

Implementation GUIDELINES

Version 4, 2016

Section 21f of the State School Aid Act



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Introduction

Public Sector Consultants, in cooperation with *Michigan Virtual University*® (MVU®) surveyed 800 Michigan adults in the fall of 2015 and found that the general public knows very little about K-12 online learning opportunities in Michigan. The 2014-15 Effectiveness Report authored by MVU's *Virtual Learning Research Institute*™ revealed that the number of students taking virtual courses increased by over 15,000 from 2013-14 to 2014-15 school year — an increase of 20%. Actual enrollments rose to an estimated 445,932 in 2014-15, surpassing the 2013-14 figure by 126,302 enrollments — an increase of 40%. Almost 75% of those were middle and high school students taking their virtual courses from third party solutions offered through their schools. (For more information about enrollment and performance, please see [Michigan's K-12 Virtual Learning Effectiveness Report 2014-15](#)).

In 2013, the Michigan Legislature took action to expand student access to digital learning options through [Section 21f](#).² As a result, students in grades K-12 enrolled in a public school academy (PSA) or public local district (including students enrolled through a district on a part-time basis, such as those participating in a shared time program) are eligible to enroll in up to two online courses during an academic term. A student may be enrolled in more than two online courses if the student's primary district determines that it is in the student's best interest, the student agrees with the recommendation of the district, and the district and student have developed an education development plan that is kept on file by the district.

The adoption of Section 21f extends two levels of choice to students statewide: one level to choose online learning as a delivery option and one level to select specific course titles. This legislation creates a path for access to options and moves Michigan's educational decision-makers from considering "if" they're going to allow online learning to "when" and "how" they're going to offer online options.

In addition to being a consumer of online courses, all Michigan school districts will need to determine if they also want to be a provider of online courses. School districts may partner with other public and private organizations to support their efforts in offering online courses to resident and nonresident students. Districts may use locally developed online learning solutions and/or contract with third-party providers for content, delivery and support services. The state school aid act includes provisions for community colleges to provide online courses through the statewide catalog.

All LEAs (local education agency), PSAs, ISDs (intermediate school district), community colleges and MVU are eligible to advertise online courses in the statewide catalog. Serving as a provider, school districts can offer online courses throughout the district or across the state. If an allowable reason for denial is not identified, districts must allow students to enroll in virtual courses if requested. For more information about how to prepare for and implement online learning in your district see the [MVU Planning Guide for Online and Blended Learning](#).³

School administrators, teachers and counselors in Michigan need accurate information about the recent changes in educational policy that permit Michigan students to take online courses. This guide provides an overview of the policies found in Section 21f of the State School Aid Act, identifies basic implementation decisions schools need to explore and offers informative scenarios.

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Definitions/Clarification of Terms

People refer to learning that takes place using computers or other devices in a number of ways: digital learning, virtual learning or e-learning, for example. Section 21f defines a specific model of online learning in which the course:

DIGITAL, VIRTUAL & E-LEARNING

In addition to specific requirements for courses, Section 21f also requires that each course have a teacher of record. A teacher of record

- Holds a valid Michigan teaching certificate or a teaching permit recognized by MDE;
- Is endorsed in the subject area and grade of the virtual course if applicable;
- Is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies and modifying lessons, reporting outcomes, and evaluating the effects of instruction and support strategies;
- Has a personnel identification code (PIC) provided by the Center for Educational Performance and Information (CEPI); and
- Is an instructor employed by or contracted through the providing community college, if the provider is a community college.

Is capable of generating a credit or grade;

