# Application for Central California Conference Virtual High Online School Class

INSTRUCTIONS: Please complete fully the following application form, providing details related to every item listed in the accompanying “*Criteria for Approval of a Virtual High Online School Class”*. Feel free to attach appendices, as appropriate.

If you have questions while completing this application, please contact Ken Bullington at 559.347.3052 or [kbullington@cccsda.org](mailto:kbullington@cccsda.org). Thank you.

**ORGANIZATIONAL INFORMATION FOR SENIOR ACADEMY**

|  |  |
| --- | --- |
| Name of School: |  |
| Contact Person: |  |
| Title: |  |
| Address: |  |
| Phone/Fax Numbers: |  |
| Email Address: |  |
| Program/Organization Web site: |  |
| Location of School’s Main Office: |  |
| Location of Student Records: |  |

Does the provider develop its own curriculum? Yes or No

If No, the provider is not eligible to apply for “program status”.

Program/Organization Mission and/or Goals:

List the title of the course and academic credit for the class:

Number and grade level of high school students who will be served by this provider:

What is the student/teacher ratio?

Number and list of junior and senior academy schools from which students would like to take advantage of the virtual high online curriculum offered by this provider: (Feel free to attach a list of high schools as an appendix)

Are there any criteria to determine which students may participate in a virtual high school course offered by this provider? Yes or No?

If Yes, please describe:

Does the program issue formal transcripts or otherwise ensure that students who attend receive credit from their senior academy for coursework completed through this provider? Yes or No?

Please explain and, as appropriate, attach a sample of the proposed student transcript.

Describe the structure of the program, including its staff, staff roles, relationship with participating schools and/or students, parents, etc. Include a general description of the roles that organizational staff plays to support a full range of student needs.

Describe the record keeping mechanism that the provider uses to ensure maintenance of permanent and accurate student records, including evaluation of student progress and success. (After five years beyond the year when the student did or should have graduated from grade 12 – Pacific Union Education Code #A-26-104, 108, 116, 120)

How will the completion rate be calculated? Will other data be available to demonstrate program success (i.e., student satisfaction survey results, evidence that student learning matches intended outcomes?) Feel free to attach data as appendices.

Is the provider willing to participate in a follow-up interview with the Central California Conference Virtual High School Sub-Committee? Yes or No?

Is the provider willing to participate in a periodic program review? Yes or No?

Is the program/organization willing to sign an agreement indicating that all of the criterion listed in the accompanying “Application for Program Status for Virtual High School Course” has been and will continue to be met by the provider? Yes or No?

**CURRICULUM AND INSTRUCTION**

Who developed the curricula for college preparatory courses that the provider intends to submit to the Central California Conference Office of Education for approval? What academic qualifications do those individuals hold? Please list teaching credential and subject area endorsement.

To which academic standards are the curricula of college preparatory courses aligned? What evidence is available to demonstrate satisfactory alignment? (Please refer to the North American Division Secondary Standards if applicable)

Explain how the provider ensures that enrolled students are the ones who actually complete key assessments (e.g., unit exams, final exams, essays, projects, portfolios) – i.e., are assessments proctored or monitored in some way to prevent others from completing assessments on the students’ behalf? Who is permitted to proctor assessments? Is the course technology protected to adequately disallow cheating?

Describe the frequency and nature of student interaction with the qualified/credentialed instructor, either face-to-face, by phone, by email, or using another technology tool. Describe any required interaction, average number of interactions per week/month/course, and nature of interactions (i.e., answering student questions about course content, providing feedback on student work, office hours, etc.)

Explain in detail how the virtual high school curricula and delivery system promote regular and substantive interaction between the student and teacher, ensuring that the student is guided in an incremental way through the academically challenging coursework. If other qualified support staff with subject expertise assist in this role, please also describe their role(s). What evidence can the provider offer to demonstrate that students receive sufficient, if not substantial, academic guidance from qualified educators with subject expertise (i.e., student-teacher ratios, etc.?)

Does the school offer professional development to teachers of virtual high school curriculum? Yes or No?

If yes, what percentage of instructors participate in the professional development provided? \_\_\_\_\_%

If yes, please describe frequency, length, and scope of pre-service and/or professional development sessions.

**LEARNING ENVIRONMENT**

How does the provider ensure that each student has ample academic interaction with a content expert in order to guide the student in the development of analytic thinking skills, writing skills, and other intellectual pursuits of import to higher education? Below are listed some examples of the “human touch” that the Central California Conference Office of Education considers valuable and necessary to nurture the academic growth of students:

* Provide meaningful feedback to a student about his/her writing style
* Guide a student on the completion of a research project
* Discuss with a student some irregular findings during a laboratory experiment
* Work with a student on his/her pronunciation in a foreign language

How does the provider ensure that students are receiving necessary support to be successful in their coursework? “Support” might include academic tutoring, mentoring, guidance and counseling, monitoring of course progress, proctoring of exams, science lab facilitation, technical support, special education services, etc. Does the provider make any effort to align coursework to the academic calendar in order to enable students to access on-site school resources, when available (i.e., counselors, administrators, technology experts, science facilities, computer labs, etc.?)

What standards has the provider set for appropriate response time on (1) student questions, (2)) on-site support staff inquiries, and (3) grading of student assignments and exams? How does the provider ensure that these standards are adhered to?

