

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

EDUCATION SERVICE CENTER REGION 10  
400 E SPRING VALLEY RD  
RICHARDSON, TX 75083-1300  
(972) 348-1112

**Dual Credit, Online Courses for the Texas Virtual School Network  
RFQ# 2010-08**

**NOTICE**

The Education Service Center Region 10 ("Center" or "Region 10") is soliciting proposals for dual credit online courses from Texas higher education providers per the specifications stated elsewhere in this document. Sealed responses marked RFQ # 2010-08 are to be submitted to:

Sue Hayes, Chief Financial Officer  
Education Service Center Region 10  
400 E Spring Valley Rd  
Richardson, TX 75081

Qualifications and responses will be received at the above address until 4:30 PM CDT, Monday June 21, 2010 and will be opened upon receipt. Sealed responses shall be submitted in an envelope marked on the outside with the higher education institution's name and address and labeled RFQ #2010-08, Dual Credit Online Courses for TxVSN..

Responses must be submitted in sufficient time to be received and time-stamped at the above location on or before the published response date and time shown on the RFQ Education Service Center Region 10 will not be responsible for delivering mail from the post office. Responses received after the published time and date cannot be considered. FAX and EMAIL responses will not be accepted.

Respondents must submit sealed responses together with any material required by any addendum to this RFQ by the time and date specified.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
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**1. GENERAL INSTRUCTIONS**

The following instructions by the Education Service Center Region 10 are intended to afford RFQ applicants an equal opportunity for participation.

- 1.1. Before submitting an offer to this RFQ, Texas public or private higher education institutions shall familiarize themselves with all parts of this solicitation because these parts become a part of any resulting contract.
- 1.2. The fact that a response is submitted will be construed by the Region 10 Board of Directors to indicate that the Texas higher education institution agrees to participate in accordance with the specifications and other agreement documents.

Any explanation desired by a Texas public or private higher education institution regarding the meaning or interpretation of these Instructions or any other RFQ documents must be requested in writing to Region 10, Sue Hayes, Chief Financial Officer, 400 E Spring Valley Rd, Richardson, TX 75081 with sufficient time allowed for a reply to reach the higher education institution before the submission deadline. Oral explanations or instructions will not be binding. Any information given to a prospective applicant will be furnished to all prospective applicants as an addendum to the RFQ if such information is necessary to applicants in submitting responses or if the lack of such information would be prejudicial to uninformed applicants. Fax inquiries to 972.348.1113 or email [sue.hayes@region10.org](mailto:sue.hayes@region10.org).

A Questions and Answers document will be posted on the [www.region10.org](http://www.region10.org) website on the vertical navigation bar News/Calendars tab, by selecting the "Region 10 News" submenu. It is the responsibility of the applicant to check this website for updates to the Questions and Answers document.

**1.3. INFORMATIONAL WEBINAR** (*Participation recommended*)

All applicants will have an opportunity to receive general and clarifying information about the scope of the RFQ. An Informational Webinar is scheduled for Thursday June 3, 2010 from 10:00 AM to Noon CDT. To receive a URL link and instructions to participate in the live webinar, applicants must return the NOTICE OF INTENT TO APPLY (ATTACHMENT B) no later than Tuesday, June 1, 2010 at 4:30 PM CDT. Region 10 is not responsible for technical malfunction, transmission delay, or any event beyond its control experienced by applicants participating in the webinar. Participants may also attend at Region 10 ESC, Abrams Building, Hickory Conference Room, 904 Abrams Road, Richardson, Texas 75018.

Each person participating in the webinar will be required to login with his/her full name. Once connected to webinar, the applicant and each of its representatives participating in the webinar will enter their name, the higher education institution name, and email address in the Chat Box.

This conference will be the single opportunity to ask clarifying questions of Region 10 and TxVSN Central Operations and Course Review staff other than by means described in #1.2. The webinar purpose is to assist potential applicants in their understanding of the scope and nature of the work required.

