State of Iowa
Department of Education
Grimes State Office Building
400 E 14\textsuperscript{th} St
Des Moines IA 50319-0146

State Board of Education
Rosie Hussey, President, Clear Lake
Charles C. Edwards, Jr., Vice President, Des Moines
Sister Jude Fitzpatrick, West Des Moines
Eric Goranson, Des Moines
Michael L. Knedler, Council Bluffs
Valerie J. Kruse, Sioux City
Ana Lopez, Pella
Max Phillips, Woodward
LaMetta Wynn, Clinton
Brandon Bolte, Student Member, Ankeny

Administration
Jason E. Glass, Director and Executive Officer
of the State Board of Education
Gail M. Sullivan, Chief of Staff

Division of Community Colleges
Jeremy Varner, Administrator

Bureau of Adult, Career, and Community College Education
Kent Farver, Interim Bureau Chief
Alex Harris, Consultant
Phyllis Hinton, Consultant
Amy Vybiral, Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14\textsuperscript{th} St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.
Table of Contents

The Need for Distance Education Reporting Policy ................................................................. 4

General Distance Learning Requirements ................................................................................. 4

    Definition of Distance Education .................................................................................. 4

    Definition of Adult Basic Education Learners ......................................................... 4

Approved Distance Education Curricula ............................................................................. 5

Identifying and Reporting Approved Distance Education Hours ........................................ 5

Assessment of Distance Education Learners ....................................................................... 6

Reporting Distance Education ......................................................................................... 7

Application and Approval Procedure to Operate a Distance Learning Program .............. 7

Funding for Distance Learning ......................................................................................... 8

Training Requirements ..................................................................................................... 8

APPENDIX A: Approved Distance Education Curricula ..................................................... 9

APPENDIX B: Distance Education Curriculum Approval Request Form .......................... 14
The Need for Distance Education Reporting Policy
This policy defines distance education for adult basic education programs in Iowa and provides guidelines by which programs can report adult learners’ distance education hours to the National Reporting System (NRS) using the state approved data management system (TOPS/TE). The goal of this policy is to describe the types of activities approved for distance education and outline the requirements and procedures for reporting distance education activities.

Iowa Policy: Adult education programs must follow the steps and processes described in this document to report distance education classes and related student attendance into the state approved data management system (TOPS/TE).

General Distance Learning Requirements
Through the implementation of distance learning, adult literacy programs will be able to reach the under-skilled employed and unemployed by offering flexible hours and instruction through various types of media. With a variety of instructional strategies available through distance learning, instructors will be able to engage students previously not attracted to the traditional classroom delivery. Students enrolled in distance education will have the same opportunity as the traditional students to receive quality instruction through a new delivery system. This section will define distance learners, identify the methods to be used for assigning contact hours and proxy hours, define curricula and materials that may be used at a distance, and specifies assessment requirements for distance learners.

Definition of Distance Education
The federal Office of Vocational and Adult Education (OVAE) define distance education for adult basic education programs as follows.

*Distance education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period.* Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, television broadcasts, computer software, web-based interaction, and other online technologies. Teachers support distance learners through communication via mail, telephone, e-mail, or other web-based technologies or software.

*Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education.*

Definition of Adult Basic Education Learners
- **Traditional Learners**: Students who receive the majority of their instruction through traditional face-to-face instruction.
- **Distance Learners**: Students who receive a majority of their instruction through distance education services.
- **Blended Learners**: Students who receive a majority of their instruction through traditional face-to-face instruction and also participate in distance education activities. For NRS reporting purposes, blended learners are classified as traditional learners.
A student is classified as a distance learner if the majority of the student’s hours earned in a program year are derived by his or her participation in distance learning activities. However, a student’s hours in both distance and classroom activities must be reported into the data management system (TOPS/TE).

**Approved Distance Education Curricula**
Programs can select the approved curricula for distance learning as in Appendix A. Choices should be made according to the type, level and goals of the distance learner. In addition, as teachers become more experienced and skilled at delivering distance learning, they are likely to draw from multiple sources to best support their students, as they do in the classroom.

