



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education

**FROM:** Karen B. Salmon, Ph.D.

**DATE:** July 24, 2018

**SUBJECT:** Online Courses Overview

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**PURPOSE:**

To provide an overview of online courses, the process, and the status of the Maryland Department of Education's (MSDE) Virtual Online Program.

**HISTORICAL BACKGROUND:**

MSDE's Virtual Online Program began in 2004 supported through grant funding. Since 2012, the program has greatly expanded.

**EXECUTIVE SUMMARY:**

As directed by legislation in 2012, MSDE established processes to review and approve online courses. MSDE maintains an approved list of courses from which LEAs may elect to offer based on student need.

**ACTION:**

For information only.

**ADDITIONAL RESOURCES:** <https://msde.blackboard.com>

**ATTACHMENTS:**

- Chapter 287 §7-1002- (SB 674)
- Chapter 470 §7-1002(b)(3)- (SB 461)
- COMAR 13A.04.15.00
- §4-205
- Approved listing of Student Online Courses as of 3/8/18

# Online Courses Overview



STATE BOARD MEETING  
July 24, 2018

# Related Legislation and COMAR

- Chapter 287 §7-1002 (SB 674 - 2012)
- Chapter 470 §7-1002 (SB 461 -2013)
- COMAR 13A.04.15.00 (2013)
- §4-205 (2013)

## Senate Bill 674 (2012)

- Review online credit-bearing student and PD courses based on set timelines.
- Review must be conducted by MSDE or an LEA.
- Review courses and courseware to assure quality alignment with MD standards.
- Establish a fee structure.
- Develop guidelines for teachers and other school system employees to follow regarding courses.

## Senate Bill 461 (2013)

- Requires an assessment of certain (credit-bearing) online courses to ensure accessibility for students with disabilities.
- Authorizes MSDE to contract with a third party to develop and conduct certain assessments.
- Authorizes the State Board of Education to set certain fees for certain assessments (accessibility).

## COMAR 13A.04.15.00 (2013)

- Defines online courses and establishes requirements for such courses to be offered for credit.
- Addresses process for the approval of credit-bearing courses, including vendor fee structure.
- Non-credit bearing courses do not require approval.

# Statute 4-205 (2013)

## Powers and duties of County Superintendents

Gives power to county superintendent to prepare and recommend for adoption by the county board:

- Curriculum
- Courses of study
- Resource material
- Other teaching aids

# Sharing Information with LEAs

MSDE provides LEAs an approved list of online credit-bearing student courses and respective vendors. From this list, the LEA has the authority to make curriculum decisions related to:

- online policies based on need and allocated funding,
- the selection of course content areas, and
- which, if any, of the listed courses and respective course providers they will offer to students.



# LEA Points of Contact

- Oversees LEA Student Online Program,
- manages all enrollments and collaborates with vendors and MSDE,
- communicates with individual schools to ensure appropriate enrollment,
- accesses an eCommunity that houses updated online course-related information and archived webinars, and
- ensures that there is a support teacher assigned to each school participating in online learning.

# School Support Teachers

- Serves as the teacher of record for the school,
- communicates on a weekly basis with online students and parents, as needed,
- collaborates with LEA Point of Contact to identify tutoring services, as needed,
- serves as, or assigns, a proctor for end-of-course exams, and
- reports online course grades to school's designated individual for entering grades.

**Approved Student Online Courses for SY 2017-2018**

The Maryland State Department of Education (MSDE) provides local school systems with an approved list of online credit-bearing student courses along with their respective course provider. These courses have been reviewed by MSDE or by an MSDE approved third party reviewing company as aligned with Maryland Content Standards.

From this approved list, each school system has the authority to make curriculum decisions related to:

- online policies based on need and allocated funding,
- the selection of course content areas, and
- which, if any, of the listed courses and respective course providers they will offer to students.