1

2

The majority of the curriculum is delivered through the internet; and

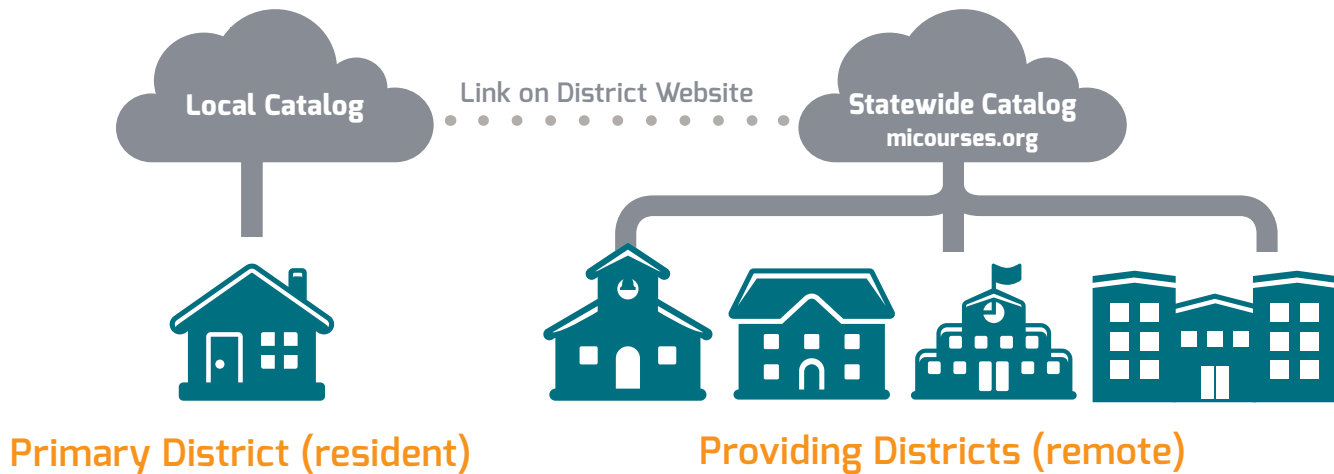
Allows students and their instructor to be separated by time, location or both.

3

Under Section 21f, only online options that meet all these requirements (and are available to students in grades K-12) are considered an online course. However, the legislation does not prevent a district from offering online options that do not fit the Section 21f definition. A district can provide other online options as long as the options meet the requirements established in [Section 5-O-A⁴](#) and [5-O-B⁵](#) of the Michigan Pupil Accounting Manual.

Figure 1

illustrates the opportunity for eligible students to enroll in online courses provided by their local district (resident primary district) and nonresident districts, MVU and community colleges.



The state's pupil accounting rules equate the word "enroll" with counting pupils and the payment of the per-pupil foundation allowance, or the splitting of FTE between two school districts. Under Section 21f, "... allow pupils in grades K to 12 to enroll in online courses ..." means to "allow pupils in grades K to 12 'to take' online courses." Section 21f is about billing (School A pays School B), not the FTE/foundation allowance splits.

Summary of Section 21f

The digital learning initiative is about access, accountability, quality and empowerment. The legislation creates the following policy framework:

- ➡ Provides unprecedented statewide choice for students at two levels, one level to choose online learning as an instructional delivery option and one level to select specific course titles from the statewide catalog of offerings from local districts, ISDs, community colleges and *Michigan Virtual School*®;
- ➡ Establishes mechanisms to govern the growth of online learning;
- ➡ Maintains a key role for schools in determining curriculum and the quality and rigor of the online courses they offer as well as the online courses they allow students to take; and
- ➡ Empowers districts to determine their level of engagement as an online learning provider.

The legislation delineates several policies and regulations for offering online courses and for enrollment in them as well.

>>>> *District Responsibilities & Parent Rights*

Section 21f calls on school districts to support the expansion of online learning by:

- ➡ Creating a link to the [statewide catalog](#)⁶ on the district website;
- ➡ Allowing students from the district to take up to two online courses or more, with the conditions outlined in the Introduction, during an academic term;
- ➡ Enrolling students in online course(s) and paying the expenses associated with the online course(s);
- ➡ Including the course(s) on the student schedule and granting academic credit for successful course completions;
- ➡ Counting that credit toward graduation and subject area requirements;
- ➡ Adding the course to the student transcript identifying the online course title as it appears in the syllabus;
- ➡ Providing online students the same rights and access to technology as they provide to all other students; and
- ➡ Requiring parental consent before allowing a student to enroll in a course under Section 21f.

Districts are provided guidelines for managing course and student record oversight:

School districts may establish course completion criteria for their students enrolled in online courses that appear in the statewide catalog. It is expected that the criteria will not be substantially different from the course completion standards used for traditional face-to-face courses.

When it comes to determining the letter grade included on the transcript, districts should abide by their district policies or guidelines or create new ones to address this issue. Some districts may treat Section 21f courses the same way they do when recording credits for a new transfer student. Under Section 21f, a district is required to “grant appropriate academic credit and shall count that credit toward completion of graduation and subject area requirements” as well as “identify the online course title as it appears in the online course syllabus.”