A recording of the Applicant's Webinar will be posted at [www.region10.org/news/newsatregion10.html](http://www.region10.org/news/newsatregion10.html) within 48 hours of the completion of the session

**2. SPECIFICATIONS**

Applicants are expected to examine the specifications, provisions and all instructions. Failure to do so will be at

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

the applicant's risk. Responses submitted on other than authorized forms or with different terms or provisions may be considered to be non-responsive.

**3. INFORMATION REQUIRED**

Each applicant shall furnish the information required by the RFQ document. The applicant shall sign and return the "Cover Page", "Notice of Disbarment", the "Felony Conviction Notification", and all course submission documents necessary to be considered for inclusion in the TxVSN catalog. A general checklist is provided to guide applicants. Edits or other changes must be initialed by the person signing the documents. Responses signed by an agent are to be accompanied by evidence of authority unless such evidence has been previously furnished to Region 10.

**4. SUBMISSION OF RESPONSES**

Sealed responses shall be submitted in an envelope marked on the outside with the applicant's name and address and the RFQ 2010-08.. Responses must be submitted in sufficient time to be received and date/time stamped at Region 10's Business Office on or before the published date and time shown on the RFQ. Responses received after the published time and date cannot be considered. Fax responses will not be accepted. Three copies of the applicant's responses may be delivered in person or addressed to :

Education Service Center Region 10  
Sue Hayes, Chief Financial Officer  
400 E Spring Valley Rd  
Richardson, TX 75081

- 4.1. Region 10 is exempt from federal excise taxes, state and local sales and use taxes.
- 4.2. Failure to manually sign the response will disqualify it.
- 4.3. Region 10 reserves the right to reject any and all responses and to negotiate portions thereof.
- 4.4. Region 10 reserves the right to select the response containing the best desired outcomes and costs. The applicant shall furnish such additional information that the TxVSN Central Operations may reasonably require.
- 4.5. Responses that address only part of the requirements contained in this Request for Qualifications may be considered non-responsive.
- 4.6. Providers selected must have prior approval from TxVSN Central Operations and Region 10 for all communications and publications utilizing the Region 10, Texas Virtual School Network, or state virtual school name, acronym, and/or trademark.

**5. CONFLICT OF INTEREST**

An applicant is not selected if it has a conflict of interest that will or may arise during the performance of its obligations under the contract. For this reason, the Applicant's response to this RFQ must disclose all business interest and all relationships that could reasonably be considered to pose possible conflicts of interest in the applicant's performance of obligations. In addition, applicants must represent and warrant in its response to this RFQ and in the contract that in the performance of services under the agreement, (1) applicant does not have and will not have any actual or potential conflict of interest, and (2) applicant will take whatever reasonable actions may be necessary and prudent to avoid even the appearance of impropriety.

**6. GENERAL PROVISIONS**

Region 10 is a contractor of the Texas Education Agency for the implementation of the Texas Virtual School Network and must comply with the General Provisions (Attachment E) Applicants agree to comply with these General Provisions as appropriate.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