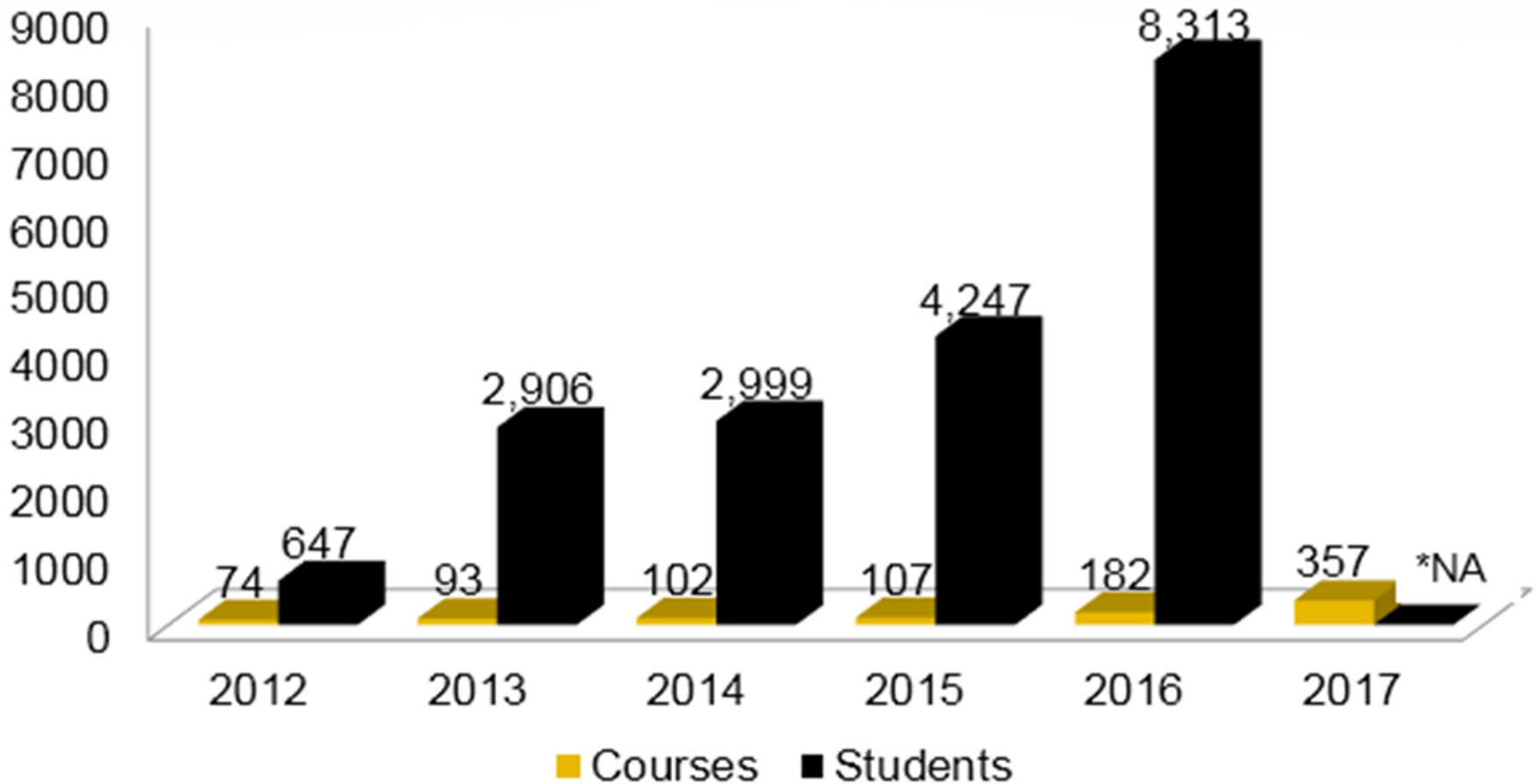
To ensure appropriate placement and awarding of course credit, students' participation **must be approved** by their local school system **prior to enrollment**. Parents/guardians and students should consult the student's assigned school counselor. Schools should contact the school system's Online Point of Contact for guidance. Credit will not be awarded for online student courses if the local school system has not provided approval for course enrollment.

**IMPORTANT:** Course approvals are only for those listed from the *identified* providers. There is *no general approval* of either course titles or vendors, except as specified.

Courses	Approved Course Providers			
Accounting A/B	Edmentum			
Administration of Justice II	MSDE			
Advanced Computer Science A	Edmentum			
Algebra 1	Edmentum	Connections Education	APEX	Founders Education
Algebra 1 (cont.)	Edgenuity	Florida Virtual School	Odesseyware	
Algebra 1 – HONORS	Connections Education			
Algebra 2	Florida Virtual School	Edmentum	Connections Education	Founders Education
Algebra 2	Edgenuity	Odesseyware		
Algebra 2 – HONORS	Connections Education			
American Government	Connections Education			
American Government- HONORS	Connections Education			
American Literature	Founders Education			



## Student Online Courses and Enrollments



\* Data not available until August 2018

## Article - Education

§7-1002.

(a) The Department shall provide Maryland virtual learning opportunities that include:

(1) Offering a distance-learning program to provide Maryland public school students with equal opportunities to develop a strong academic foundation;

(2) Offering expanded educational choices not otherwise available to students through online courses and services; and

(3) Expanding the professional development opportunities available to educational staff in Maryland public schools through online courses and services.

(b) (1) (i) A county board may request that the Department develop or review and approve online courses and services under paragraph (2) of this subsection.

(ii) Within 15 days after the receipt of a request under subparagraph (i) of this paragraph, the Department shall determine whether the development or review and approval of the online courses and services shall be delegated to a county board under paragraph (2)(ii) of this subsection.

(iii) If the Department does not delegate the development or review and approval of the online courses and services to a county board, the Department shall develop or review and approve online courses and services under paragraph (2) of this subsection within 120 days after the receipt of a request made by a county board under subparagraph (i) of this paragraph.

(2) (i) Subject to subparagraph (ii) of this paragraph, the Department shall:

1. A. Develop online courses and services; or
- B. Review and approve online courses and services;
2. Develop standards for teachers and other school system employees for the offering of courses or services on the Internet or through other developing technologies; and
3. Review courses and courseware to assure quality and alignment with the Maryland content standards and other appropriate standards.