Some districts may already have established a policy or comprehensive mentoring program if they previously offered courses in a self-scheduled format as allowed by pupil accounting rule 340.11. If a district is new to self-scheduled learning, the district should seek appropriate advice on what arrangement would best serve the educational interests of their students.

Mentors must be professional employees of the district who monitor the pupil’s progress, ensure the pupil has access to needed technology, are available for assistance, and ensure access to the teacher of record. Mentors are also responsible for a two way interaction log as defined by The Michigan Department of Education [Pupil Accounting Manual](#)⁷ to verify participation in 21f courses.

»»» Districts and ISDs Acting as Online Course Providers

All districts and ISDs offering online course(s) as the course provider must:

- ➡ Link to the statewide catalog from the district website,
- ➡ Ensure that the virtual course has been published in the pupil's primary district's catalog of board-approved courses or published in the statewide catalog of virtual courses maintained by the Michigan Virtual University,
- ➡ Assign to each pupil a teacher of record and provide the primary district with the personnel identification code assigned by the center for the teacher of record. If the provider is a community college, the virtual course must be taught by an instructor employed by or contracted through the providing community college, and
- ➡ Offer the virtual course on an open entry and exit method, or aligned to a semester, trimester, or accelerated academic term format.

If the virtual course is offered to eligible pupils in more than one district, the following additional requirements must also be met:

- ➡ Provide the *Michigan Virtual University* with a course syllabus in a form and manner prescribed by the *Michigan Virtual University* for inclusion in a statewide catalog of virtual courses,
- ➡ Accept responsibility for the results of the course quality review for each course syllabus submitted to the statewide catalog even if the course is offered through a partnership with a third party online course provider,
- ➡ Identify a single price for each course title they elect to publish in the statewide catalog based on the limits identified in Section 21f, and
- ➡ Provide the *Michigan Virtual University*, not later than October 1 of each fiscal year, with an

aggregated count of enrollments for each virtual course the provider delivered to pupils pursuant to this section during the immediately preceding school year, and the number of enrollments in which the pupil earned 60% or more of the total course points for each virtual course. This information can be reported through Michigan's Online Course Catalog available at <https://micourses.org>.

Districts are expected to apply the same registration deadlines for Section 21f options as they would for their traditional course offerings.

As an online course provider, districts listing an online course in the state catalog must identify in the syllabus an open enrollment period. This information can help districts make a determination in a timely fashion to accept/process enrollments or institute a random draw system if demand for a particular course exceeds capacity.

School districts may choose to make their online courses available to their resident pupils only and still use Michigan's Online Course Catalog to publicize the courses locally. Schools may also develop their own local catalog of online course titles.

If an online course meets Section 21f requirements, then a course syllabus must be submitted to the statewide catalog – the micourses.org⁸ website – in a form and method prescribed by MDE (see [Statewide Course Catalog and Syllabi, page 9](#)), even if the course is only being offered within the district.

School districts are not required to make their online course offerings available to nonresident students and may limit enrollments to the students they claim for pupil accounting purposes.

A district or community college shall determine whether it has capacity to accept applications for enrollment from nonresident students in online courses and may use that limit as the reason for refusal to enroll an applicant. As districts determine if they have the capacity to accept applications for enrollment in online courses from nonresident pupils, they may use that limit as the reason for refusal to enroll students. If the number of nonresident applicants eligible for acceptance in an online course does not exceed the capacity of the district to provide the online course, the district will accept for enrollment all of the eligible nonresident students. If the number of non-resident applicants exceeds the district's capacity to provide the online course, the district will use a random draw system, subject to the need to abide by state and federal antidiscrimination laws and court orders.

A district can institute reasonable rules and processes regarding appropriate timeframes for requesting an online course.

>>>> *Community Colleges Acting as Online Course Provider*

New for 2015 is the ability for community colleges to offer online courses under Section 21F. While some of the requirements of local school districts and ISDs offering online courses also apply to community colleges, there are some differences as well. Refer to the table below for details.

