

REQUIRED MINIMUM STANDARDS FOR ONLINE DRIVER EDUCATION

All providers of online driver education classroom instruction shall meet the “Required Minimum Standards for Online Driver Education” and all rules as specified in Ohio Administrative Code (O.A.C.) chapter 4501-7. These standards are based on the *National Standards of Quality for Online Courses*, 4th Edition, released May 2025, by the National Standards for Quality and available at [Quality Online Courses | National Standards for Quality Online Learning](#). In order to download the PDF, you will have to sign up on NSQ’s website to get access. The *Standards of Quality for Online Courses*, 4th Edition has been modified to meet the specific content and rules required in the State of Ohio.

All potential online driver education classroom courses shall be evaluated under these same standards. Each proposed course will be evaluated under “Acceptable” (A), “Acceptable with identified modifications needed” (A/M), or “Unacceptable” (U). The course must meet with an “acceptable” rating for each standard prior to being considered for approval by the Director of the Department of Public Safety. The decision of the rating by the Director is final. The identified modifications will be explained and returned to the provider for corrections. Changes must be made to the content prior to being eligible for re-evaluation.

These are the minimum standards. Going above and beyond the minimum standards is *always* acceptable.

Definitions of particular terms used in the minimum standards are as follows:

- **Course:** A set of units on a subject that leads to a final exam. A course houses units, which include associated lessons.
- **Unit:** A unit is a larger educational umbrella that has lessons grouped within it. It outlines the sequence of lessons, goals, objectives, and resources for an entire unit of study. It focuses on organizing several lessons around a central topic.
- **Lesson:** A lesson is a piece of instruction that is housed under a “unit.” A lesson should be a complete entity and should contribute to the larger unit. For example, “Organ Donation” is a lesson beneath “Unit One: The System and You.” The lessons *do not* have to be presented in the same order as is detailed in the *Ohio Driver Training Curriculum (ODTC)*, however, the online curriculum must contain **all** educational topics in the *ODTC*.
- **Content Question:** A content question is a question that is based on educational content. These questions should only be answerable *after* completing the related educational content.
- **Activity:** An activity is an additional learning tool that helps assess learner knowledge and progress throughout the course. Activities are not meant to hinder learners

Course Overview and Support

Online courses shall:

- ☐ Include a course overview and syllabus.
- ☐ Ensure learner expectations, objectives, and policies are clearly stated and readily accessible within the introductory material of the course.
- ☐ Clearly state minimum technology requirements for the course, and information on how to utilize the technology.
- ☐ Clearly state minimum computer skills and digital literacy skills expected of learners.
- ☐ List the online provider’s information and how to communicate with that provider.
- ☐ Incorporate a mechanism for supporting questions and provide for timely and appropriate responses to learners (e.g. bulletin board, call center, text chat box).
- ☐ Provide a clear description of how to access technical support or provide a direct link to technical support.
- ☐ Present a contract prior to the start of the course. This contract shall detail the expectations of the course, the timeline, and the certificate process in accordance with 4501-7-12.
- ☐ Include an identity verification process for learners, or if the learner is under the age of 18 a parent/guardian verification process via third-party database authentication, biometric authentication, other secure means, or a signed and notarized affidavit in accordance with 4501-7-12(F).
- ☐ Ensure content complies with all applicable state and federal laws which prohibit discrimination on the basis of race, color, sex, sexual orientation, gender expression and identity, religion, disability, age, veteran or military status, ancestry or national or ethnic origin.