(ii) Subject to subparagraph (v) of this paragraph, the Department may delegate the authority to develop or review and approve online courses and services to a county board.

(iii) If the Department delegates the authority to develop or review

and approve online courses and services to a county board, the county board may impose reasonable fees to be paid by the vendor to cover the cost of reviewing and approving online courses and services.

(iv) A county board shall remit 15% of the fees collected under subparagraph (iii) of this paragraph to the Department.

(v) 1. A county board shall request approval of the online course from the Department when the county board has completed the development or review and approval of online courses and services.

2. Within 45 days after a request under subparagraph 1 of this subparagraph, the Department shall approve or disapprove the online course based on criteria and guidelines developed by the Department.

(3) (i) The development, review, and approval of an online course or service conducted under this subsection shall include an assessment regarding the accessibility of the online course or service to individuals with disabilities, including the blind.

(ii) The Department may contract with a third party to:

1. Develop an assessment regarding accessibility required under subparagraph (i) of this paragraph; or

2. Conduct an assessment of course accessibility required under subparagraph (i) of this paragraph that will determine the approval or denial status of the course and provide feedback to the course provider.

(c) (1) There is a Maryland Virtual Learning Opportunities Fund.

(2) The State Board may set reasonable fees for:

(i) Developing or reviewing online courses and services;

(ii) Processing approvals for online courses and services;

(iii) Developing an assessment regarding the accessibility of an online course or service to individuals with disabilities, including the blind; and

(iv) Assessing an online course for its accessibility to individuals with disabilities, including the blind.

(3) The fees charged shall be set so as to produce funds to support maintenance of Maryland virtual learning opportunities.

(4) The State Board shall pay all funds collected under this subtitle to the Comptroller of the State.

(5) The Comptroller shall distribute the fees to the Maryland Virtual Learning Opportunities Fund.

(6) The Fund is a continuing, nonlapsing fund not subject to § 7–302 of the State Finance and Procurement Article.

(7) Any unspent portions of the Fund may not be transferred or revert to the General Fund of the State, but shall remain in the Fund to be used for the purposes specified in this subtitle.

(8) The Legislative Auditor shall audit the accounts and transactions of the Fund as provided in § 2–1220 of the State Government Article.

(d) The State Board may adopt regulations to implement the provisions of this section.

(e) The Department shall submit to the Governor and, subject to § 2–1246 of the State Government Article, the General Assembly, on or before September 1, 2004, a report on the progress of the Maryland Virtual Learning Opportunities Program, including a description of the available online courses and services.

# **Title 13A STATE BOARD OF EDUCATION**

## **Subtitle 04 SPECIFIC SUBJECTS**

### **Chapter 15 Digital Learning**

**Authority: Education Article, §§2-205 and 7-1002, Annotated Code of Maryland**

#### **.1 Purpose.**

Digital learning encompasses a wide spectrum of tools and practices that support teaching and learning for students and educators. This chapter defines online and blended courses and establishes requirements for such courses to be offered to students for credit. Processes for the approval of online credit bearing student courses and professional development courses are addressed. These processes include the setting of a vendor fee structure for reviewing and approving courses.

#### **.2 Definitions.**

A. In this chapter, the following terms have the meaning indicated.

B. Terms Defined.

- (1) "Accessible" means fully and equally accessible for independent use by individuals with disabilities to online course content, materials, and features.
- (2) "Blended course" means one in which less than 80 percent of the instruction is conducted online. Such a course is also referred to as a "hybrid course."
- (3) "Digital learning" means any instructional practice that effectively uses Internet-related technology to strengthen the student and/or educator learning experience.
- (4) "Online course" means an Internet-based course in which 80 percent or more of the instruction is conducted online, the teacher and student are separated by distance or time or both, and two-way communication is required between teacher and student.
- (5) "Review" means an analysis of a student or professional development online course by a panel of experts designated by the Department to determine whether the course shall be recommended for approval.
- (6) "Vendor" means a person or organization that markets online courses or contracted online student seats in such courses.

#### **.3 Incorporation by Reference.**

The Web Content Accessibility Guidelines (WCAG) 2.0 Level AA (December 2008) is incorporated by reference.

#### **.4 Approval Requirements.**

A. Credit-bearing online courses provided to students by a local education agency (LEA) are subject to Department approval by a committee to ensure that the course meets instructional standards and is in compliance with the technology standards outlined in Section 508 of the Rehabilitation Act and COMAR 13A.05.02.13H and the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA (December 2008).

B. Noncredit-bearing courses and blended courses provided to students by a local education agency do not require Department approval.



C. All online professional development courses offered by vendors to local education agencies are subject to Department approval by a committee to ensure that the course meets instructional standards and is in compliance with the technology standards outlined in Section 508 of the Rehabilitation Act and COMAR 13A.05.02.13H and the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA (December 2008).

## **.5 Review and Approval Procedures.**

A. There are three options for obtaining review and approval of credit-bearing online courses and professional development courses.

B. Options for Obtaining Review and Approval.

(1) Departmental Review and Approval.