Requirement	LEAs/PSAs/ ISDs/MVS	Community Colleges
Provide MVU with the course syllabus in a form and method prescribed by MVU for inclusion in the statewide online course catalog.	✓	✓
Offer the course on an open entry/exit method, or aligned to a semester, trimester or accelerated academic term format.	✓	✓
Provide no later than October 1 the number of enrollments in each course provided to pupils in the immediately preceding school year, along with the number of enrollments in which the pupil earned 60% or more of the total course points for each course.	✓	✓
Provide on its publicly accessible website a link to the course syllabi for all online courses offered.	✓	
Provide on its publicly accessible website a link to the statewide catalog of online courses (http://micourses.org).	✓	
Assign to each pupil a teacher of record and provide the primary district with the PIC (personnel identification code) for the teacher of record.	✓	
Ensure that each online course provided under 21F generates postsecondary credit.		✓
Ensure that each online course provided under 21F is taught by an instructor employed by or contracted through the community college providing the course.		✓

If the community college course is included in Michigan's Online Course Catalog, the course is eligible for a school district to claim under Section 21f and therefore is subject to the requirements of Section 21f as opposed to the dual enrollment legislation. However, if the courses are not included in Michigan's Online Course Catalog, they are not eligible under Section 21f, and therefore would need to follow the rules for dual enrollment.

Denying Enrollment Requests

According to the legislation, school administrators may deny student requests to enroll in a course for 10 reasons:

- 1 The pupil is enrolled in any of grades K to 5.
- 2 The pupil has previously gained the credits that would be provided from the completion of the virtual course.
- 3 The virtual course is not capable of generating academic credit.
- 4 The virtual course is inconsistent with the remaining graduation credits or career interests of the pupil.
- 5 The pupil has not completed the prerequisite coursework for the requested virtual course or has not demonstrated proficiency in the prerequisite course content.
- 6 The pupil has failed a previous virtual course in the same subject during the two most recent academic years.
- 7 The virtual course is of insufficient quality or rigor. A primary district that denies a pupil's enrollment request for this reason shall enroll the pupil in a virtual course in the same or a similar subject that the primary district determines is of acceptable rigor and quality.
- 8 The cost of the virtual course exceeds the amount identified in subsection (9), unless the pupil or the pupil's parent or legal guardian agrees to pay the cost that exceeds this amount.
- 9 The request for a virtual course enrollment did not occur within the same timelines established by the primary school district for enrollment and schedule changes for regular courses.
- 10 The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. This subdivision does not apply to a request made by a pupil who is newly enrolled in the primary district.

Section 21f offers additional guidance for issues related to denying enrollment:

Districts may also deny a student enrollment request in an online course if the student wants to take an online course but is already enrolled in a full course load.

Offering online learning options outside of Section 21f is not listed as a reason districts can use to deny a student from enrolling in an online course in the statewide catalog.

Districts are only required to enroll students in courses under Section 21f during the regular school year. The regular school year may, however, extend into what is traditionally considered the summer break if the student's school operates on a year-round or extended school calendar.

If a pupil is denied enrollment in a virtual course by the pupil's primary district, the primary district shall provide written notification to the pupil of the denial, the reason or reasons for the denial, and a description of the appeal process. The pupil may appeal the denial by submitting a letter to the superintendent of the intermediate district in which the pupil's primary district is located. The letter of appeal shall include the reason provided by the primary district for not enrolling the pupil and the reason why the pupil is claiming that the enrollment should be approved. The intermediate district superintendent or designee shall respond to the appeal within five days after it is received. If the intermediate district superintendent or designee determines that the denial of enrollment does not meet one or more of the reasons specified above, the primary district shall enroll the pupil in the virtual course.

Student & Parent Rights

The legislation also designates rights for students and parents:



- 1 Students are able to request enrollment in up to two online courses per academic term from their local district catalog or the statewide catalog (micourses.org).
- 2 A student may be enrolled in more than two online courses in a specific academic term, semester or trimester if the student's primary district determines it is in the best interest of the student, the student agrees with the recommendation of the district, and the district and student have developed an education development plan that is kept on file by the district, and
- 3 Parents must provide consent as part of the student request process (unless the student is 18 or an emancipated minor).



Parents may not enroll their students directly in an online course; school personnel must be involved in registering and enrolling students.