- 7. MODIFICATION OR WITHDRAWAL OF RESPONSES** Responses may be modified or withdrawn by written notice received by Region 10 prior to the exact hour and date specified for receipt of responses. A response may also be withdrawn in person by an applicant or his authorized representative prior to the RFQ deadline; provided the applicant's identity is made known and he or she signs a receipt for the RFQ.
- 8. OPENING RESPONSES**  
All responses shall be opened, screened and then reviewed as indicated on the timeline.
- 9. PROPRIETARY DATA OR CONTENT**  
Proprietary and confidential information contained in responses shall not generally be open for public inspection, but Region 10's records are a matter of public record. Applicant must designate data or content considered proprietary for the awareness of RFQ reviewers. All response reviewers will complete a Confidentiality & Non-Disclosure Agreement.
- 10. REQUEST FOR QUALIFICATIONS PURPOSE**  
The Texas Virtual School Network (TxVSN) Central Operations at Education Service Center Region 10 is requesting proposals for online dual credit courses from Texas private and public higher education institutions in order to expand its dual credit course offerings. Selected higher education institutions will provide dual credit online courses to eligible students in Texas public school districts and open enrollment charter schools through TxVSN catalog.
- 11. DEFINITIONS**
- 11.1 State virtual school network, Texas Virtual School Network, and TxVSN indicate the system established under Texas Education Code Chapter 30A.
  - 11.2 Provider District, Provider LEA, course provider, or providers are eligible state virtual school network providers as described in Texas Education Code Chapter 30A.
  - 11.3 An electronic course or online course means a course that is a semester in length unless otherwise noted.
  - 11.4 TxVSN Central Operations is Education Service Center Region 10 in partnership with Harris County Department of Education acting under the administrating authority of the Texas Education Agency.
  - 11.5 TxVSN Course Review is Education Service Center Region 4 acting under the administrating authority of the Texas Education Agency.
  - 11.6 Receiver or a receiving district is a Texas public school district or open enrollment charter school that has enrolled students in an online course provided through the TxVSN.
  - 11.7 Successful course completion means that a student has completed all required course activities and assessments with a final grade of 70 or better. Required course activities and assessments are designated by the course provider.
  - 11.8 An examination is an assessment that measures students' mastery of 50% or more of the entire course knowledge, skills, and student expectations.
  - 11.9 TxVSN allotments, state virtual school allotment, or allotment refers to funding legislature in House Bill 3646 of the 81<sup>st</sup> Texas Legislature and codified Texas Education Code § 42.159 and §42.160.
  - 11.10 For the purposes of this document, higher education institution is a Texas public or private higher education institution as defined by TEC §61.003.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

**11. BACKGROUND INFORMATION**

In 2007 the 80<sup>th</sup> Texas Legislature passed Senate Bill 1788, authorizing the Texas Education Agency to establish and administer a state virtual school network to provide education to students through electronic means. An electronic course is defined as a course in which instruction and content are delivered primarily over the Internet; a student and teacher are in different locations for a majority of the student's instructional period; most instructional activities take place in an online environment; the online instructional activities are integral to the academic program; extensive communication between a student and a teacher and among students is emphasized; and a student is not required to be located on the physical premises of a school district or open-enrollment charter school. Senate Bill 1788 was codified in Texas Education Code Chapter 30A which directed the Texas Education Agency to contract with a regional education service center(s) to act as central operations for the network as well as to review courses submitted by a potential providers.

A Request for Proposal (RFP) from the Texas Education Agency identified Region 10 Education Service Center, in collaboration with Harris County Department of Education, as TxVSN Central Operations. TxVSN Central Operations coordinates the course registration and student enrollments; ensures the eligibility of virtual school providers; publishes a list of approved electronic courses; manages reporting requirements, as well as other key functions for the Texas Education Agency.

Region 4 Education Service Center was identified as the TxVSN Course Review entity. Course Review conducts the review of electronic courses to be offered through the TxVSN to ensure that all courses meet or exceed the Texas Essential Knowledge and Skills, as well as, the rigorous online course standards developed by the Southern Regional Education Board and endorsed and adopted by the International Association for K-12 Online Learning (iNACOL).

The Texas Virtual School Network is a clearinghouse for instructor-led, online courses provided by eligible entities as articulated by Texas Education Code Chapter 30A. Texas school districts, open enrollment charter schools, Education Service Centers, and public and private higher education institutions as defined by Texas Education Code §61.003 may apply to Central Operations to provide courses to the network contingent on the successful completion of Course Review. After final approval of courses by the Texas Education Agency based on Course Review results as well as the completion of a Provider agreement with Central Operations, courses are cataloged and available to Texas school districts and open enrollment charter schools. All providers to the TxVSN catalog, regardless of organization type are referred to as "provider districts".

Each teacher of a high school course offered by a provider district through the TxVSN must be certified under Subchapter B, Chapter 21 to teach that course and grade level. Teachers are also required to successfully complete a TxVSN-approved professional development course or its equivalent prior to teaching a course offered through the network. Higher education instructors must meet or exceed the credentialing requirements of the higher education institution.