(a) A vendor may request a Department review of an online credit-bearing course or professional development course.

(b) Department review shall be conducted by a panel of at least three content experts, one of whom shall be a reviewer trained to conduct such reviews.

(c) Department review shall include an assessment of the accessibility of the course.

(d) A vendor seeking Department approval of an online or professional development course shall pay a nonrefundable fixed fee of \$1,400 to the Department to cover the cost of a review.

(e) The Department reserves the right to review previously approved courses every 3 years.

(f) The Department reserves the right to determine which courses will be reviewed based on student and local education agency need.

(2) Local Education Agency Review and Approval Process.

(a) A vendor may request an LEA review of an online credit-bearing course or professional development course.

(b) The LEA review shall be conducted by a panel of at least three content experts, one of whom must be a reviewer trained to conduct such reviews as designated by the Department.

(c) The LEA review shall include an assessment of the accessibility of the course.

(d) An LEA may establish a reasonable fee to cover the cost of a review.

(e) After conducting the review, the LEA shall submit its review and recommendation for approval to the Department for final approval.

(f) To cover the cost of the final review, the LEA shall submit to the Department 15 percent of the fee it collected from the vendor.

(g) The LEA reserves the right to determine which courses will be reviewed based on student need.

(3) MSDE-Approved Reviewing Program.

(a) A vendor may request an MSDE-Approved Reviewing Program review of an online credit-bearing course or a professional development course that includes an assessment of the accessibility of the course.

(b) After the review is completed, the MSDE-Approved Reviewing Program shall submit the review documentation to MSDE.

(c) The vendor shall pay a fee of \$360 to the Department to cover the cost of the final review.

## **.6 Fee Increase.**

Upon review and approval by the State Board, in FY 2016 and any subsequent year thereafter, the Department may increase the vendor fees set forth in this Regulation by no more than 20 percent per annum. If the Department increases the fee, it shall publish such increase on its website at <http://marylandpublicschools.org/MSDE>.

## **.7 Accessibility.**

The Department shall only approve courses and digital learning resources that are accessible and meet the technology standards outlined in Section 508 of the Rehabilitation Act and COMAR 13A.05.02.13H and the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA (December 2008).

### **Administrative History**

**Effective date: April 1, 2013 (40:6 Md. R. 474)**

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**Chapter revised effective October 28, 2013 (40:21 Md. R. 1779)**

(approved by Governor on May 16, 2013)

Chapter 470

(Senate Bill 461)

AN ACT concerning

Primary and Secondary Education – Online Courses and Services – Accessibility

FOR the purpose of requiring the development, review, and approval of certain online courses and services to include an assessment regarding the accessibility of the online course or service to certain individuals with disabilities; authorizing the State Department of Education to contract with a third party to develop and conduct certain assessments; authorizing the State Board of Education to set certain fees for certain assessments; and generally relating to the accessibility of online courses and services to individuals with disabilities, including the blind.

BY adding to

Article – Education

Section 7–1002(b)(3)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

BY repealing and reenacting, without amendments,

Article – Education

Section 7–1002(c)(1)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

BY repealing and reenacting, with amendments,

Article – Education

Section 7–1002(c)(2)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article – Education

7–1002.

(b) (3) (i) The development, review, and approval of an online course or service conducted under this subsection shall include an assessment regarding the accessibility of the online course or service to individuals with disabilities, including the blind.

(ii) The Department or may contract with a third party to:

1. Develop an assessment regarding accessibility required under subparagraph (i) of this paragraph; or

2. Conduct an assessment of course accessibility required under subparagraph (i) of this paragraph that will determine the approval or denial status of the course and provide feedback to the course provider.

(c) (1) There is a Maryland Virtual Learning Opportunities Fund.

(2) The State Board may set reasonable fees for:

(i) Developing or reviewing online courses and services; [and]

(ii) Processing approvals for online courses and services;

(iii) Developing an assessment regarding the accessibility of an online course or service to individuals with disabilities, including the blind; and

(iv) Assessing an online course for its accessibility to individuals with disabilities, including the blind.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect October 1, 2013.

Approved by the Governor, May 16, 2013.

## Article - Education

[\[Previous\]](#)[\[Next\]](#)

§4–205.

(a) In addition to the other powers granted and duties imposed under this article, the county superintendent has the powers and duties set forth in this section.

(b) The county superintendent may administer oaths to witnesses in all appeals or cases that come before the county board.

(c) (1) Subject to the authority of the State Board under § 2–205(e) of this article, each county superintendent shall explain the true intent and meaning of:

- (i) The school law; and
- (ii) The applicable bylaws of the State Board.

(2) Subject to the provisions of § 6–203 and Title 6, Subtitle 4 of this article and without charge to the parties concerned, each county superintendent shall decide all controversies and disputes that involve:

- (i) The rules and regulations of the county board; and
- (ii) The proper administration of the county public school system.

(3) A decision of a county superintendent may be appealed to the county board if taken in writing within 30 days after the decision of the county superintendent. The decision may be further appealed to the State Board if taken in writing within 30 days after the decision of the county board.

