



# **Credit Flexibility**

*Guidelines and Application*

## Credit Flexibility: Defined

In accordance with Senate Bill 311, Ohio schools are directed by the State board of Education to adopt a plan that enables students to "earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction." The state of Ohio has labeled this option "Credit Flexibility".

The emphasis of this program is to provide students with expanded learning opportunities and real world learning environments (e.g., service learning, senior projects, and multiple assessments) that are reflective of today's realities. The program acknowledges that Ohio's competitiveness in the 21<sup>st</sup> century's global economy requires that opportunities for innovation be enhanced, that our systems of learning become more flexible and more adaptive to the environments that surround them, and that our capacity and will to support student learning be expanded.

Credit Flexibility is the option for students who demonstrate the *ability, interest, maturity, and personal responsibility* for their learning to have the opportunity to pursue high school credit for the demonstration of subject area competency.

The ultimate purpose of the credit flexibility option is to develop learners who plan their own learning, including learning objectives, and a plan whereby they will attain those objectives outside of the traditional classroom. Credit flexibility is an alternative learning experience to traditional "seat time" and classroom work, where students demonstrate competency in a particular content based on the Ohio Academic Content Standards for that content area. This procedure provides for a personalized educational opportunity for students in which they will identify, acquire, and demonstrate competency in a given content area to earn graduation credit.

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# Considerations When Applying for the Credit Flexibility Option

## Commonly Asked Questions

**Q: What subjects are considered for credit under credit flexibility?**

A: Any subject - math, science, language, physical education, music, etc.

**Q: Which students qualify for credit flexibility?**

A: Any student is eligible to be considered for credit flexibility. Students must be determined to be capable of being able to complete the work outlined in the student credit flexibility plan (CFP) in the manner specified to earn the credits.

**Q: What is included in the student credit flexibility plan (CFP)?**

A: The following is required:

- ✓ The course content and academic credit that will potentially be earned through the proposed plan
- ✓ The standards and skills the student needs to demonstrate in order to show proficiency in meeting the content objectives
- ✓ The assessment and/or programs that will be used to demonstrate proficiency
- ✓ How the grade will be determined
- ✓ How and when progress toward success will be demonstrated
- ✓ The measures that will be used to verify completion of the credit flexibility plan

**Q: Who determines what credits are to be earned?**

A: After the plan is submitted, the local district is responsible for determining credits. A multi-disciplinary team will review each individual plan for approval.

**Q: If a student requests to use credit flexibility to earn a credit in a course not offered by the school, whose responsibility is it to find the course of study or educational program that supports that academic credit?**

A: The student is responsible for locating and/or identifying a mutually acceptable course of study or educational program not offered in the school to earn a desired credit.

**Q: How can students earn credits?**

A: Students earn credits through: (1) the completion of courses; (2) testing out or otherwise demonstrating mastery of the course content; or (3) pursuit of one or more "educational options" (e.g., distance learning, educational travel, independent study, an internship, after school tutorial program, community service or engagement project, and extracurricular activities).

**Q: If a student's credit flexibility plan is denied, does the student have a right to appeal a decision made by the district?**

A: An appeals process is a part of the district's credit flexibility plan to provide recourse for students whose proposed credit flexibility plan is denied by the school. The Ohio Department of Education will establish an appeals process for individuals who have local level complaints about having access to this policy or its implementation.

## Delivery Methods for Flexible Credit

A part of the Credit Flexibility application requires students to identify the proposed delivery method. Below is a brief description of each.

### Test Out Method

- Take a written exam to demonstrate competency (for example, in Algebra I): see list of courses that qualify; (a course list will be determined later)
- Students must earn a "C" or better to receive credit for promotion
- The initial exam will be scheduled with a high school administrator during the first week in August

### Activities Method

- Engage in activities beyond the boundaries of a classroom by taking part in an alternative learning experience (for example, a course at a local college or participation in a local program) and document competency (documentation is provided by the student)

### Performance Method

- Take a performance-based exam to demonstrate competency (for example, French I); see list of courses that qualify; (course list to be determined)
- Students must earn a "C" or better to receive credit for promotion
- Date of exam is the first Monday in August

### Independent Study Method

- Engage in an independent study course with a member of the Wilmington High School staff to demonstrate competency (see independent study guidelines)