Status Quo

Not all established policies related to online and blended learning are affected by Section 21f:

- 1 Section 21f does not supersede the policies and regulations governing Schools of Excellence that are cyber schools.
- 2 Seat Time Waiver policies and regulations may be followed without violating Section 21f; that is, students can still take more than two online courses during a semester or trimester through the MDE Seat Time Waiver policy ([Section 5-0-B⁹](#)). Districts can continue to provide seat time waiver opportunities for students, but are not required to do so.
- 3 Students who take online courses on-site with a certified teacher present are not limited in the number of courses they can take ([Section 5-0-A¹⁰](#)).

Statewide Course Catalog & Syllabi

The statewide catalog of online courses provides information about each course title in a syllabus format that includes more than a dozen required fields. The actual course content is not viewable in the statewide catalog. The statewide catalog provides core services that allow authorized school users to:

MANAGE COURSE
OFFERINGS;

ADD, EDIT AND
DELETE COURSE
SYLLABI;

ADVERTISE COURSE
OFFERINGS; AND

SEARCH FOR
COURSE TITLES.



**Michigan's Online
Course Catalog**

• Maintained by MVU •

MICOURSES.ORG

Local school districts, intermediate school districts, Michigan community colleges and *Michigan Virtual School* may submit online course syllabi to the statewide catalog. Only online courses offered to nonresident students under Section 21f must be added to Michigan's Online Course Catalog.

The mechanism for providing a course syllabus to MVU is through Michigan's Online Course Catalog,

<https://micourses.org>.¹¹ Through this website, districts are able to add, edit, copy and delete their course syllabi. For more information on how to use the catalog website, visit the [help resources page](#).¹²

The public is able to search the statewide catalog for course titles. Information on how to enroll are provided through the [micourses website](#).¹³

The focus of Section 21f is online courses, not blended learning programs that rely on some use of face-to-face interaction. Districts can continue to promote and use blended learning options, and there is no need to prepare and submit a syllabus for these types of offerings. A simple way to determine if the course meets the eligibility requirements of an online course (as defined on page 1) is to ask if nonresident students could fully participate in the course with no need for in-person activities. If students need to participate in some face-to-face interactions, then the course probably does not meet the definition requirements of a 21f online course.

A district can add online course syllabi to the catalog at any time. All online course syllabi require the results of the course review be posted.

MVU developed expanded functionality in the micourses.org website to allow school districts to select individual course titles that appear in the statewide catalog to appear in their local district catalog as well. Districts may want to use this feature to let students and parents know which offerings in the statewide catalog are recognized by the district as high quality or preferred based on previous experience.

As a condition of offering an online course to a nonresident, a district is responsible for producing an online course syllabus. Section 21F requires that an online course syllabus include all of the following components:

- ➔ An alignment document detailing how the course meets applicable state standards, or if the state does not have state standards, nationally recognized standards.
- ➔ Course content outline.
- ➔ Required course assessments.
- ➔ Course prerequisites.
- ➔ Expectations for instructor contact time with the student learning online and other pupil-to-instructor communications.
- ➔ Academic support available to the online learning pupil.
- ➔ Learning outcomes and objectives.
- ➔ The name of the institution or organization providing the online content.
- ➔ The name of the institution or organization providing the teacher of record.
- ➔ The course titles assigned by the district and the course titles and course codes from the National Center for Education Statistics (NCES) school codes for the exchange of data (SCED).
- ➔ The number of students who do not live in the district who will be able to enroll in the course.
- ➔ The results of the online course quality review using the [guidelines and model review process](#)¹⁴ published by *Michigan Virtual University*.
- ➔ The price of the online course.
- ➔ Enrollment periods for the course, including drop policies and the timeline for random draw selections if demand for the course exceeds capacity.

The statewide catalog provides a link to the site that explains and/or manages enrollment and registration processes for each online course provider. Enrollment and registration is addressed by the student's resident district.

The statewide catalog contains additional consumer information for students, parents, school personnel and policy makers:

- 1 the number of enrollments in each online course in the previous year,
- 2 the number of enrollments that earned 60% or more of the total course points for each online course in the previous year, and
- 3 the completion rate for each course.