(d) A contract made by a county board is not valid without the written approval of the county superintendent.

(e) (1) Acting as the executive officer of the county board, the county superintendent shall:

- (i) Conduct all correspondence;
- (ii) Receive all reports from principals and teachers; and
- (iii) See that all reports are made and submitted properly.

(2) The county superintendent shall prepare and submit to the county board for adoption:

- (i) All reports required of the county board by the State Board or the State Superintendent; and
- (ii) The annual report to the people of the county required by § 5–111(b) of this article.

(f) The county superintendent:

- (1) Shall advise teachers as to their further study and professional improvement;
- (2) Shall develop a program of in–service training for all public school personnel; and
- (3) May require attendance at an institution of higher education for future certification and professional improvement instead of in–service training.

(g) The county superintendent and the superintendent's professional assistants shall:

- (1) Visit the schools;
- (2) Observe their management and instruction;
- (3) Give suggestions for their improvement;
- (4) Consult with and advise principals and teachers; and
- (5) Try in every way to awaken public interest and improve educational conditions in the county.

(h) In accordance with the applicable rules and regulations of the State Board, the county superintendent periodically shall:

- (1) Evaluate the program of instruction in the public schools of the county; and
  - (2) Report the superintendent's findings and recommendations to the county board.
- (i) The county superintendent shall prepare and recommend for adoption by the county board:
- (1) Curriculum guides;
  - (2) Courses of study;

- (3) Resource material; and
- (4) Other teaching aids.

(j) (1) The county superintendent shall prepare lists of the following items needed by the schools:

- (i) Textbooks;
- (ii) Supplementary readers;
- (iii) Materials of instruction;
- (iv) Visual and auditory aids;
- (v) Stationery and school supplies; and
- (vi) School furniture, equipment, and apparatus.

(2) The county superintendent shall recommend the purchase and distribution of these items by the county board.

(k) The county superintendent shall:

- (1) Take the initiative in the preparation and presentation of the annual school budget; and
- (2) Seek in every way to secure adequate funds from local authorities for the support and development of the public schools in the county.

(l) (1) The county superintendent shall recommend to the county board:

- (i) Condemnation of any school building that is unsanitary and unfit for use; and
- (ii) Any repairs of or the purchase and sale of land, school sites, or buildings.

(2) Subject to the provisions of § 2–303(f) of this article that relate to approval by the State Superintendent, the county superintendent shall prepare all plans and specifications for remodeling an old building or constructing a new building.

(3) The county superintendent shall recommend to traffic safety officials of the State Highway Administration or of the county appropriate locations for posting flashing caution signs at or near the site of:

- (i) A school;
- (ii) School construction; or
- (iii) School condemnation.

(m) The county superintendent shall provide the clerical help that is needed to issue work permits in accordance with § 3–206 of the Labor and Employment Article.



## Standards for Reviewing High School Online Courses

### SUMMARY EVALUATION OF COURSE:

Course Title:	
Course Provider:	
Course Access URL:	
Course Access Username:	
Course Access Password:	
Provider Contact Name:	
Provider Contact Number:	
Provider Contact Email:	

Reviewer Name:	
Reviewer E-mail:	
Reviewer Phone:	
Reviewer Content Expertise:	
Reviewer District:	
Review Start Date:	
Review End Date:	
District Point of Contact:	

Highlight or circle the response below.

			Comments
Section A: Baseline Requirements	Met	Not Met	
Section B: Accessibility	Met	Not Met	

		Subtotal/Score	Comments
Section C: Curriculum, Instruction, & Assessment			
Section D: Legal Requirements			
<b>TOTAL</b>			

Course is Recommended	YES	NO
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Reviewer Signature		Date	
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## Standards for Reviewing High School Online Courses

### SECTION A: BASELINE REQUIREMENTS

<b>Course Title:</b>		<b>Reviewer Name:</b>	
<p><b><u>DIRECTIONS:</u></b></p> <ul style="list-style-type: none"> <li>Review all course content and respond to each item indicating if it meets or does not meet the criteria.</li> <li>For assets not existing in the course indicate Not In Course (NIC).</li> <li><b>It is mandatory to write detailed comments that will inform the provider on how the course does not meet criteria.</b></li> <li>If the course does not meet all of the baseline requirements listed below, the course will not be approved.</li> </ul>			

Baseline Requirement	Met	Not Met	NIC	Comments
The course reflects the Universal Design of Learning Principles (UDL). <ul style="list-style-type: none"> <li>multiple means of representation</li> <li>multiple means for actions and expression</li> <li>multiple means for engagement</li> </ul>				
Course objectives align to content standards.				
Objectives and outcomes are written in measurable terms.				
Assessments align with the content and the objectives.				





