

YSSCF Frequently Asked Questions (FAQ)

Will this affect my eligibility?

- Yes, students will have to follow the school policy for eligibility. See your school handbook, guidance counselor, and/or athletic director for exact guidelines.
- Students participating in athletics need to make sure they will be eligible by the Ohio High School Athletic Association (OHSAA) and National Collegiate Athletic Association (NCAA) standards. See your guidance counselor for exact guidelines.

Do these courses count for GPA, class rank, determination of valedictorian or salutatorian?

- Yes, though *no* “weighted” grades are available through this option.

When is the application due?

- There are four possible due dates for applications – each at the end of the quarter’s 4th week. Proposals submitted after each respective Friday will be rolled over to the next quarter’s review.

How do I qualify for the YSSCF program?

- Any student is eligible to be considered for this program. Students must be determined to be capable of being able to complete the work outlined in the program.

What is the cost of the program?

- The type of course will determine the cost of the program. You will be responsible for any cost of consumable or non-consumable materials not provided by school. For example, if there is a workbook for the course, you are responsible.

How does the “Test-out” option work?

- If the student chooses the test out-option for a course currently offered, a Yellow Springs High School content area teacher provides an end-of-course exam and grades it. Test-out option is given only in the last month of each semester and students must earn an 80% or higher to receive credit. The test will be given at the convenience of the school/teacher. A one credit test will be approximately 3 hours and a half credit test will be approximately one and a half hours.

How do I apply for a “Test-out” option?

- Student and parent schedule a meeting with guidance counselor and/or review committee to receive course syllabus and/or study guide for each quarter, course textbook, and/or workbook (if applicable and at student’s cost). Students must then make arrangements for taking their test-out exam.

Are there guidelines for YSSCF Final Evaluation?

Yes, we ask that students choose assessment methods aligned with the specific learning experience that is proposed. We strongly believe that multiple assessment methods help demonstrate learning more effectively than just one “snapshot” – as such, we recommend that more than one method listed below be considered:

- **Learning Log** (**Required for all courses*): The student will submit annotated reflections of learning that coincide with their YSSCF timeline.
- **Core Competency**: After completing the learning outlined in the Learning-based YSSCF, the student will take the applicable semester assessments and demonstrate evidence of skill achievement for existing Yellow Springs School courses.
- **Course Grade**: The student will provide an official document stating grade earned from alternate learning site. Note: Some advanced courses at YSHS have minimum percentage grade requirements. See the YSHS Program of Studies for more information.
- **Demonstration**: The student will create an outward display or show by example (performance) to the panel what knowledge and/or skills were acquired through the Learning-based YSSCF. **Laboratory demonstration required for some lab-based courses.*
- **Mentor Final Evaluation**: The students will provide his/her mentor(s) with copies of the “Mentor Final Evaluation” form. The mentor can submit the form directly to guidance.
- **Panel Presentation**: The student will explain his/her project and its outcome in detail to the panel. Student learning as well as presentation skills will be part of the evaluation.
- **Performance**: The student will demonstrate learning through a performance assessment.
- **Portfolio**: The student will submit artifacts, reproductions, productions, a learning log, and/or reflections in an organized and focused format to provide evidence of learning. *A portfolio may be a required component of other methods used to demonstrate learning. See the following page for portfolio recommendations.*
- **Project or Artifact**: The student will submit a culminating project or artifact of their learning opportunity to the panel.
- **Research Paper**: The student will submit to the panel a research paper which meets specific criteria (to include content, references, and format) and supports the learning goals and/or course requirements. **Required for some English courses.*
- **Writing Assessment(s)**: The student will submit to the panel a paper(s) which supports the outlined learning goals and/or meets the specific course criteria (narrative, persuasive, etc). **Required for some English courses.*

Is there a rubric that I can use to help me (and the committee) assess my credit flex learning?

- If a project submission is expected as part of the assessment, the student should submit assessment criteria to determine the level and quality of learning. A sample YSSCF rubric is available as well as additional links to other assessment resources.

Are there guidelines for portfolio development?