Course Review for Quality & Rigor

Section 21f requires that syllabi posted in the local district and the statewide online course catalog be reviewed for quality and rigor according to a [system](#)¹⁵ developed by MVU and approved by MDE. The process follows best practices, includes state content standards and uses the iNACOL (International Association for K-12 Online Learning) nationally recognized online learning standards to evaluate the courses. iNACOL's 52 standards are divided among five sections:

1

Content

2

Instructional
Design

3

Student
Assessment

4

Technology

5

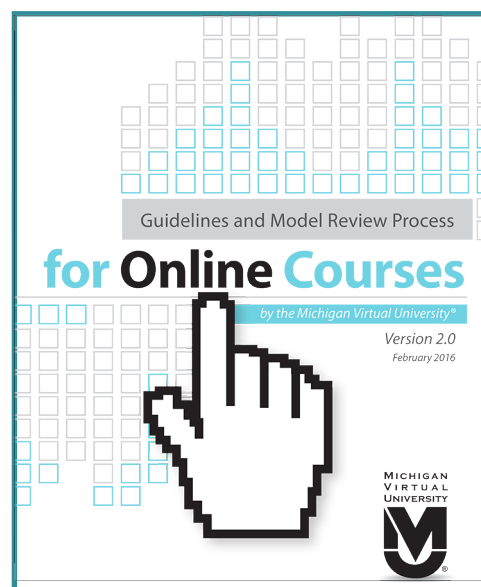
Course
Evaluation
and Support

MDE and MVU will not approve or reject courses submitted to the statewide catalog. MVU works with ISDs and LEAs through professional development opportunities to expand their understanding of and capacity to conduct online course reviews through regional Quality Matters training opportunities.

The district that is functioning as the online course provider under Section 21f is required to have board approval for the online courses they offer. The district that has students enrolling in an online course under Section 21f would not require board approval (unless the enrolling district and district providing the online course are the same). However, the responsibility rests with the district to evaluate the rigor and quality of the courses in which their students enroll.

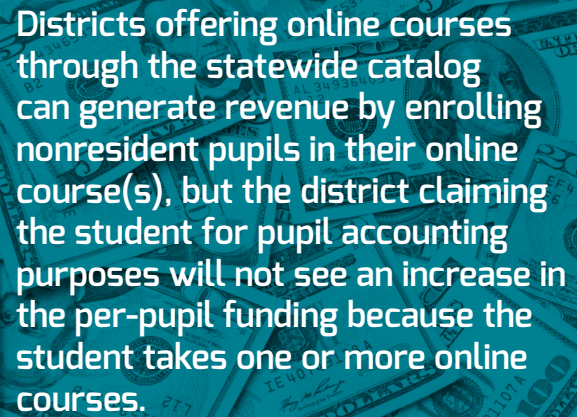
When any eligible entity adds a course syllabus to the Online Course Catalog, it is vouching for the quality of the online course. The entity may choose not to do its own review and instead accept a

review conducted by another organization; in which case, it should confirm that the process used to conduct the review is in line with the [Guidelines and Model Review Process](#)¹⁶ for Michigan. If the review was conducted by an out-of-state organization, the eligible entity should confirm that the content portions of the review used the applicable Michigan curricular standards.



Paying for Online Courses

Under Section 21f, school districts are required to use their foundation allowance or per pupil funds to “pay for expenses associated with the online course or courses” and to cover the “cost of the online course.” The cost of an online course is tied to the direct expenses associated with paying for it through enrollment/tuition fees and includes required course materials such as learning kits, calculators or textbooks that are in addition to the enrollment/tuition fees. Section 21f identifies the maximum amount districts are required to pay for the enrollment/completion of online courses available in the statewide catalog.



Districts offering online courses through the statewide catalog can generate revenue by enrolling nonresident pupils in their online course(s), but the district claiming the student for pupil accounting purposes will not see an increase in the per-pupil funding because the student takes one or more online courses.

Course Payment Ceiling

A district is not required to pay toward the cost of an online course an amount that exceeds 6.67% of the state’s minimum foundation allowance or per pupil funds calculated in the State School Aid Act for the current fiscal year.

Some school districts may operate under a traditional six-hour schedule and others may employ a modified block schedule. Regardless of the district’s schedule, it may not establish a payment ceiling for online courses that is different from the 6.67% payment rule outlined in Section 21f.

Full-Time Equivalent (FTE) Count

Under Section 21f, the enrollment of a student in one or more online courses cannot result in a pupil counting for more than 1.0 FTE. Districts are not obligated to provide a student with a course load that exceeds a full-time schedule.