## Standards for Reviewing High School Online Courses

### SECTION C: CURRICULUM, INSTRUCTION, AND ASSESSMENT

<b>Course Title:</b>		<b>Reviewer Name:</b>	
<b><u>DIRECTIONS:</u></b>			
<ul style="list-style-type: none"> <li>• Review all course content and respond to each item.</li> <li>• Rate each item based on the extent to which the item meets the criteria:               <ul style="list-style-type: none"> <li><b>0 points</b> = Does not meet Criteria (less than 60%)</li> <li><b>1 point</b> = Partially meets Criteria (60% - 79%)</li> <li><b>2 points</b> = Meets Criteria (80% - 100%)</li> </ul> </li> <li>• For assets not existing in the course indicate Not In Course (NIC).</li> <li>• <b>It is mandatory to write detailed comments that will inform the provider on how the course does not meet criteria.</b></li> </ul>			

Course Criteria	Considerations	Points	Comments
1. The course content and assignments are aligned with the Maryland College and Career Ready Standards; or nationally accepted content standards set for courses whose content is not included in the state standards.	Do the course syllabus and assignments correlate with established standards and the specific content requirements of district, state, and/or national assessments?		
2. Course assessments and tasks align with the required local, state, and national assessments that are associated with the course.	Are AP testing requirements, state assessments, and county assessments aligned?		
3. The course content and assignments are of sufficient rigor, depth, and breadth to teach the standards being addressed.			
4. Course architecture permits student-to-student and teacher-to-student interactivity.	Are there discussion boards, small group opportunities, chat forums, etc.?		



## Standards for Reviewing High School Online Courses

<b>Course Title:</b>		<b>Reviewer Name:</b>	
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Course Criteria	Considerations	Points	Comments
5. A clear, complete course syllabus is available for review.	Does the syllabus includes: course objectives, student learning outcomes, assignments, student expectations, time requirements, required materials, and grading policy?		
6. Hardware, web browser, and software requirements are specified.	Can this information be found on the syllabus, in the course, on a provider Help page?		
7. The course engages students in learning activities that address a variety of learning styles and preferences.	Are there case studies, simulations, research, variety of reading and writing activities, visuals and graphics, discussions and/or labs?		
8. The course reflects multi-cultural education.	Are multi-cultural images, language, and content evident in print and non-print resources?		
9. The teacher can adapt learning activities to accommodate students' needs.	Can teachers modify the content for students with disabilities and for those needing enrichment?		
10. Readability level is appropriate for course.			
11. Written assignments are appropriate for course.			



## Standards for Reviewing High School Online Courses

12. Mathematical requirements are appropriate for course.			
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<b>Course Title:</b>		<b>Reviewer Name:</b>	
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Course Criteria	Considerations	Points	Comments
13. Prerequisite skills in the use of technology are identified.	Can this information be found on the syllabus, in the course, on a provider Help page?		
14. The course includes the use of appropriate content specific tools and software (ie, graphing calculator, microscope, spreadsheet, etc.)			
15. The course provides opportunities for students to engage in higher order thinking and critical-reasoning activities.	Are higher-order questions evident throughout the course and in assessments?		
16. The course is designed to teach for enduring understandings.	Does the course use essential questions and problem-based learning concepts?		
17. The course structure includes adequate, appropriate, and varied methods to assess students' mastery of content.	Are students assessed in a variety of ways: proctored testing, performance assessments, projects, demonstrations, case studies, portfolios, discussion board, etc?		



## Standards for Reviewing High School Online Courses

<b>Course Title:</b>		<b>Reviewer Name:</b>	
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18. Students have access to resources that enrich the course content.	Are additional external print and online resources used throughout the course (ie, primary sources)?		
19. The course provides opportunities for appropriate student-to-student interaction and a plan for monitoring that interaction.	Is there evidence of collaborative learning occurring in the course through e-mail, discussion boards, chat forums, simulations, labs, and group projects?		
20. The course provides opportunities for timely and frequent feedback on student progress through teacher-to-student interaction.			
21. The resources being used in the course are current and relevant.			
<b>SECTION C SUBTOTAL/SCORE</b>			



## Standards for Reviewing High School Online Courses

### SECTION D: LEGAL REQUIREMENTS

<b>Course Title:</b>		<b>Reviewer Name:</b>	
<p><b><u>DIRECTIONS:</u></b></p> <ul style="list-style-type: none"> <li>• Review all course content and respond to each item.</li> <li>• Rate each item based on the extent to which the item meets the criteria:               <ul style="list-style-type: none"> <li><b>0 points</b> = Does not meet Criteria (less than 60%)</li> <li><b>1 point</b> = Partially meets Criteria (60% - 79%)</li> <li><b>2 points</b> = Meets Criteria (80% - 100%)</li> </ul> </li> <li>• For assets not existing in the course indicate Not In Course (NIC).</li> <li>• <b>It is mandatory to write detailed comments that will inform the provider on how the course does not meet criteria.</b></li> </ul>			

Course Criteria	Considerations	Points	Comments
1. Issues associated with the use of copyrighted materials are addressed.	Does the course provider demonstrate that all course materials comply with copyright laws (e.g., copyright statements, logos, citations)?		
2. The course includes guidelines for students on academic integrity and plagiarism.	Was a student activity or reading provided to address online safety and ethics?		
<b>SECTION D SUBTOTAL/ SCORE</b>			

## Approved Student Online Courses for SY 2017-2018

The Maryland State Department of Education (MSDE) provides local school systems with an approved list of online credit-bearing student courses along with their respective course provider. These courses have been reviewed by MSDE or by an MSDE approved third party reviewing company as aligned with Maryland Content Standards.

