

Credit Flexibility Handbook

Pickaway-Ross Career & Technology Center

Pickaway-Ross Career & Technology Center

Dear Parents and Students,

Ohio's Plan for Credit Flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject and allow tailoring of learning time and/or conditions. These are ways in which aspects of learning can be customized around students' interests and needs.

Effective with the beginning of the 2011-12 school year, students may earn credits by

- Completing coursework
- Testing out of or demonstrating mastery of course content, or
- Pursuing online classes

Credit Flexibility is intended to motivate and increase student learning by allowing

- Access to more learning resources, especially real-world experiences,
- Customization around individual student needs, and/or
- Use multiple measures of learning, especially those where students demonstrate what they know and can do, apply their learning, or document performance.

Please use this Credit Flexibility Handbook as a guide to understanding what options are available. Each option requires a different level of student independence needed to successfully complete the course work for credit. For this reason, all courses and students' interest level should be carefully considered. Students interested in accessing Credit Flexibility should detach and complete the Credit Flexibility Application and follow the requirements outlined on the timeline in this handbook.

Sincerely,

Dennis L. Franks
Superintendent

Table of Contents

Credit Flexibility Program Questions & Answers	4-5
Credit Flexibility Program Interest Form	6
Credit Flexibility Timeline	7
Appendix.....	8
Credit Flexibility Application.....	9-11
Credit Flexibility Plan Options	12
Examination Mastery Form (Option #1).....	13
Portfolio or Project Completion Form (Option #2)	14
Simultaneous Credit Opportunity Form (Option #3).....	15
Pre-Approved On-Line Curriculum Form (Option #4)	16
Student Developed Plan Form (Option #5)	17

PRCTC Credit Flexibility Program Questions & Answers

Q1. What is Credit Flexibility?

A1. Credit Flexibility is a program offered by Pickaway-Ross Career & Technology Center (PRCTC) that gives students the opportunity to earn high school credit in non-traditional ways. Students can earn credit for specific courses in ways other than the traditional classroom.

Q2. What types of Credit Flexibility is there?

A2. There are two types of credit flexibility:

- (1) ***Course Proficiency*** credit flexibility is earning credit by completing coursework outside of the classroom or online and/or “testing out” of a particular course
- (2) ***Educational Options*** credit flexibility is earning credit by demonstrating mastery of content standards through a student-created proposal for a unique learning experience.

Q3. Who can participate in the Credit Flexibility program?

A3. Any PRCTC student can participate in the Credit Flexibility program. However, it is important that students and parents understand that a grade earned through Credit Flexibility will be placed on the student’s permanent high school record/transcript regardless of when the student took the assessment.

Q4. Where should students submit their applications and/or proposals and what if they have questions?

A4. The guidance office will be the designated contact office for all questions and receiving of applications.

Q5. What are the application deadlines for Credit Flexibility?

A5. The deadline dates are listed on the Credit Flexibility timeline sheet.

Q6. Should athletes participate in Credit Flexibility?

A6. Athletes can participate in Credit Flexibility. However, if any credits being earned through Credit Flexibility are to be counted towards eligibility, the guidance counselor and athletic director of the student’s home school should work with the Ohio High School Athletic Association.

Q7. What criteria should be used to determine the content to be learned via a Credit Flexibility plan?

A7. Credit Flexibility plans should always be based on an existing state-approved Career-Technical program. There is a set of state-approved content standards that define what knowledge and skills are to be attained within a program. The standards will inform “what should be learned” in the flex plan.

Q8. Does Credit Flexibility cover situations where whole classes are re-configured or redesigned?

A8. Yes, under certain conditions. Credit Flexibility plans are intended to meet the individual needs of students. If multiple students have individual credit flex plans that identify similar education opportunities, the school may group students to facilitate implementation.

Q9. How should learning outcomes identified in a Credit Flexibility plan be assessed?

A9. The attainment of learning outcomes via a Credit Flexibility plan should be assessed using methods appropriate for the breadth and rigor of the content identified in the plan.