Content

In order to facilitate maximum learning, course content shall:

- ☐ Take a minimum of 24 hours for learners to complete.
- ☐ Include **all** topics from the Ohio Driver Training Curriculum (ODTC), along with all new and updated rules and laws. Units and lessons do not have to be presented in the same order as the ODTC.
- ☐ Use no less than three hours of video and no more than nine hours of video.
- ☐ Ensure course objectives or competencies are measurable and clearly state what the learners will be able to demonstrate as a result of successfully completing the course.
- ☐ Provide course-related supplemental learning resources and course-related instructional materials that support and enrich learning within the course.
- ☐ Ensure course content (statistics, data, facts, and statements) and supporting materials (textbooks, primary source documents, other educational resources) are accurate and cited.
- ☐ Ensure all citations are from reliable peer-reviewed resources and are no more than 10 years old.
- ☐ Provide learners free access to all relevant resources, facts, and learning materials throughout the course, whether in linked online format, or easily found cited format.
- ☐ Not include paid advertisements.
- ☐ Clearly cite copyright and licensing status for any third-party content.
- ☐ Comply with intellectual property right policies and fair use standards.

Instructional Design

The organization and delivery of an online course shall:

- ☐ Include interactive activities in each lesson that guide learners toward promoting ownership of their learning and self-monitoring.
- ☐ Utilize multiple types of both passive and active instructional methods, such as videos, audio, reading, games, pictures, activities, or quizzes that promote the achievement of the stated learning objectives or competencies. Active instructional methods shall be varied throughout the course.
- ☐ Be organized by units and lessons arranged in a logical sequence.
 - All units should be divided into smaller, more easily digestible lessons.
 - Please refer to the definitions of "Unit" and "Lesson" on page one of this document.
- ☐ Allow learners to review a section previously completed.
- ☐ Provide learners with breaks in the content before moving to another topic.
- ☐ Ensure learners master basic concepts before moving on to more complex concepts.
- ☐ Ensure all content, including language, grammar, reading materials, and mathematical requirements are appropriate to the reading level of the intended learners (8th or 9th Grade).
- ☐ Be reasonably free from spelling and grammatical errors throughout the course.
- ☐ Include timing controls that require learners to completely review all content within each lesson, including text, videos, and activities prior to advancing.
- ☐ Have the flexibility to add, remove, or modify content as necessary.

Learner Assessment

Learner assessments shall:

- ☐ Align with stated course, unit, or lesson-level objectives or competencies.
- ☐ Utilize content questions to measure learner progress.
- ☐ Occur at the end of each video clip of more than sixty (60) seconds, and include at least one (1) content question.
 - Questions shall be multiple choice, short answer, or true or false.
 - Questions shall be difficult enough that they cannot be answered without watching the video.
 - If the video-based question is answered incorrectly, the learner shall be given a different video-based question. If the second video-based question is answered incorrectly, then the learner shall rewatch the video, and answer a different question before being allowed to move forward in the course.
- ☐ Occur at the end of each unit and include a minimum of five (5) content questions for each assessment.
 - Questions shall be relevant to the unit being reviewed, and be of a difficulty that the answer could not be reached without first viewing the unit.
 - Learners shall answer at least 80% of the questions correctly to continue.
 - If the learner's score is below 80%, the learner shall be given each correct answer and a rationale as to why the original answer(s) were incorrect. The learner shall then be required to complete another assessment containing new questions. If the learner's score on any additional attempt is lower than an 80%, then it is required that the learner reviews the lesson or section before retaking the assessment.
- ☐ Include a final examination at the completion of the course. The final exam consists of fifty (50) questions that are compliant with chapter [\[4501-7-09\]](#) of the O.A.C.
 - Questions shall be randomly generated from a bank of two hundred fifty (250) state provided questions.
 - The same question shall not be used more than once per test.
 - Questions from video and unit assessments shall not be used in the final examination.
 - The course content may not be accessible to the learner during the final examination.
 - Learners have three opportunities to take the final examination. Each attempt at the final examination shall occur at least twenty-four (24) hours after the previous attempt.
 - The course shall provide measures to ensure the final exam questions are graded only at the completion of the final examination. No correct answer shall be identified until the final examination is graded.