Under a shared time services agreement, nonpublic students can take non-core courses (such as band, music, art, etc.) at their local public school in a face-to-face setting, and the district is able to claim a portion of the FTE count for each pupil. This same type of arrangement can also be used for

online course offerings that appear in a district's local catalog or the statewide catalog. Under these circumstances, the enrollment and attendance requirement can be satisfied if the pupil is in attendance on count day.

It is possible that a nonpublic school student could enroll in a non-core course from their local district that is offered online from the statewide catalog options. In this situation, the nonpublic student is considered a partial FTE for the district.

Conclusion

The transition of learning environments from traditional classroom models to any time, any place, any pace learning systems will require the transformation of both individual and organizational behavior. *MVU* stands ready for and looks forward to working with other educational leaders to develop Michigan's online learning industry further and to help position the state to assume a national leadership role in the knowledge economy.

While all stakeholders have an interest in students acquiring 21st century skills, capacity for making changes in the teaching and learning environment run the gamut from limited to wide open. The list of implementation considerations on the next page suggests ways to move into the transition – wherever a stakeholder falls on the continuum.

10 Implementation Considerations for Education Leaders

*Michigan's K-12 Virtual Learning Effectiveness Report (2014-15)*¹⁷ authored by the *Michigan Virtual Learning Research Institute* revealed that nearly 446,000 enrollments occurred in virtual courses during the 2014-15 school year. Public Sector Consultants, in cooperation with *MVU*, surveyed 800 Michigan adults in the fall of 2015 and found that the general public knows little about K-12 online learning opportunities in the state. For example, only 31% knew students were required to have an online experience to graduate from high school and only 39%

knew about middle and high school students could take up to two courses per term. The following may be of some assistance in increasing public awareness of and explaining the impact of 21f legislation.

1. Become knowledgeable about the requirements of the 21f legislation.
2. Establish board approved policies and procedures to effectively manage online course enrollments and examine budget implications to support 21f.
3. Identify one or more district employees or a school-based team to provide leadership on 21f implementation.
4. Develop a communications plan to inform students, educators and parents about 21f and create necessary web links to local and statewide catalogs.
5. Survey students/parents to determine their interest in online course enrollments and use data as part of the existing school improvement planning process.
6. Determine professional and staff development needs to address educator interest in teaching online courses or using blended instructional strategies.
7. Determine if the district will be a provider as well as a consumer of online courses.
8. Establish/expand and/or formalize the local mentoring program to support online learners.
9. Review the district's technical infrastructure capacity and consider student BYOD (bring your own device) approaches.
10. Examine existing school/community space configurations and student supervision protocols to accommodate student work in online courses.

Scenarios

The following descriptions of common situations provide further examples to illustrate the impact and implementation of Section 21f.

Scenario #1

The ABC School District has an educator who teaches a low enrollment course such as Astronomy that normally attracts around 15-17 students each term. The district decides to convert the face-to-face course into an online offering and publicize it through the statewide catalog. Under this scenario, the district is able to continue to offer the Astronomy course locally (taught online) while generating additional revenue for each online course enrollment provided to non-resident pupils. This approach gives students a valuable opportunity to benefit from the talents of Michigan educators located anywhere in the state, and helps to sustain low enrollment course offerings by creating new efficiencies that fully leverage the teacher-to-student ratios.

Scenario #2

The ABC School District has three educators who have expressed significant interest in teaching at least one of their existing courses in an online environment. The identified course titles happen to be in high demand areas with no excess capacity for enrollments from non-resident pupils. The district converts the courses to online formats and decides to promote the online courses to students who attend the ABC School District only. Because the course is not being offered to nonresident pupils, there is no requirement to submit an online course syllabus to MVU, but the course must be published in the district's catalog of board-approved courses.

Scenario #3

The ABC School District has decided to offer one or more online courses in Michigan's Online Course Catalog. The district has teachers trained to teach online, but does not have the course content available in an online format. The district decides to partner with one or more public or private organizations to secure the necessary content, and if needed, the online learning management system platform. In preparing the syllabus for one or more of the online course titles, the district may use the same information submitted by another district for the same course content, including the results of the quality course review, and accepts responsibility for the accuracy of the results. The ABC School District is not required to conduct its own course review, but may if needed/wanted.