Q10. Could passage of an industry or credentialing assessment be considered a “test out” for Credit Flexibility?

A10. An industry or credentialing assessment may be used for a “test out” Credit Flexibility plan if it is appropriate for the defined learning outcomes in the plan. Because industry or credentialing assessments often address a narrow set of occupational learning outcomes within a broader-based credit flex program, using them for testing out may mean that credit for only a portion of the program will be warranted based on these assessments. If a student is flexing the entire credit flex program/course, the industry or credentialing assessment may need to be augmented by other assessment tools due to gaps between the broad learning outcomes of state-approved credit flex standards and the specificity of standards addressed by an industry or credentialing exam.

Q11. Could students develop a Credit Flexibility plan for Career-Based Intervention (CBI) credit?

A11. Students may earn credit for Career-Based Intervention (CBI) under a Credit Flexibility plan providing the student qualifies for CBI as identified in the CBI Manual of Operations.

Q12. Who should be the teacher of record or provide oversight for Credit Flexibility plans?

A12. A person holding valid credentials to teach the program/course being flexed should be the teacher of record and should design/select instruction and assessment for a Credit Flexibility plan in that content area. If this is not possible, a counselor or administrator appropriately credentialed for high school age students could oversee the plan in consultation with a subject matter expert.

Q13. If a non-credentialed person is working with a student in the delivery of the Credit Flexibility plan, are there any requirements for that person?

A13. In all cases, the school district must meet all state operating standards regarding screenings required for working with and/or overseeing work with K-12 students.

Q14. What “score” is required to earn credit through Credit Flexibility?

A14. Students are required to earn a 70% or higher on the *course proficiency assessment* and/or *education options* to earn high school credit.

Credit Flexibility Timeline

NOTE: Students who wish to sign up for any Credit Flexibility options must complete the Credit Flexibility Application and Access Plan. Once an Access Plan is approved, any necessary changes to a schedule can be made within one (1) week of school starting. Please contact the student's counselor to make an appointment.

2 nd Friday in August	Applications due (including Access Plan)
2 nd Friday in August	Mastery assessment paper/pencil tests
3 rd Monday in August	Credit Flexibility Panel application evaluation (<i>The Credit Flexibility Panel consists of content area specific teachers, Supervisors, an Administrator and a Credit Facilitator</i>).
3 rd Wednesday in August	Panel review of all Applications/Access Plans. After their review, the panel may make suggestions on how to improve/revise individual Access Plans.
3 rd Thursday in August	Revised Application/Access Plans Due
3 rd Friday in August	Panel review of revised Applications/Access Plans
Last week of October	Presentation of Credit Flexibility projects/portfolios Mastery Assessment paper/pencil tests
2 nd Friday in January	Presentation of Credit Flexibility projects/portfolios Mastery Assessment paper/pencil tests
3 rd Friday in January	Credit Flexibility Applications/Access Plans for current school year due
1 st Friday in February	Credit Flexibility Panel application evaluation
3 rd Friday in February	Revised Applications/Access Plans due
1 st Monday in March	Panel review of revised Applications/Access Plans
2 nd Friday in May	Presentation of Credit Flexibility projects/portfolios Mastery Assessment paper/pencil tests

Credit Flexibility Handbook

Appendix

Credit Flexibility Application

Office Use Only
(Student Last Name)
(Application Date)

Student Name: _____ **Date:** _____

Student ID#: _____ **Current Grade Level:** _____

Student Email: _____

Method of Access (*check all that apply*):

- | | | | |
|-------|---|-------|--------------------|
| _____ | Mastery Assessment | _____ | Internship |
| _____ | Independent Study/Research | _____ | Blended course |
| _____ | Dual Credit/College Credit | _____ | Educational Travel |
| _____ | Online course from approved list of providers | | |
| _____ | Community Service/Service Learning | | |

Note: You must attach a detailed Credit Flexibility Access Plan (see box below) for all educational options listed above except Mastery Assessment.

