CD or flash drive via postal or parcel service to:

Pennsylvania Department of Education
Bureau of Teaching and Learning
333 Market Street, 10th Floor
Harrisburg, PA 17126-0333
Attention: Online Course Catalog

For more information, please contact ra-occ@pa.gov or visit:
<http://www.education.state.pa.us/onlinecoursecatalog>

Acknowledgements and Attestation

The applicant acknowledges that by contracting with a local educational agency, the applicant may become subject to and must comply with certain federal and state laws and regulations applicable to educational entities, including those relating to:

- The provisions of services to students, including those with disabilities.
- Employment and contracting, including those prohibiting certain forms of discrimination, and laws and regulations requiring background checks, child abuse clearances, and review of instructional credentials for certain staff as further defined in those laws and regulations.
- Retention of and access to public records.
- Retention of and access to student records.

The applicant acknowledges that failure to comply with any applicable law or regulation may result in the immediate determination that the course submitted for review with the application does not meet standards and that any courses under review or which may be submitted in the future do not meet standards.

The applicant acknowledges that this application is being voluntarily submitted for discretionary review and approval by the Department, and that submission of the application to the Department and review of the application and course by the Department does not create a right or other interest for the applicant. Further, the applicant acknowledges and agrees that non-review of its application, a determination that the application and course do not meet standards, or any other action deemed adverse to the applicant as it relates to this application or the course and the Department's review shall not be appealable to any administrative or judicial tribunal.

The undersigned, being authorized to execute and submit this application on behalf of the applicant, hereby verifies, attests and affirms, pursuant to and subject to the penalties in 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities), that:

- The information in and attached to this application is true and correct to the best of the undersigned’s knowledge, information and belief, and that the course submitted for review conforms to the provisions of the Public School Code of Pennsylvania and other applicable laws.
- If any change to the information in and attached to this application occurs following the date of submission, and continuing during and through any such time that the course submitted for review is determined by the Department to meet standards, the applicant shall submit the revised information to the Department for its review within five (5) business days of the applicant becoming aware of the change and that failure to provide the required notice may result in the immediate determination that the course submitted for review with the application does not meet standards and that any courses under review or which may be submitted in the future do not meet standards.

Name and Title of Individual

Application Name

Signature

Date

Course Profile

Course Alignment

Yes

No

N/A

Course content aligns with the PA Common Core Standards or PA Academic Standards and Assessment Anchors and Eligible Content as appropriate.

The course aligns with all of the following elements of the iNACOL rubric:

- Content is standards-based and comprehensive.
- Instructional Design promotes active student engagement and fosters content mastery.
- Student Assessment occurs “along the way” and is designed to assess mastery.
- Technology provides ease of navigability and supports standard operating protocols.
- Course Evaluation and Support offers orientation for students and a strong professional development component for students and staff.

Course Design

Yes

No

N/A

Course delivery is 100% computer-based (no face-to-face required), with content and instruction provided primarily over the Internet.

Course can be deconstructed easily for integration into a hybrid and/or blended learning environment.

Percentage of course designed as... (each row must equal 100%):

Synchronous _____ % vs. Asynchronous _____ %

Passive (lecture, video/text simulations) _____ % vs. Active (online manipulatives or interactive) _____ %

Independent Work _____ % vs. Collaborative Work _____ %

List of course modules with the approximate length of time for delivery/completion of each module:

Additional information (optional):

Course Attributes

Grade Level(s) (check all applicable):

P-K	6
Kindergarten	7
1	8
2	9
3	10
4	11
5	12

Recommended pre-requisite(s) for course:

Total number of instructional hours in this course:

Type of course (check all applicable):

Standard Course

Credit Recovery

Remediation/Intervention

Enrichment/Elective

Other:

Qualifications (check all applicable):

Audit Authorized Advanced Placement Course

NCAA Approved

Dual Enrollment Eligible

Postsecondary Articulation Agreement(s) with:

If available, provide URL to course information (e.g., enrollment schedule, course calendar, withdrawal dates, grading periods):

Additional information (optional):

Educational Approach and Content

Describe the provider's pedagogical philosophy and the rationale for developing the course, as well as the process and frequency of course review, the source of course content, and measures to ensure course/content integrity (≤250 words):

Instructional Supports

If instructional staff is provided, describe when and how the teacher will be available to students and parents outside of instructional hours (≤ 250 words):

If instructional staff is not provided, describe the instructional supports (if any) available to educator(s) employed/contracted by the school utilizing the course (≤ 250 words):

Describe modifications and/or accommodations to the instruction/course to assist students with disabilities and/or students with individualized education plans (≤ 250 words):

Describe supports and/or adaptations to the instruction/course or other instructional supports to assist students with limited English proficiency (≤ 250 words):

Student Monitoring and Reporting

Describe how student attendance is recorded and reported to the LEA (≤ 250 words):

Describe how student progress is monitored and reported for this course (≤ 250 words):

Describe the process to verify authenticity of student work for this course (≤ 250 words):

Provide a summary of historical completion/withdrawal rates for this course (≤ 250 words):

Fee Structure

Attach as **Appendix F** detailed information regarding all course costs as well as any additional fees that may be incurred by students and/or schools.