Texas Education Code Chapter 30A identifies Texas school districts and open enrollment charter school as the entities eligible to enroll students in courses offered through the Texas Virtual School Network. These eligible entities are referred to as "receiver districts". Effective September 1, 2009, House Bill 3646 of the 81st Texas Legislature created a state virtual school allotment to fund courses provided through the TxVSN. When a student successfully completes an online course provided through the TxVSN, the Texas Education Agency (TEA) provides a payment of \$400 per semester course to the course provider and \$80 to the student's district. To qualify for allotment funding the online course must meet a graduation requirement for the student.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

**12. DUAL CREDIT PILOT**

Throughout its first year of operations, TxVSN collected formal and informal feedback on course needs from participating public school districts and open enrollment charter schools. Requests for assistance in providing students with the opportunity to earn the equivalent of 12 hours of college credit while still in high school were collected. Districts specifically asked for ways to increase the availability of dual credit courses in the same way that TxVSN had with Advanced Placement online courses. Districts cited many reasons for needing online dual credit courses including:

- a. In cases in which dual credit course was available at the college location, at the high school, or by videoconferencing, some students needed an asynchronous delivery schedule for flexibility;
- b. the considerable distance from the higher education institution to the high school required travel by either the student or the instructor which limited student participation and/or instructor access;
- c. a small number of higher school students eligible for dual credit made sending a higher education instructor to the high school campus uneconomical or inefficient;
- d. the high school wished to expand dual credit offerings over and above currently available course options in order to meet individual student needs;
- e. tuition and fee associated with dual credit limited participation of eligible students, and
- f. districts did not have a certified high school teacher to provide college ready students with advanced instruction.

As a result, the TxVSN Central Operations and Course Review investigated dual credit options during fall 2008 and spring 2009. Activities included the review of THECB Accountability Data for dual credit and investigation of the Virtual College of Texas, a model similar to the TxVSN. The VCT is a collaborative of Texas community and technical colleges through which students may register at their local colleges to take credit and non-credit distance learning courses from other colleges throughout Texas. Discussions were held with the eLearning Committee of the Texas Association of Community Colleges (TACC) about ways to use the TxVSN to increase access to community college dual credit. School districts were also polled on challenges related to providing dual credit to student. Discussions with colleges included the challenges of online environment such as the time commitment needed to complete a rigorous online course, as well as the need for a pre-assessment of students' readiness for online courses in order to promote success. In addition, integration of higher education and high school process with TxVSN application and registration process; tuition, fees, and funding issues; honoring college service areas, and developing an understanding of dual credit eligibility for district staff and student new to dual credit were identified as key issues.

During the 2009-2010 academic year, the Texas Virtual School Network piloted a modest catalog of dual credit courses. Higher education institution participating in the pilot included Lamar University and University of Texas at Arlington, Angelina College, Howard College, St.Philips of the Alamo Colleges, and Texas State Technical College-Harlingen. The purpose of the pilot was to:

- to identify challenges in delivering dual credit online and then identify solutions;
- to explore ways to integrate the TxVSN model with the Virtual College of Texas (VCT) model; and,
- to develop and refine process for the review of dual credit courses for the TxVSN catalog.

Each pilot university, college, and technical school submitted courses for review and then inclusion in the TxVSN catalog for fall 2009 as well as spring and summer 2010.

Through the review of Provider and Receiver District Focus Groups results, Help Desk logs, and student survey results, TxVSN staff will continue to make recommendations to the Texas Education Agency on the expansion of dual credit providers and courses in the catalog.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

**13. KEY LEGISLATION**

House Bill 3646 of the 81st Texas Legislature was signed in June 2009. It directed the TxVSN to include courses that allow a student to earn college credit or other advanced credit in the catalog. In addition, the bill provided funding for a state virtual school allotment by amending Subchapter C, Chapter 42, Education Code, by adding Sections 42.159 and 42.160. The bill also directed the Texas Education Agency and the Texas Higher Education Coordinating Board to study dual credit programs and courses including the costs to the state, school district, community college, and students. Study recommendations will go to the 82<sup>nd</sup> Texas Legislature on how to provide all students with the opportunity to earn 12 semester credit hours of college credit before graduating from high school, how to ensure efficient use of state resources regarding dual credit programs and courses, and how to promote the ability of students to access quality dual credit courses. Any changes implemented by the 82<sup>nd</sup> Texas Legislature as a result of the study may necessitate the adjustment of TxVSN agreements and award term.