Yes, the following components are essential to the development of a Learning-based YSSCF assessment portfolio:

- **Table of Contents** The portfolio's table of contents will give the Review Panel a view of the whole collection.
- **Project Proposal** The student will provide a detailed description of his/her project. The purpose and goals of the project must be clearly defined. The narrative will include the purpose of the project, supporting research, references, and educational goals.
- **Assessment Criteria** The assessment rubric provided by the YSSCF Review Panel must be included as part of the portfolio.
- **Mentor Assessment** "Mentor Final Evaluation Report" form (if applicable)
- **Evidence** When collecting evidence of learning, select items that add new information related to the attainment of the learning goals. The collection of artifacts must be well organized and represent *best efforts* of the participant. Evidence can include a learning log, documentation of interviews or activities, statements and observations about the participant, drawings, photos, laboratory results, video, audio, written work samples, copies of specific tests, data, reading logs, self-assessment, a log of clock hours etc. It may be pertinent for the student to include evidence documenting growth over time toward achievement of the Learning-based YSSCF.
- **Reflection** The student will show thoughtful reflection and evaluation of his/her Learning-based YSSCF. The student will discuss how this learning opportunity fit his/her personal learning style. The student will include in his/her discussion the high and low points of the experience and how the experience could be improved. The student will discuss what resources were particularly helpful and how he/she will apply the new skills or knowledge to real-life situations.

Who will evaluate my proposal?

- A credit flex committee [which can be comprised of the principal (or designee), counselor, and/or teacher (especially from within the content area of request)] reviews the flex credit proposals.

Can I have an extension?

- No extension is available unless unusual circumstances warrant.

Can I ask for credit for work I did last year?

- Students cannot earn credit from past activities and approval must be established before the learning experience begins.

If my proposal is denied what do I do?

- Students can appeal the denial of a proposal (through the superintendent), but they cannot appeal the final grade.

How do I find credit flex resources or online classes?

- Students and families are encouraged to explore some of the links below to learn more:
 - **OhioLearns** -- <http://www.ohiolearns.org/> -- is an effort led by the Ohio Department of Education (ODE) and Ohio Board of Regents (OBR) that offers online K-12 and college-level courses. At OhioLearns K-12, you can find core content courses and their related tuition costs in all of the subject areas, advanced placement, and credit recovery options from a variety of vendors. Courses are continually added throughout the school year.
 - Spring 2011: Advanced Placement course fee waivers are available for public school students on a first come basis while they last.
 - The **OpenCourseWare Consortium** -- <http://www.ocwconsortium.org/> -- is a major collaboration effort of higher education institutions and associated organizations from around the world creating a broad and deep body of open educational content using a shared model.
 - **MIT's Open courseware** -- <http://ocw.mit.edu/index.htm> -- has been a leader in offering free online college-level resources for self-learners
 - **Carnegie Mellon's Open Learning Initiative** -- <http://oli.web.cmu.edu/openlearning/forstudents/freecourses> -- offers well-developed, open online courses (via modules), ranging from biology to statistics — at no cost to self-directed students.

Other resources that might take some digging and/or link to a wider variety of possible resources for review, include:

- UC, Berkeley's YouTube channel of open courseware → <http://www.youtube.com/user/UCBerkeley#g/p>
- Open Culture's 35 Free Online Courses from Top Universities → <http://www.openculture.com/freeonlinecourses>
- Online Education Database resources for assembling one's own credit flex course of learning → <http://oedb.org/library/features/236-open-courseware-collections>

Where do I find the forms necessary for the program?

- All forms are available in the main office or located online.

What are the steps that I need to complete to begin the application process?

- Attend credit flex meeting in fall or spring with parent/guardian.
- Complete application by the Friday of the 3 week (of respective quarter) for committee consideration.
- If necessary, resubmission deadline is ten (10) school days after student receipt of documentation.

What are the IEP/504 Guidelines?

- A student with special needs who wishes to pursue this program must ensure that his/her application aligns with the goals and objectives of his/her IEP/504.

- The application will be given to the student's IEP/504 team for alignment approval prior to being considered by the Yellow Springs School Credit Flex Committee.
- The application will be reviewed by both the IEP/504 team and the committee within thirty (30) school days of the submission deadline.
- YSSCF applications that are determined by the IEP/504 team to be not aligned with the student's IEP/504 will be returned, along with the "IEP/504 Team YSSCF-IEP/504 Alignment Approval Report," to the student for revision.
- Within (10) school days, the revised YSSCF application may be re-submitted to the IEP/504 Team for alignment approval

If I want to transfer to another school, will my YSSCF course be accepted by the other school?

- If the course is incomplete, the receiving school can determine to either accept or deny the course according to their flex credit policy.
- If the course has been completed and credit approved, the course will be listed on the transcript in the same way other courses are listed.

What if I transfer to Yellow Springs and have an approved Credit Flex course, will I be able to complete and earn credit at Yellow Springs?

- Approval of Credit Flex Programs from other districts is not guaranteed. Each school district has their own credit flex policies and guidelines.
- Students who were working under another school's Credit Flex Program may submit that plan within 10 days of enrolling in Yellow Springs School.
- Plans that are not approved are eligible for the revision and/or appeal processes as outlined in this document.

If I am a new student at Yellow Springs and missed the deadline, could I still enroll?

- Students newly enrolled, will have 10 school days to submit a YSSCF application for approval.