Provider Profile

Attach as **Appendix G** a concise (≤ 10 pages) narrative addressing the criteria below:

Enterprise

Mission Statement
History
Business Profile

Organizational functions, responsibilities, and other pertinent information

Data Management

Data integrity and continuity management
Security protection

Technology and Infrastructure

Delivery platforms/applications, including any learning management systems (LMS)
Technical requirements for end users, including hardware, software, peripherals, and connectivity
Procedures for monitoring to ensure safety and accessibility
Provisions to ensure minimal work interruption

Technical Support and Training

Technical training for staff and students
Process for communicating to staff and students information regarding technical assistance
Policies/procedures for technical issue resolution
Types of technical assistance available (e.g., toll-free number, iChat/IM)
Availability of technical assistance (hours/days)
Responsiveness of technical assistance

Accountability

Measures taken to ensure a safe and supportive learning environment
Procedures to promote the effective utilization of all courseware, tools, and resources
Communication of course requirements and expectations to parents, students, and other stakeholders

Other Indicators of Course Success

Summary of stakeholder satisfaction survey results
Awards, recognitions, testimonials

Accreditation

Indicate any accreditation(s) and include certificate(s) of validity with dates of effectiveness. Though accreditations are not mandatory, providers are required to notify PDE of any changes to accreditation if listed as such in the Online Course Catalog.

Course Review Rubric

Provide clear and concise evidence and/or exemplars for each of the sections below as **Appendices A – E** (≤5 pages each). Include the exact location within the course where evidence of this criteria can be found. All applicable criteria must be met. If a criterion has been previously and completely addressed within an application response, note in the appropriate Appendix where the evidence can be found in the application. Missing or incomplete evidence will disqualify a course from review. This course review rubric is based on the iNACOL rubric and is used by permission from iNACOL. The full iNACOL rubric and accompanying resources may be accessed at: <http://www.inacol.org/resources/publications/national-quality-standards/>

Section 1 (as Appendix A): Content
1. Goals and objectives clearly state what participants will know or accomplish and are measurable in multiple ways
2. Course content and assignments are aligned with Pennsylvania’s academic standards
3. Course content and assignments are of sufficient rigor, depth and breadth to teach the standards being addressed
4. Information literacy and communication skills are incorporated and taught as an integral part of the curriculum
5. Multiple learning resources and materials to increase student success are available to students before the course begins
6. A clear, complete course overview and syllabus are included in the course
7. Requirements are clearly stated, consistent with goals, and represent scope of the course
8. Information is provided on how to communicate with the online instructor and course provider
9. Course reflects multi-cultural education, and the content is accurate, current, and free of bias or advertising
10. Expectations for academic integrity, use of copyrighted materials, plagiarism, and etiquette are clearly stated
11. Privacy policies are clearly stated
12. Online instructor resources and notes are included
13. Assessment and assignment answers and explanations are included
Section 2 (as Appendix B): Instructional Design
1. Course design reflects a clear understanding of all students’ needs and incorporates varied ways to learn
2. Course is organized by logically sequential units and lessons including an overview describing objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities to master the content
3. Activities that engage students in active learning are included
4. Multiple learning paths based on student needs that engage in a variety of ways are provided
5. Opportunities to engage in higher-order thinking, critical reasoning activities, and complex thinking are provided
6. Options for the instructor to adapt learning activities to accommodate students' needs are provided
7. Reading, writing, and math requirements are appropriate for the course content and grade-level expectations

8. Opportunities for instructor-student interaction, including timely and frequent feedback about progress are provided
9. Course design includes explicit communication/activities that confirm engagement and progress.
10. Opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material are provided
11. Students have access to resources that enrich the course content
Section 3 (as Appendix C): Student Assessment
1. Student evaluation strategies are consistent with course goals and objectives
2. The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content
3. Ongoing, varied, and frequent assessments are conducted throughout the course to inform instruction
4. Assessment strategies and tools provide continual awareness of student progress
5. Assessment materials provide the instructor with flexibility to assess students in a variety of ways
6. Grading rubrics are provided to the instructor and may be shared with students
7. Grading policy and practices are easy to understand
Section 4 (as Appendix D): Technology
1. Course architecture permits instructor to add content, activities, and assessments to extend learning opportunities
2. Course accommodates multiple school calendars and schedules
3. Clear and consistent navigation is present throughout the course
4. Rich media are provided in multiple formats for ease of use and access to address diverse student needs
5. All technology requirements (including hardware, browser, software, etc.) are specified
6. Prerequisite skills in the use of technology are identified
7. Course uses content-specific tools and software appropriately
8. Course is designed to meet internationally recognized interoperability standards
9. Copyright and licensing status, including permission to share where applicable, is clearly stated and easily found
10. Course materials and activities are designed to provide appropriate access to all students.
11. Student information remains confidential, as required by the Family Educational Rights and Privacy Act (FERPA)
Section 5 (as Appendix E): Course Evaluation and Support
1. Course provider uses multiple ways of assessing course effectiveness
2. Course is evaluated using a continuous improvement cycle for effectiveness and the findings used as basis for improvement
3. Course is updated periodically to ensure that the content is current
4. Course instructors are PA certified and "highly qualified"
5. Professional development offered to assure effective use of the courseware and various instructional media available
6. Technical support and course management assistance offered to students, course instructor, and school coordinator

7. Instructors provided professional development in behavioral, social, and emotional aspects of the learning environment
8. Instructors receive professional development, including support and use of a variety of communication modes
9. Provider assures course instructors are provided support to ensure effectiveness and success in meeting student needs
10. Students are offered an orientation for taking an online course before starting the coursework