Scenario #4

The ABC School District has decided to offer one or more online courses in Michigan's Online Course Catalog. The district decides to partner with a public or private organization to secure a complete online course solution, including the online teacher. In preparing the syllabus material for the online course(s), the district will need to identify the name of the organization providing the online content and the name of the organization providing the online instruction. In order for an online course title to appear in the statewide catalog, the online teacher must have a valid Michigan teaching certificate. The district may use the same information submitted by another district or vendor, including the results of the quality course review, and accepts responsibility for the accuracy of the results. The ABC School District is not required to conduct its own course review, but may if needed/wanted.

Scenario #5

The ABC School District currently works with an online course provider and does not plan to submit independently any online course titles to a local catalog or to the statewide catalog. If the district's students are only selecting from course titles that appear in the statewide catalog, the district is not required to conduct any course reviews or submit online course syllabus material to MVU.

Scenario #6

The ABC School District works with an online course provider(s) and routinely registers students in online courses offered by the provider(s). The provider is accredited, but uses certified educators from other states. In this scenario, the district may continue to enroll students in these types of offerings under Section 5-D-A of the Michigan Pupil Accounting Manual; however, these courses would not qualify as Section 21f courses. Districts are not obligated to enroll students in online courses that do not qualify under Section 21f. All course titles that appear in Michigan's Online Course Catalog are required to include an educator with a valid Michigan teaching certificate.

Scenario #7

The ABC School District has successfully worked with one or more online course providers. The district would like to identify course titles in the statewide catalog that can be included in their local catalog as a strategy to recommend certain courses to students and parents. Michigan's Online Course Catalog will allow school districts to select individual course titles and have them show up in their local district catalog. Districts will be able to use this feature to let students and parents know which offerings in the statewide catalog are recognized by the district as high quality or preferred based on previous experience.

Scenario #8

A student in the ABC School District has shown success with previous online courses and has her parents' permission to take a course offered by Regional Community College. The course is listed in the Michigan Online Course Catalog. Under Section 21f, ABC School District may allow the student to take the course and dual enrollment rules do not apply.

Resources

For additional information to help prepare for implementation of this initiative, see the following guides. All are available to download from the MVU website free of charge.

Parent Guide to Online Learning

➔ <http://media.mivu.org/institute/pdf/parentguide.pdf>

Guidelines and Model Review Process for Online Courses

➔ http://media.mivu.org/institute/pdf/guidelines_model_2013.pdf

Expanding Online Learning: Implementation of 21f (PDF)

➔ http://media.mivu.org/mvu/21f_MVU.pdf

Planning Guide for Blended and Online Learning

➔ http://www.mivu.org/Portals/0/MVU_RPT_PlanningGuide.pdf

Keeping Pace with K-12 Digital Learning

➔ http://www.kpk12.com/wp-content/uploads/Evergreen_KeepingPace_2015.pdf

Mentor Fundamentals: A Guide for Mentoring Online Learners

➔ https://micourses.org/resources/pdf/toolkit/mentor_guide_14.pdf

Endnotes

^{1, 17} Michigan K-12 Virtual Learning Effectiveness Report 2014-15
http://media.mivu.org/institute/pdf/er_2015.pdf

² Section 21f of the State Public School Aid Act
[http://www.legislature.mi.gov/\(S\(pgltxidzmuvp4qdd3bryrkb\)\)/mileg.aspx?page=GetObject&objectname=mcl-388-1621f](http://www.legislature.mi.gov/(S(pgltxidzmuvp4qdd3bryrkb))/mileg.aspx?page=GetObject&objectname=mcl-388-1621f)

³ MVU Planning Guide for Online and Blended Learning
https://micourses.org/resources/pdf/toolkit/MVU_RPT_PlanningGuide.pdf

^{4, 5, 7, 9, 10} Section 5-0-A of the Michigan Pupil Accounting Manual
http://www.michigan.gov/documents/mde/____2016_PAM_532356_7.pdf

^{6, 8, 11, 13} Michigan's Online Course Catalog
<https://micourses.org>

¹² Michigan's Online Course Catalog Resources page
<https://micourses.org/resources/help.html>

^{14, 15, 16} Guidelines and Model Review Process for Online Courses
http://media.mivu.org/institute/pdf/guidelines_model_2013.pdf

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