Accessibility and Usability

Online course providers shall:

- ☐ Ensure course navigation is logical, consistent, and efficient from the learner's point of view.
- ☐ Organize information into smaller, easily digestible chunks.
- ☐ Provide accessible course materials and activities to meet the variable needs of learners, following Universal Design for Learning (UDL) principles.
 - Universal Design for Learning is a framework developed by CAST to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The most recent UDL Guidelines can be accessed here: [The UDL Guidelines](#).
- ☐ Include a "read to me" feature for all course content. This feature should ideally not be overly robotic sounding, and the verbiage should be in United States English, clear, and reasonably free of errors.
- ☐ Offer Closed Captions on all videos throughout the course. Closed Captions should follow the spoken dialogue as closely as possible and be reasonably free from spelling and grammatical errors.
- ☐ Include detailed text descriptions on all photos that are used as content-specific teaching aids. These descriptions should be accessible to the learner at all times and should be included in the "read to me" feature.
- ☐ Ensure multimedia, such as video, audio clips, or other media utilized throughout the course are easy to use.

Course Technology

Online course providers shall:

- ☐ Protect learner privacy in accordance with the Acceptable Use Policy and applicable law.
- ☐ Allow for customization and personalization for Ohio specific content.
- ☐ Operate within a platform capable of scoring and recording assessments.
- ☐ Contain technical measures to ensure learners under age 18 are not completing more than four (4) hours total of coursework in a calendar day, and learners age 18 and older are not completing more than eight (8) hours of coursework in a calendar day. The online provider shall record the time learners take in each lesson and the answers to all content questions given during the course.
- ☐ Provide a mechanism for learners to easily see the time spent in the course content, both for the daily hours and total hours.
- ☐ Make online technical support available 24/7 (preferred), or clearly identified hours of operation that are listed on the provider's website.

Course Evaluation

Course providers shall:

- ☐ Provide a survey or other review tool that parents and learners may use to assess the course's alliance with stated goals, objectives, and overall coursework.
- ☐ Review annually, at a minimum, the course to ensure that the course is current and relevant and that all technical and security components work as they should and in accordance with the minimum standards.
- ☐ Set a continuous improvement cycle to update the course based on the findings from ongoing reviews.

Security Controls

To ensure the protection of learners' privacy, online course providers shall:

- ☐ Inform Learners of their rights to privacy and the conditions under which their names or online data may be shared with others.
- ☐ Provide a metric to create a username and password in order to sign in to the online course and to reset passwords as needed.
- ☐ Use technical measures to validate learners' identity by:
 - Presenting an identity question every two hours of training consistently.
 - Learners shall be required to answer the question correctly.
 - If a learner does not answer the question correctly, the learner shall have one additional opportunity to answer a validation question. If the second validation question is answered incorrectly the learner shall be locked out of the course for twenty-four (24) hours.
 - Presenting an identity question before administering the final examination.
 - The learner shall answer the question correctly.
 - If the learner does not answer the question correctly, the learner shall have one additional opportunity to answer a validation question. If the second validation question is answered incorrectly, the learner shall be locked out of the course for twenty-four (24) hours.

Student Footprints

All courses must include a student footprint, to be sent after the course review. This student footprint can reflect the reviewer's progress through the course.

- ☐ Each student footprint shall be formatted in a consistent, easy-to-read way.
 - The student information section shall be located in Tab 1, and the following information shall be available:
 - Student name and address
 - Registration date
 - Start date and completion date of the course
 - Certificate information (number, date and time of issuance)
 - The Logging activity section shall be located in Tab 2, and the following information shall be available.
 - Date
 - Each Log in time (hh:mm:ss)
 - Each Log out time (hh:mm:ss)
 - Total time (hh:mm:ss)
 - Break times shall be clearly designated with a start time (log in) and end time (log out) in the same format
 - The Final Exam shall be located in Tab 3 and each student exam shall be distinguishable in the following ways:
 - Date and time of final exam
 - All of the questions asked
 - The students' responses
 - Identify if the student's response is correct or incorrect
 - Final exam score
- ☐ Included with the student's records are the training agreement and identity verification process (e.g., third-party, affidavit, etc.).