In the event the program wishes to offer or use a different distance learning program and if the program wishes to enter the hours associated with this program in TOPS/TE for inclusion in NRS reporting, then the local provider must submit in writing a request for approval to Iowa Department of Education (Appendix B). Examples of other programs could include the development of distance learning courses using existing course management system (e.g. Blackboard), instructional software or video. This request must include a detailed description of the program, as well as any evidence that this program is research-based or evidence from rigorous evaluations that demonstrate the program is appropriate for use with adults and is effective. Upon approval of the program, Iowa Department of Education will revise its distance learning policy and add this program as a DE-approved option that all AEFLA-funded programs can use. Iowa Department of Education holds the right to reject any requests for program approvals if it deems the description or evidence insufficient.

**Iowa Policy: Only Iowa Department of Education-Bureau of Adult, Career and Community College Education approved distance education curricula may be used for reportable distance education activities.**

**Identifying and Reporting Approved Distance Education Hours**
Measuring contact hours for distance learners is more difficult than measuring contact hours for classroom learners, where the learner is physically present. Distance learners must have at least twelve hours of contact with the program before they can be counted as a distance learner for state and federal reporting purposes. These twelve hours can be a combination of actual contact (such as in-person classroom or one-on-one or small group instruction) and contact through telephone, video, teleconference or online communication, as long as these communications have an instructional focus. These twelve hours must be verifiable and local programs must ensure they have the proper documentation of these twelve hours on file and must enter these twelve hours in TOPS/TE.

- **Contact Hours:** Contact hours are defined as time spent interacting with the learner. Contact hours for distance education students can be a combination of actual face-to-face contact and contact by telephone, video, teleconference, or other online communication where student and program staff are able to interact and through which learner identity is verifiable. Face-to-face interaction includes student intake, orientation, assessment, goal setting, counseling, and classroom-based skills training.

The NRS guidelines state that proxy contact hours must be developed using one of three specified models: clock time, teacher verification or learner mastery. As these models are appropriate for different type of
curricula, the Iowa Department of Education has chosen to use more than one proxy hour model. Local programs are required to follow the proxy hour model in Appendix A for each approved curriculum.

- **Proxy Hours**: Proxy hours are defined as the time distance education students spend engaged in distance education activities, such as using distance education curricula. The hours for each activity are calculated using one of three models:

1. **Clock-time**: This model assigns contact hours based on the elapsed time that a learner is connected to and engaged in an online or stand alone software program that tracks time. The software must provide a mechanism to time-out or logout students after a preset period of inactivity.

2. **Teacher Verification**: This model assigns a fixed number of hours of credit for each assignment based on the teacher’s determination of the extent to which a learner engaged in, or completed, the assignment. Contact hours for the teacher verification model are determined and established through a study conducted by the local program according to the following plan:
   a. Distance learning materials/resources are chosen.
   b. A sample of classes track how long they spend teaching the content, on a unit-by-unit basis.
   c. Average times for each unit are calculated from sample classrooms and that time is assigned for proxy contact hours for that unit.
   d. Training is conducted for each new set of educational materials added.

3. **Learner Mastery**: This model assigns a fixed number of hours of credit based on the learner’s demonstrated mastery of the content of a lesson. This model requires previous engagement by the student on curriculum and materials related to the test. A high percentage of correct responses on the mastery test earn the credit hours attached to the material.

**Assessment of Distance Education Learners**
Distance learners must be assessed under the same guidelines as all adult learners in Iowa. Students must be pre-tested using any of the NRS compliant tests (i.e., CASAS). All students must be post-tested after the appropriate number of hours of instruction specified by the test developer, at the end of the semester, or upon completion of defined curricula. The Iowa Adult Education Assessment Policy, in other words, applies fully to distance learning students and no distance learning students will be included in state and federal reporting that do not have assessment results arrived at by following the state’s assessment policy.

**Iowa Policy**: All potential adult basic education distance education students must be assessed in accordance with the Iowa Assessment Policy.

- All pre- and post assessments must be administered in a proctored, face-to-face setting.
- All students must be pretested prior to 12 hours of instruction.
- Distance education students are subject to the same post-test instructional hour intervals as traditional learners.

**Reporting Distance Education Learners**
As a part the National Reporting System (NRS), each state is asked to provide information about students enrolled in Distance Education instruction. Distance Education students will be identified in
Tables 4C and 5A of the federal reporting tables. For the purposes of NRS reporting, a student may be counted as a Distance Education student when the following criteria are met:

1. The student has been appropriately assessed according to Iowa’s Assessment Policy. Distance Education students must adhere to the same assessment policies as all other students.