## Steps for Credit Flexibility Application

- **Step One:** Request an appointment with your guidance counselor to pick up a Credit Flexibility Packet.
- **Step Two:** If applicable, request a course map, study guide/materials, and scoring rubrics for any course currently offered at WHS.
- **Step Three:** Complete all required parts of the application and return it to the guidance office before the second Monday in July for a year-long course or first semester course. For a second semester course, all applications must be received by the first Monday in November.
- **Step Four:** A panel will review the Flexible Credit proposal and either approve the plan or return for revision. Once the team has approved the plan, both the parent and student will sign-off on the agreement.
- **Step Five:** The student will be notified of approval of the plan. A conference to evaluate the proposal will be scheduled with the student. The plan will then be filed in the student's cumulative record.
- **Step Six:** At the end of each quarter, as defined by the WCS calendar, a faculty member and the student will meet to review plan progress. ***It is the student's responsibility to set up the review meetings for his or her program.*** The student will also be responsible for bringing documentation of progress as defined in the plan.
- **Step Seven:** The student completes all requirements as agreed upon in the Credit Flexibility Plan in order to receive a grade and credit, following the timeline for regular coursework at the high school.

## WHS Application for Credit Flexibility

Student: \_\_\_\_\_ Student ID: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Name of Course: \_\_\_\_\_

Reason for pursuing this Credit Flexibility Plan: \_\_\_\_\_

This Credit Flexibility Plan replaces: \_\_\_\_\_ (WHS course if applicable)

***For each section, please attach additional documentation if necessary.***

- **Explanation of methods for achieving credit:** (Please include a detailed description of the proposed methods as well as connections to Academic Content Standards.)

- **Course Method:**

**Test Out Method:** take a written exam for a Wilmington High School course to demonstrate competency.

**Performance Method:** take a performance-based exam for a Wilmington High School course to demonstrate competency.

**Independent Study Method:** engage in an "independent study course" with a member of the Wilmington High School staff to demonstrate competency.

**Activities Method:** Engage in activities beyond the boundaries of a classroom by taking part in an alternative learning experience and document competency.

➤ **Methods of Assessment:** *(Examples include but are not limited to projects, tests, internships, research projects, portfolios, culminating projects.)*

➤ **Progress Checkpoints:** Please include approximate dates for Progress Checkpoints. Describe both what will be accomplished and what will be assessed at the checkpoints. Attach an additional page if necessary.

Checkpoint Date	Progress Checkpoint Descriptor	Initial and Date <small>(to be completed at conference)</small>	Comments <small>(to be completed at conference)</small>

➤ **Proposed Credit Flexible Partner information and commitment, if applicable:**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Proposed Partner Signature: \_\_\_\_\_

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Parent/Guardian Signature Date

\_\_\_\_\_  
Signature of Principal Date

\_\_\_\_\_  
Signature of Counselor Date



## Credit Flexibility Timeline and Requirements (Agreement)

Student: \_\_\_\_\_ Student ID: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

**Both Student and Parent are required to Initial each statement to indicate your understanding of each Credit Flexibility Requirement.**

\_\_\_\_\_ Credit Flexibility Plan proposals must be submitted to the Wilmington High School principal before the second Monday in July for a year-long course, or first semester course. For a second semester course, all applications must be received by the first Monday in November.

\_\_\_\_\_ All Credit Flexibility courses must be dropped within five days of the start of the first semester. A "WF" (Withdrawal- Fail) will appear on the student's transcript if these timelines are not met. (See WHS Student Handbook for description.) For second semester courses, the same five-day rule applies.

\_\_\_\_\_ Credit will be granted at the conclusion of the semester or school year, dependent upon the Credit Flexibility plan length.

\_\_\_\_\_ Weighted credit cannot be obtained through a flexible credit course

\_\_\_\_\_ If the student's credit flexibility proposal is accepted, they will earn a letter grade (A, B, C, D, F) for the course.

\_\_\_\_\_ All grades earned through Flexible Credit are final and will appear on the student's high school transcript. The Flexible Credit grade will also be calculated in the student's GPA (Grade Point Average)

\_\_\_\_\_ Students are responsible for meeting graduation requirements, as well as ensuring that they have met established deadlines to participate in senior graduation.

\_\_\_\_\_ All WHS code of conduct specifications as well academic policies apply through the Flexible Credit option.

\_\_\_\_\_ The student must meet attendance requirements set forth in the plan.

**Your signature indicates that both parent and student have discussed and agree to all requirements as outlined in the WCS Credit Flexibility Plan.**

\_\_\_\_\_  
Student Signature                      Date                      Parent/Guardian Signature                      Date