From this approved list, each school system has the authority to make curriculum decisions related to:

- online policies based on need and allocated funding,
- the selection of course content areas, and
- which, if any, of the listed courses and respective course providers they will offer to students.

To ensure appropriate placement and awarding of course credit, **students' participation must be approved by their local school system prior to enrollment**. Parents/guardians and students should consult the student's assigned school counselor. Schools should contact the school system's Online Point of Contact for guidance. Credit will not be awarded for online student courses if the local school system has not provided approval for course enrollment.

**IMPORTANT: Course approvals are only for those listed from the *identified* providers. There is *no general approval* of either course titles or vendors, except as specified.**

Courses	Approved Course Providers			
Accounting A/B	Edmentum			
Administration of Justice II	MSDE			
Advanced Computer Science A	Edmentum			
Algebra 1	Edmentum	Connections Education	APEX	Founders Education
Algebra 1 (cont.)	Edgenuity	Florida Virtual School	Odesseyware	
Algebra 1 – HONORS	Connections Education			
Algebra 2	Florida Virtual School	Edmentum	Connections Education	Founders Education
Algebra 2	Edgenuity	Odesseyware		
Algebra 2 – HONORS	Connections Education			
American Government	Connections Education			
American Government- HONORS	Connections Education			
American Literature	Founders Education			

Anatomy and Physiology	Connections Education			
AP Art History	Florida Virtual	Connections Education		
AP Biology	APEX	Edmentum	Florida Virtual	Connections Education
AP Calculus	Edmentum			
AP Calculus AB	Florida Virtual	Connections Education	Edgenuity	APEX
AP Calculus BC	Connections Education	Fuel Education		
AP Chemistry	APEX	Edmentum		
AP Computer Science A	Florida Virtual	Connections Education		
AP English Language and Comp	APEX	Florida Virtual School	Connections Education	Edgenuity
AP English Literature and Comp	Florida Virtual School	Edmentum	Connections Education	APEX
AP English Lit and Comp (cont.)	Edgenuity			
AP Environmental Science	Connections Education	APEX	Edgenuity	
AP French Language and Culture	Fuel Education	Edmentum	Edgenuity	
AP Human Geography	Florida Virtual School	Connections Education	Edgenuity	
AP Macroeconomics	APEX	Florida Virtual	Connections Education	
AP Microeconomics	APEX	Florida Virtual	Connections Education	
AP Psychology	APEX	Connections Education	Edgenuity	Florida Virtual
AP Spanish Language and Culture	APEX	Edmentum	Connections Education	Edgenuity
AP Statistics	APEX	Connections Education	Florida Virtual	
AP US Government and Politics	APEX	Connections Education	Edgenuity	Florida Virtual
AP US History	APEX	Edmentum	Connections Education	Edgenuity
AP US History (cont)	Florida Virtual			
AP World History	Edgenuity			
Art Appreciation	APEX			
Art History and Appreciation	Edmentum			
Audio Video Production (1,2,and 3)	Edmentum			
Biology	APEX	Edmentum	Connections Education	Founders Education
Biology (cont.)	Edgenuity	Odysseyware		
Biology – HONORS	Connections Education			
British Literature	Founders Education			

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Business Communications	Connections Education			
Business Information Management	Edmentum			
Business Information Systems	Connections Education			
Business Law	Connections Education			
Business Math	Connections Education			
Calculus	Connections Education			
Calculus- HONORS	Florida Virtual School			
Chemistry	APEX	Edmentum	Connections Education	Founders Education
Chemistry (cont.)	Edgenuity	Odysseyware		
Chemistry- HONORS	Connections Education			
Child Development and Parenting	Edmentum			
Chinese 1	Florida Virtual School	Fuel Education	Edmentum	Connections Education
Chinese 2	Fuel Education	Florida Virtual School	Edmentum	Connections Education
Chinese 3	Florida Virtual School	Connections Education		
College Career Preparation	APEX			
Computer Programming I	Edmentum			
Computing for College and Careers	Edmentum			
Creative Writing	APEX	Edmentum		
Culinary Arts	Edmentum			
Cyber Security	MSDE			
Developmental Writing	Connections Education			
Digital and Interactive Media	Edmentum			
Digital Photography	Connections Education			
Earth Science	Connections Education			
Earth Space Science	Connections Education	Founders Education	Edgenuity	
Earth Space Science-HONORS	Connections Education			
Economics	Connections Education	Edgenuity		
Electronic Communication Skills	Edmentum			
Emergent Computer Technology	Connections Education			
Engineering Design I	Connections Education			