2. To be claimed as a Distance Education student, the student must meet the following criteria:
   - The majority (51%) of the student’s attendance hours must be earned outside the traditional classroom via an Iowa approved distance educational instructional model.

In the case of blended learners (students that have Entry and attendance records in both traditional and distance education classes), a determination will be made at the end of the program year. If the majority of their attendance was distance education hours, they will be classified as distance education students.

**Iowa Policy:** Programs must use TOPS/TE to report distance learner activities by setting up distinct classes in the system to track activities. Endorse the field “Distance Learning” under the “Special Programs” section on the Entry record associated with the learner’s distance education class. All distance education hours, both contact hours and proxy hours, are to be reported on attendance (Update) records associated with the learner’s distance education class and recorded in Table 4c.

**Application and Approval Procedures to Operate a Distance Learning Program**

At the present time, there is no formal approval required before implementing the use of approved distance instructional support. For future distance education efforts, Iowa programs will have the option of implementing a distance learning program at their centers in addition to maintaining the traditional classroom setting.

Each Adult Literacy program interested in offering a distance learning program should follow these procedures to be prepared for implementation:

1. Send the coordinator and a minimum of two staff to a distance learning professional development training.
2. Select one individual to become the lead distance learning instructor for the center.
3. Coordinate marketing efforts to recruit additional partner agencies/employer partners and potential distance learning students.
4. Attend and participate in distance learning Adobe Connect.
5. Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning software.

**Funding for Distance Learning**

The Iowa Department of Education allows local adult education providers to include all expenditures for equipment, supplies, and staff time required for the implementation of a successful distance learning program in the budgets of the local applications submitted by adult education providers. No specialized distance education grants are offered. No special or additional funds will be available for distance learning. Agencies receive teacher training allocations to help cover the cost of travel and professional...
development for distance learning instruction.

**Training Requirement**
The Iowa Department of Education realizes that distance learning is sufficiently different from classroom teaching that it requires classroom teachers to develop new skills. Therefore, the Iowa Department of Education requires the training of at least one administrative and one instructional staff person from each agency that opts to provide distance learning options to students. This training will consist of a one day workshop, which will be offered once a year. The course will have a distance learning component to it and associated assignments. Participants must demonstrate in the post-assessment of the workshop that they understand and know how to set up and implement a distance learning program that is consistent with this policy and NRS requirements and guidelines.

**Contact Information.** If you have any questions about this state distance learning policy or any of the requirements for reporting data about distance learners, contact Alex Harris at 515 281-3640 or via e-mail at Alex.Harris@iowa.gov.
APPENDIX A: Approved Distance Education Curricula

Each distance education curricula approved for use by the Iowa Department of Education must be produced by a reputable educational publisher, be appropriate for specific adult education populations, provide accommodations for learners with disabilities, and have some research-based evidence of both reliability and validity. The following is a brief explanation of each category presented.

- **Curricula name**: The full, official name of the curricula
- **Delivery mode**: The media format(s) in which the curricula is delivered: Print, online, video, CD-ROM, or DVD
- **Proxy hour model**: The method used to assign learner proxy hours (i.e. clock-time, teacher validation, learner mastery)
- **Criteria for reporting hours**: guidelines for calculating proxy hours
- **Target population**: The adult education population for whom the material is most appropriate (e.g. ABE, GED, ESL)
- **Publisher information**: The name and contact information of the publisher or producer of the curricula
- **Description**: A brief description of the content and features
<table>
<thead>
<tr>
<th>Name</th>
<th>i-Pathways (GED-i)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery mode</td>
<td>Online</td>
</tr>
<tr>
<td>Proxy hour model</td>
<td>Clock</td>
</tr>
<tr>
<td>Criteria for reporting hours</td>
<td>System must track time and log out students after preset period of inactivity</td>
</tr>
<tr>
<td>Target population</td>
<td>ABE, GED®</td>
</tr>
</tbody>
</table>
| Publisher information | Center for the Application of Information Technologies  
Crystal Hack, i-Pathways Project Director  
Western Illinois University  
Macomb, Illinois 61455 (309)  
298-1804  
http://www.cait.org |
| Description | The Illinois Community College Board and the Center for the Application of Information Technologies is proud to present i-Pathways. This exciting project serves as an access point for Adult Education and Family Literacy programs to expand their services to current and potential students through i-Pathways Online Instruction. The i-Pathways Project is a high quality and research-based online learning curriculum designed to prepare adult learners with the skill set needed to obtain their GED® Credential. With content ranging from Pre-GED® level to Test Preparation, the teacher facilitated curriculum provides Adult Education Programs and adult learners with a flexible learning option. The i-Pathways Project is a sustainable project with a decade long history of leadership in online learning, a solid technology infrastructure, and the inclusion of engaging and relevant curriculum which help prepare users for transitions into higher education or the workforce. |

