

Memo to: eResources Portal Grantees
From: Barbara Hunter Cox and Brook Singletary
Re: Course Approval Process – Suggested Language for Digital Course Approval
Date: April 16, 2014

As a follow up to our webinar on Course Approval, Brook and I decided to provide you some “suggested language” for portions of the application in an attempt to assist you in applying for approval of courses. Like you, we are unsure about the process and the needed language since the form is not specifically designed to address digital courses but here is our best attempt to assist you:

The required information includes:

1. Completed High School Course Approval Request Form for Grades 9-12 (enclosed/attached). All requested information must be provided.

2. School-created attachments (**must be submitted in this order**):

I. Course Outline with specific connections to the appropriate curriculum framework and student learning expectations (detailed course outline and student learning expectation numbers)

This information is available in the course syllabus and if you need more specifics, call us or contact the vendor.

II. List of instructional materials, teaching resources and equipment to be used for this course

This is a digital course which is web-based and all instructional materials, handouts, and assessments are embedded into the course design. The equipment is being provided by the _____ School District and the instruction is being provided by a highly qualified teacher through (name of course provider).

III. Description of targeted student population for which this course is intended and a statement of any prerequisites for students enrolling in this course

This answer would be based on your local policy and your decision making about who takes the course.

IV. Description or examples of how this course will emphasize application, problem solving and higher-order thinking skills

This is a digital course which is web-based and all assignments were developed to assure that application, problem solving and higher order thinking skills are utilized during the course. The course assessment is designed to assure these areas are assessed and utilized in the course grading procedure.

V. Description of instructional strategies to address diverse learner needs

This digital course is interactive and designed so that students can access to a series of strategies to support diverse learning styles including: personalized tutorial support, contact with the highly qualified

teacher on demand in real time, tutorial support via the assigned mentor at the school, and adapting the time available for each task, self-pacing of the content, ability to assess multiple times on varying test items and the learner has control over when and how they interact with the course content.

VI. Description or examples of assessments appropriate for this course

This digital course has a built in set of assessments that are utilized to track progress, modify the instructional content based on assessment scores, directly correlated to the specific content provided in the course, and utilizing various web-based assessment options.

VII. Description or examples of hands-on activities or labs that will be done in this course

This digital course's design includes specific instructional activities that must be completed with the evidence submitted electronically to be considered for the grade and passing of the course. This is all provided digitally.

Please remember on the form under Teacher Information – you may list the mentor teacher but you can also put: Web-based, digital course with highly qualified teacher.