

These questions have been received from different providers regarding the 2010-2011 USPAP Equivalency Criteria for Online Courses. Additional questions or clarification can be submitted to info@idecc.org.

Revised August 25, 2009

- **Given the Criteria is for “Online Courses” does this prohibit providers from using alternative delivery technologies?** It is not possible to meet the Criteria by using synchronous delivery methods, or other technologies such as video DVD delivery, or correspondence (“paper and pencil”) delivery methods. Meeting the Criteria will require a substantial Internet component in that the course progress must be monitored at appropriate intervals and data must be stored on a server based learning management system. Thus, the Criteria for “Online Courses.” Page 7 of the Criteria outlines requirements for the learning management system. For compliance with the Criteria, the IDECC defined delivery method must be identified as an Internet or CBT delivery method.
- **Computaught’s platform is set up to generate multiple quiz questions after the second pass until all questions are mastered. We have ours set up to go back to the beginning of the Chapter after each attempt (3rd, 4th, etc) so the student has an opportunity to review the material again. Is that okay?** The Criteria requires each module must be navigated through twice in two “PASSES” (one cycle is completed for each pass). After the student has been through the two PASSES of content, they are not required to re-navigate the content a third time, but are taken directly to the quiz questions for additional iterative cycles until all questions are mastered. Essentially, systems using the Criteria do not require students re-review content past cycle/pass two. After that, the student answers questions only. Can the student go back and review? Yes, but they are not automatically forced to. The question remains as posed, what if you want to require the student to navigate through all the content of the module a third, fourth, fifth, sixth or subsequent time, for each “cycle” required? This is not in full compliance with the Criteria because you are requiring students to re-review content after every “cycle.”
- **Review Mode: Computaught offers a student the option to review text, QQ, or text & QQ once a chapter is successfully mastered. In an effort to make things easier for the student, we considered making the Chapter page links on the menu active so they can freely move through all the material, including the QQ’s. Is this okay?** This is acceptable for adding greater functionality to Review Mode and does not compromise the Criteria by offering alternative strategies for review. This simply adds an enhancement to review mode as stated in the Criteria which is acceptable.
- **Can all quiz questions be administered at the end of the unit as long as they are displayed one at a time and in a manner that meets the requirements?** No. Assessments are performed after a particular concept. Courses will not be in compliance that provide a singular assessment over the module of content. Page 6 of the Criteria addresses assessment at “frequent intervals throughout the module.”

While not specifically prohibited, the Criteria requires “subject matter content material (*quizzes or content*) be broken into small units.” (page 4 item A.) Given this general rule, assessments within a module are typically presented at the end of a **concept**, not at the end of module. Essentially, there are multiple assessments within the module each assessing the concept. A good example of this is provided in the sample course made available by Cengage. There are several excellent reasons for this and we require your design follow suit by not placing your assessments only at the end of modules. This will also help students stay engaged throughout the module.

- **“Computer must legitimately control when the students completes each module” (6) – Does this mean we cannot let a student pass through a unit until a designated amount of time has passed?** No, it means the system “controls” the flow through the material, not the student who may choose to bypass material. Or, all conditions for mastery and fluency must be met (controlled) before the student can proceed.
- **No labels on answer options (6) – What does this mean?** For example, A.) Dog B.) Cat C.) Sheep. *With no labels* Dog Cat Sheep The rest of the sentence spells out why on page 6 of the Criteria.
- **Each question must be answered correctly within allotted time at least two times on different occasions during the Module (10). What is the allotted time?** The Criteria does not specify a time and it is expected the provider will use one that is reasonable. Your formula for determining compliance should be based on achieving fluency as described on page 4 (Mastery and Fluency section) and page 14 section 2.3 of the Criteria.
- **Need clarification between "Learn" mode and "Review" mode.** (Learn mode = the presentation and associated behaviors whereby student must yet achieve something. Review mode = is the presentation and associated behaviors AFTER the student has proved mastery and fluency.
- **What is the requirement for # of quiz questions per unit?** This should be based upon course objectives and good assessment design principles and is not specifically addressed in the Criteria.
- **If the percentage of correct answers is less than 50% at the end of the lesson, the student must complete the entire lesson over. Question – if there are 10 quiz questions and the student misses the first five, are they immediately prompted to start the unit over?** Yes, this is an anti guessing feature. Employing this makes more sense when the assessments are spread out through a module.