<table>
<thead>
<tr>
<th>Name</th>
<th>MHC Online Suite: Pre-GED® Online, GED® Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery mode</td>
<td>Online</td>
</tr>
<tr>
<td>Proxy hour model</td>
<td>Clock</td>
</tr>
<tr>
<td>Criteria for reporting hours</td>
<td>System must track time and log out students after preset period of inactivity</td>
</tr>
<tr>
<td>Target population</td>
<td>ABE, GED®</td>
</tr>
</tbody>
</table>
| Publisher information | McGraw Hill Contemporary  
1221 Avenue of the Americas  
New York, NY 10020-1095  
212-904-2000/212-512-2000  
http://www.mcgraw-hill.com/ |
<p>| Description | Fully web-based instructional, assessment and prescription software for Instruction Targeted for TABE Success (ITTS), Pre-GED and GED levels. Intended as a supplement to help adult learners improve their educational functioning levels. Part of a suite of three online curricula by MHC: ITTS, Pre-GED Online, and GED Online. |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>KeyTrain&lt;sup&gt;®&lt;/sup&gt; and WorkKeys&lt;sup&gt;®&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery mode</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Proxy hour model</strong></td>
<td>Clock</td>
</tr>
<tr>
<td><strong>Criteria for reporting hours</strong></td>
<td>System must track time and log out students after preset period of inactivity</td>
</tr>
<tr>
<td><strong>Target population</strong></td>
<td>ABE, GED</td>
</tr>
<tr>
<td><strong>Publisher information</strong></td>
<td>ACT Workforce Curriculum 340 Frazier Avenue Chattanooga, TN 37405 Phone: (877) 842-6205 <a href="http://www.keytrain.com">http://www.keytrain.com</a></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>KeyTrain&lt;sup&gt;®&lt;/sup&gt; is the complete interactive training system for the WorkKeys&lt;sup&gt;®&lt;/sup&gt; basic workplace skills. KeyTrain provides a comprehensive learning system for common skills required by all jobs, based on ACT’s WorkKeys&lt;sup&gt;®&lt;/sup&gt; assessment system. The WorkKeys&lt;sup&gt;®&lt;/sup&gt; system measures the skills required in the everyday workplace. It helps to improve America’s workforce by sharpening the workplace skills of students or employees. Employees are then placed in jobs where they can be more successful. This system benefits individuals, businesses and educators by providing a common language for describing basic skills needed for jobs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>E2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery mode</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Proxy hour model</strong></td>
<td>Clock</td>
</tr>
<tr>
<td><strong>Criteria for reporting hours</strong></td>
<td>System must track time and log out students after preset period of inactivity</td>
</tr>
<tr>
<td><strong>Target population</strong></td>
<td>ABE, GED</td>
</tr>
<tr>
<td><strong>Publisher information</strong></td>
<td>E2020, Inc. 4110 North Scottsdale Road Suite 110 Scottsdale AZ, 85251 Phone (877) 202-0338 <a href="http://www.e2020inc.com">http://www.e2020inc.com</a></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>The E2020 Credit Recovery/GHSGT Prep program is designed to provide students with the opportunity to fulfill requirements for graduation through a) credit recovery of previously failed coursework, and/or b) Virtual Tutor preparation geared to enhance the chances of success on the GHSGT. Occasionally, due to special circumstances, students may take courses for original credit. These opportunities are provided to students through a teacher-supervised and facilitated online delivery program that is aligned with state and county curriculum and standards.</td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td>Skills Tutor</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Delivery mode</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Proxy hour model</strong></td>
<td>Clock</td>
</tr>
<tr>
<td><strong>Criteria for reporting hours</strong></td>
<td>System must track time and log out students after preset period of inactivity</td>
</tr>
<tr>
<td><strong>Target population</strong></td>
<td>ABE, GED, ESL</td>
</tr>
</tbody>
</table>
| **Publisher information** | Houghton Mifflin Harcourt  
Dan Cipriano (contact)  
9205 Southpark Center Loop  
Orlando, FL 32819  
Phone: (800) 277-4707  
Dan.Cipriano@hmhpub.com |