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English 1	APEX	Odysseyware		
English 2	Florida Virtual School	Odysseyware		
English 3	Odysseyware			
English 4	Odysseyware			
English: World Literature	APEX	Connections Education		
English 9	Connections Education	Edmentum	Edgenuity	APEX
English 9 HONORS	Connections Education			
English 10	Edmentum	Edgenuity	APEX	
English 10 HONORS	Connections Education			
English 11	Florida Virtual School	Edmentum	Connections Education	Edgenuity
English 11 cont.	APEX			
English 11 HONORS	Connections Education	APEX		
English 12	Edmentum	Connections Education	Edgenuity	
English 12- Honors	Connections Education	APEX		
Entrepreneurship A/B	Edmentum			
Environmental Science	MSDE	Connections Education	Edmentum	Founders Education
Environmental Science (cont.)	Edgenuity			
Financial Literacy	MSDE			
Foundations of Computer Science	MSDE			
Foundations of Technology	MSDE			
French 1	Edgenuity	Edmentum	Connections Education	
French 2	Edmentum	Florida Virtual School	Connections Education	Edgenuity
French 3	Connections Education	Edgenuity		
French 4	Connections Education			
Game Design	Connections Education			
Geometry	Connections Education	Edmentum	Florida Virtual	Edgenuity
Geometry (cont)	Founders Education	APEX	Odysseyware	
Geometry - HONORS	Connections Education			
German 1	Edmentum	Connections Education		
German 2	Edmentum	Connections Education		

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German 3	Connections Education			
Government	Edgenuity			
Graphic Design and Illustration	Edmentum			
Health	Fuel Education	Edmentum	Founders Education	
Health, Fitness, and Nutrition	Connections Education			
Health Opportunities through Physical Education	Connections Education			
Health, Safety, and Nutrition	Connections Education			
Health Science I	Edmentum			
Health Science II	Edmentum			
HS Digital Arts	Connections Education			
Integrated Math 1	Edmentum			
Integrated Math 2	Edmentum			
Integrated Math 3	Edmentum			
International Business	Connections Education			
Introduction to Astronomy	Edmentum			
Introduction to Business	Connections Education			
Introduction to Communication	Connections Education			
Introduction to Computer Applications	Connections Education			
Introduction to Finance	Edmentum	Connections Education		
Introduction to Forensic Science	Edmentum			
Introduction to Literature	Founders Education			
Introduction to Sociology	Connections Education			
Introduction to Visual Arts	Edmentum			
Japanese 1	Connections Education			
Japanese 2	Connections Education			
Java Programming I	Connections Education			
Java Programming II	Connections Education			
Journalism	Florida Virtual School	Connections Education		

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Latin 1	Florida Virtual School	Connections Education		
Latin 2	Florida Virtual School	Connections Education		
Latin 3	Florida Virtual School			
Leadership and Supervision in Business	Connections Education			
Literature	Founders Education			
Living Music I (.5 credit- 1 sem)	Connections Education			
Living Music II (.5 credit- 1 sem)	Connections Education			
Marketing, Advertising, and Sales	Edmentum			
Medical Law and Ethics	Connections Education			
Medical Terminology	Connections Education	Edmentum		
Modern World History	APEX			
Music Appreciation	APEX			
Nutrition and Wellness	Edmentum			
Personal Finance	Connections Education	Edmentum		
Personal Fitness	Connections Education			
Physical Education	Connections Education	Founders Education		
Physical Science	Founders Education			
Physical Science Core	APEX			
Physics	Florida Virtual School	Connections Education	Edgenuity	Founders Education
Pre-Algebra	Founders Education	Edgenuity		
Pre-Calculus	Florida Virtual School	Connections Education	Edmentum	Edgenuity
Pre-Calculus (cont.)	Odysseyware			
Principles of Agriculture, Food, and Natural Resources	Edmentum			
Principles of Art, A/V Technology, and Communications	Edmentum			
Principles of Business Marketing and Finance	Edmentum			
Principles of Business Management	Connections Education			
Principles of Education and Training	Edmentum			

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Principles of Information Tech.	Edmentum			
Probability and Statistics	Edmentum			
Psychology	APEX	Connections Education	Edgenuity	
Psychology A (one semester course .5 credit)	Edmentum			
Psychology B (one semester course .5 credit)	Edmentum			
Public Speaking	Connections Education			
SAT Prep	Connections Education			
Sign Language 1	Connections Education			
Sign Language 2	Connections Education			
Sociology	Edmentum			
Spanish 1	APEX	Florida Virtual School	Connections Education	Edmentum
Spanish 1 (cont.)	Edgenuity	Founders Education		
Spanish 2	APEX	Connections Education	Edmentum	Edgenuity
Spanish 2 (cont.)	Founders Education			
Spanish 3	Edmentum	Connections Education		
Spanish 4	Connections Education			
Statistics	Connections Education			
US Government	Florida Virtual School	Founders Education		
US History	Connections Education	Edmentum	Founders Education	Edgenuity
US History (cont.)	Florida Virtual School			
US History HONORS	Connections Education			
US History Reconstruction to Present	Odysseyware			
Video Game Design	MSDE			
Web Design I	Connections Education			
Web Technologies A/B	Edmentum			
World Geography	Edmentum			
World History	Connections Education	APEX	Edgenuity	Florida Virtual School

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