What mechanisms are in place to allow school guidance counselors, mentors/supervisors, parents and other on-site support staff to monitor student progress, questions and concerns?

**TECHNOLOGY INFRASTRUCTURE**

Describe fully the course management system. Specifically, please comment on the manner in which, and the degree in which it addresses the criteria 4.1.1. – 4.1.10 in the attached “Criteria for Approval of Online Providers and Courses to Satisfy UC a-g Requirements.”

**ADDITIONAL INFORMATION / COMMENTS**

Please feel free to add any information not specifically requested in the questions above.

**AGREEMENT**

I, the undersigned, certify that all information stated above in an honest and accurate description of an virtual online learning program offered by the organization I represent.

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Signature of the Principal Date

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Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of the Teacher

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Printed Name Date

Central California Conference Office of Education

Virtual High School Online Classroom Pilot Program – October 2012

ONLINE COURSES

Criteria:

* Online course(s) proposed for intended target student groups are described, course designs are documented, and goals and objectives are aligned with North American Division of Seventh-day Adventist curriculum framework and standards. Virtual Online courses are designed to take advantage of the unique applications for online delivery.
* Instructional and learning goals are clearly defined for students and assignments are clear and understandable to students and site coordinators.
* Access to learning resources is available and equal to, or superior to, traditionally delivered course materials.
* The subject matter content shall be the same for the virtual online course as for the traditional in-classroom course.
* Interactions between teacher and student and among students, including the required type and frequency of the contact, are defined by the required of minutes per week for each class.

TEACHER PREPARATION AND SELECTION

Criteria:

* Teachers have been trained to deliver virtual online content.
* A process is defined to monitor and verify that the certificated teacher responsible for the virtual online course to the pupil on a daily basis to respond to pupil queries, to assign tasks and to dispense information.
* Teacher methods that address student feedback, grading and weighting assignments, and private communication with students, when appropriate, are defined and documented.
* The criteria for selecting virtual online teachers are documented. The criteria must include, but not limited to the previsions that the teacher concurrently teaches the same course to pupils in a traditional in-classroom setting. The teacher holds the appropriate subject matter credential to teach the virtual online course.
* The processes and standards by which the virtual online teacher assesses skills are defined.

POLICIES AND PROCEDURES FOR SUPPORTING VIRTUAL ONLINE COURSES

Criteria:

* Policies for maintaining the integrity of course tests are documented. The Central California Conference Office of Education and a school site that offers virtual online classroom programs pursuant to this section shall verify that virtual online pupils take examinations by proctor or that other reliable methods are used to ensure test integrity and that there is a clear record of pupil work, using the same method of documentation and assessment as in a traditional in-classroom course.
* Student selection policies and procedures regarding pupil priority and selection for virtual online courses are defined. A pupil shall not be assigned to a virtual online course, unless the pupil voluntarily elects to participate in the online course. The parent or guardian of the pupil shall provide written consent before the pupil may participate in a virtual online course.
* Policies and procedures for obtaining informed consent from both the parent and pupil regarding course enrollment are established.
* Processed for documenting student work in virtual online courses are developed.
* The process for documenting records to verify the time that pupils taking virtual online courses spend online and related activities is developed. Also, the Central California Conference shall also receive records verifying the time the instructor was online.
* A process defining how the virtual online class size will be monitored and limited to the average class size for similar courses in the senior academy of the Central California Conference offering the virtual online classroom program is developed.
* Procedures to guarantee security of student work are developed.
* A policy is developed to address equal access for students to computers, Internet connections, and other resources necessary for taking a course outline.
* Quality control measures are in place to identify effective instructional practices.
* The training/orientation for school administrators to prepare them for administering online courses is identified.
* A policy for online teacher selection is documented.
* The monitoring plan for student chat sessions and/or student-to-student interaction is in place.
* Evaluation of the virtual online courses includes a comparison with traditional in-classroom courses.

STUDENT SUPPORT

Criteria:

* A screening process that ensures that virtual online course students have the required level of skills, motivation and commitment to learn online is developed.
* Teacher and student plans for intervention and student recovery in case of student failure or dropout are in place.
* A process for providing students with information about online courses (e.g., prerequisites, syllabus, work load, credit, and transferability options) is developed.
* Access to virtual online teachers, counseling, guidance, and technical support services students may need as a participant in a virtual online course is defined, including the provision of onsite support for pupils taking virtual online courses.

TECHNICAL SUPPORT

Criteria:

* Technical support is available to the teachers, facilitators and students for the virtual online courses.
* Site facilitators/coordinators are trained and available for supporting virtual online courses.

TECHNOLOGY INFRASTRUCTURE

Criteria:

* The school technology plan addresses the delivery of online courses.
* The appropriate level of technology needed at the site at which students will be taking the virtual online course is available.
* The delivery method for online course delivery to the student site is defined, the technology is in place, and the online learning resources are available.
* Teachers have appropriate access to computers, Internet connections, and other resources necessary for teaching a course online.

ACCOUNTING

Criteria:

* A system that records and manages student contacts by the teacher or school is in place.
* The capability of student information systems to capture and manage data for all fiscal and student attendance, grades and online course participation is explained and documented.