How much credit do you expect to receive for this work? _____

Credit Flexibility Access Plan

Attach the details of your Credit Flexibility Access Plan to this application.

Your plan must include all of the following items:

- Title of your option (include the content area; e.g., English, Science, Art, etc.)
- A detailed outline of the work scope of your project
- Your specific learning goals
- A detailed explanation of the evidence you will provide of your learning
- An explanation how this Credit Flexibility option will help you reach your immediate and post-secondary goal(s)
- An outline of what resources/support you will need to enable successful completion of this Credit Flexibility option

Read the following statements, initial in the space provided by each statement, and sign the next page to indicate that you understand and agree to the procedures put forth in this document.

I understand and agree that:

_____ If my Credit Flexibility application is accepted, I will earn _____ credit(s) for my work.

_____ I am responsible for scheduling and attending meetings with my Credit Flexibility Facilitator to meet the following requirements: check points, project guidance, panel presentation and attendance.

_____ The grade I earn will appear on my transcript.

_____ The drop date for Credit Flexibility classes is 5 school days after the course begins and, if I drop a Credit Flexibility class, it may not be possible to enroll in a traditional class that is already in progress.

_____ Passage of required state (Ohio Graduation Tests) may impact the approval of my application.

_____ Academic honesty rules apply just as they do in a traditional class setting. (*See Student Handbook*)

_____ I must meet attendance requirements set forth in my plan.

_____ If I am in the school building when I am not scheduled in a traditional class, I will remain in designated areas and understand the Student Code of Conduct applies to me at all times.

_____ I am responsible for monitoring and meeting graduation requirements.

_____ Any Credit Flexibility option I select must meet the athletic participation requirements set forth by OHSAA and/or NCAA Initial Eligibility Center and that I must speak with my counselor and Credit Flexibility Facilitator to evaluate the impact of accessing credit flexibility on my eligibility for high school and collegiate athletics.

_____ I understand that I have the right (as the student) to appeal refusal of an application or being withdrawn from his/her Credit Flexibility option.

_____ My Credit Flexibility application is subject to approval by the Pickaway-Ross Career & Technology Center Flexibility Access Panel. I further understand that completion of this form does not guarantee access.

_____ All costs involved with the educational options are at the student's expense.

_____ Liability for injury while involved in any educational option is the responsibility of the student and his/her guardian.

_____ Any issues concerning rules and regulations not addressed within this document shall be presented to the review committee for discussion and interpretation.

I agree to abide by the conditions set forth in this document and understand that if I do not complete it, I will no longer receive credit for the course. I understand that without this credit I may not be able to graduate and must start/continue to attend and pass all of my classes to help insure that I graduate on time.

Your signature indicates that you have discussed the statements with your parents/guardians, understand the commitment you are making, and agree to the policies and procedures set forth by Pickaway-Ross Career & Technology Center.

Student: _____ Date: _____

Parent: _____ Date: _____

Credit
Flexibility
Advisor: _____ Date: _____

Principal: _____ Date: _____

Credit Flexibility Panel Members:

_____ Date: _____

_____ Date: _____

_____ Date: _____

Pickaway-Ross Career & Technology Center Credit Flexibility Plan Options

Option	Flexible Credit Method* *To assure consideration, the student should have their Credit Flexibility option prepared for approval 30 school days prior to the start of the semester when they desire to earn and be awarded credit	Level of Expected Proficiency	Increments of High School Credit to be Earned	Provision for Students Not Meeting the Originally Designated Criteria
#1	Demonstrate mastery through a district selected end of course exam and/or specified certification exam; for example: <ul style="list-style-type: none"> • Advanced Placement (AP) Exams • ACT course assessments • College Level Examination Program (CLEP) exams • Nationally recognized foreign language performance assessments 	A score of at least 90% on the provided end of course exams to achieve the agreed upon course credit	$\frac{1}{2}$	An award of extended time based on extenuating circumstances will be necessary or the student will receive a failing grade
#2	Demonstrate mastery by achieving industry-specific certificates/credentials for CT courses Demonstrate mastery through a portfolio or project which may be a result of internship, educational travel, independent study, service learning, or other	A score of at least 90% on mandated industry certification exams, and a score of at least 80% on the district performance-based assessment for all designated competencies to achieve the agreed upon course credit	$\frac{1}{2}$	An award of extended time based on extenuating circumstances will be necessary or the student will receive a failing grade
#3	Demonstrate mastery through successful participation in designated simultaneous credit opportunities	A score of at least 80% on the planned assessment(s) for all designated competencies to achieve the agreed upon course credit	$\frac{1}{2}$	An award of extended time based on extenuating circumstances will be necessary or the student will receive a failing grade
#4	Demonstrate mastery through successful completion of a preapproved college course or on-line curriculum	A score of at least 90% on pre-approved on-line curriculum for designated course credit	$\frac{1}{2}$	An award of extended time based on extenuating circumstances will be necessary or the student will receive a failing grade
#5	Demonstrate mastery through successful completion of a student developed plan utilizing portions of the criteria above and/or other approved methods	A score of at least 80% on the district approved student plan that includes assessment(s) for all designated competencies to achieve the agreed upon course credit	$\frac{1}{2}$	An award of extended time based on extenuating circumstances will be necessary or the student will receive a failing grade

Pickaway-Ross Career and Technology Center Credit Flexibility Plan Option #1

Examination Mastery for: _____

Demonstrate mastery through a district selected end of course exam and/or specified certification exam		Credit Flex Option #1
<p>◆ <input type="checkbox"/> <i>A panel of at least three experts shall agree by consensus that the presented exam(s) and/or specified certification exam(s) represent 90% of the approved course of study as presented for credit.</i></p>		Approval rating for the ____ credit under consideration
CRITERION	EXPECTATION	Mark the box with an X
The end of course exam(s) and or specified certification exam(s) clearly provides for assessment of at least 90% of the objectives and/or competencies agreed upon as the required knowledge in a course for credit	A score of at least 90% on the provided end of course exam or scores mandated on industry certification exams to achieve the agreed upon course credit	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable
<i>Only if the listed criterion and expectation is rated as acceptable will the credit under consideration be awarded.</i>		Credit/ Grade = ____/____

Signatures of those approving credit through this process on _____
Month Day Year

Expert

Expert

Expert

Authorized Administrator

Pickaway-Ross Career and Technology Center Credit Flexibility Plan Option #2

Portfolio or Project Completion for: _____

Demonstrate mastery through a portfolio or project completion which may be a result of internship, educational travel, independent study, service learning, etc.		Credit Flex Option #2
<p>◆ <i>A panel of at least three experts shall agree by consensus that the presented list of objectives and/or competencies represent 100% of the approved course of study as presented for credit.</i></p>		Approval rating for the ____ credit under consideration
CRITERION	EXPECTATION	Mark the box with an X
The portfolio or project clearly designates each agreed upon objective and/or competency	A list of objectives and/or competencies is provided as agreed upon at the onset of the portfolio and/or project and signed by the student, parent(s)/guardian(s), cooperating teacher, and designated administrator.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable
The portfolio or project clearly shares each agreed upon objective and/or competency	Each objective and/or competency from the agreed upon list shall be individually shared and linked to student proof of content knowledge, application, and/or analysis level(s).	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable
The portfolio or project clearly provides proof that the student understands at least 80% of the objectives and/or competencies agreed upon as the required knowledge for credit	A panel of at least three experts (a majority of HQTs if for academic credit) shall agree by consensus that the student has mastered at least 80% of the objectives and/or competencies at the knowledge, application, and/or analysis levels.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable
<i>Only if all three criterion and expectations are rated as acceptable will the credit under consideration be awarded.</i>		Credit/ Grade = ____/____

Signatures of those approving credit through this process on _____
Month Day Year

Expert

Expert

Expert

Authorized Administrator