**Description**
Pre and posttests, prescriptive lesson assignments, and feedback systems including mastery levels are all included. Content includes Pre-GED through college entry level and upper levels of the program are being used as a bridge class for those who want to test well enough on college entrance exams to avoid placement in developmental coursework. Skills Tutor solutions are a key component of a comprehensive student improvement program. They remove limitations on learning with targeted differentiated instruction, supplement the core curriculum, complement other instructional materials, and prepare students for success in today's global economy. The flexible online curriculum provides differentiated instruction and intervention for the classroom, extended use at home and adult education developmental coursework.

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>Apex Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery mode</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Proxy hour model</strong></td>
<td>Clock</td>
</tr>
<tr>
<td><strong>Criteria for reporting hours</strong></td>
<td>System must track time and log out students after preset period of inactivity</td>
</tr>
<tr>
<td><strong>Target population</strong></td>
<td>ABE/GED/ESL</td>
</tr>
</tbody>
</table>
| **Publisher information** | Apex Learning  
1215 Fourth Ave. Suite 1500  
Seattle, WA 98161  
http://www.apexlearning.com |

**Description**
Apex Learning provides semester-length and customizable courses for students working on improving basic skills, as well as those working to earn an adult diploma. Course features allow for mastery-based learning options, where students must reach a pre-determined score level (locally set at 60 to 70% depending on the course) before being allowed to move to additional course material. Information is presented to the student in chunks, rather than requiring them to scroll down the screen. Courses also have audio and video features, where the text can be read aloud for struggling readers. Students have access via email to a Kirkwood instructor, who is also responsible for grading teacher-scored assessments, monitoring student progress, and answering any student questions.
<table>
<thead>
<tr>
<th>Name</th>
<th>Reading Horizons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery mode</td>
<td>Online</td>
</tr>
<tr>
<td>Proxy hour model</td>
<td>Clock</td>
</tr>
<tr>
<td>Criteria for reporting hours</td>
<td>System must track time and log out students after preset period of inactivity</td>
</tr>
<tr>
<td>Target population</td>
<td>ESL/ABE</td>
</tr>
<tr>
<td>Publisher information</td>
<td>Reading Horizons</td>
</tr>
<tr>
<td></td>
<td>60 North Cutler Drive, Suite 101</td>
</tr>
<tr>
<td></td>
<td>North Salt Lake City, UT 84054</td>
</tr>
<tr>
<td></td>
<td>Phone: 1-800-333-0054 (Toll-Free)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:info@readinghorizons.com">info@readinghorizons.com</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.readinghorizons.com">http://www.readinghorizons.com</a></td>
</tr>
</tbody>
</table>

**Description**

Reading Horizons is a program for early literacy students that require students to individually practice phonics skills. As the student moves through the curriculum, examples and practice exercises are aligned to individual student needs and progress. Additional information and research bases can be found at:

# APPENDIX B: Distance Education Curriculum Approval Request Form

Return to:
ATTN: Alex Harris
Iowa Department of Education
400 E. 14th Street
Grimes Building
Des Moines, IA 500319

## Local Program Requesting Curriculum Approval

<table>
<thead>
<tr>
<th>Program:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Email Address:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Curriculum Information

<table>
<thead>
<tr>
<th>Curriculum Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery mode:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(online, print, cd/dvd, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proxy hour model:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(clock, teacher verify, or learner mastery)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria for reporting hours:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(include criteria for teacher verify or learner mastery models)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target population:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(ABE, GED, ESL, etc)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publisher information:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(include both postal and electronic contact info)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Briefly describe the main features of the curriculum and why you recommend it for approval. Include such features as pre-and post-tests, prescriptive lesson assignment, feedback systems, and interface method. Use additional pages if necessary.)</td>
<td></td>
</tr>
</tbody>
</table>