House Bill 2480 broadened existing statute to allow a public junior college to enter into an agreement with a school district, organization, or other person operating a high school, to offer a dual credit course, regardless of whether the high school is located within the service area of the junior college district. A public junior college may enter into such agreement, with respect to a high school located within the service area of another junior college district only if the other junior college district is unable to provide the requested course to the satisfaction of the school district.

**14. COURSE APPROVAL TERM**

Dual credit courses approved by this RFQ shall be approved through August 31, 2012. All continuing approval is subject to legislative authorization and appropriation of funds by the Texas Education Agency as the administrating authority for the Texas Virtual School Network. The Texas Virtual School Network Central Operations at Education Service Center Region 10 may at its own discretion extend any contract awarded pursuant to this RFQ for an additional one-year period through August 31, 2013.

It is not necessary for 2009-2010 dual credit pilot participants to resubmit courses for RFQ # 2010-08 Catalog Review.

**15. FUNDING**

House Bill 3646 of the 81<sup>st</sup> Texas Legislature established a biennium appropriation to fund the state virtual school allotment by amending Section 56, Subchapter C, Chapter 42, Education Code by adding § 42.159 and § 42.160. When a high school student successfully completes a course through the TxVSN, the course provider is eligible for a state virtual school allotment payment of \$400 and the student's district receives a payment of \$80. Each semester on designated snapshot dates, providers of TxVSN course report the number of student successfully completing courses, unsuccessful completions, and incompletes to Central Operations. Each provider will have a secure workspace for reporting student enrollment and completions. The number of successful completions by course provider is reported to the Texas Education Agency Finance Division. Funds are then electronically deposited in the provider's account by TEA Finance. The funding will have a "TxVSN payment" description line tagged to the amount.

**16. TEC 30A DEFINITION OF ELECTRONIC (ONLINE) COURSE:**

TEC Chapter 30A defines an electronic course as a course of study that meets the requirements of §30A.104 and is a course in which:

- a. instruction and content are delivered primarily over the Internet;
- b. student and teacher are in different locations for a majority of the student's instructional period;
- c. most instructional activities take place in an online environment;

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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- d. the online instructional activities are integral to the academic program;
- e. extensive communication between a student and a teacher and among students is emphasized; and,
- f. a student is not required to be located on the physical premises of a school district or open-enrollment charter school.

Both high school and dual credit courses must meet this definition to be included in the Texas Virtual School Network catalog.

**17. TEC 30A COURSE CRITERIA**

A course offered through the Texas Virtual School Network must:

- a. be a specific subject that is part of the required curriculum under Texas Education Code Section 28.002(a);
- b. be aligned with the essential knowledge and skills identified under TEC Section 28.002(c);
- c. be the equivalent in instructional rigor and scope to a course that is provided in a traditional classroom setting during a semester of 90 instructional days; and a school day that meets the minimum length of a school day required under Section 25.082; and,
- d. meet quality-related criteria established by the International Association for K-12 Online Learning in iNACOL *National Standards for Quality for Online Course*. These standards are based on the Southern Regional Education Board (SREB) *Standards for Quality Online Courses*, used by the 16 states in the southern United States and was adopted by iNACOL.

High school and dual credit courses must meet criteria to be included in the Texas Virtual School Network catalog.

**18. DUAL CREDIT COURSES**

Beside course requirements articulated for the TxVSN in TEC Chapter 30A noted above, dual credit courses offered by public two-year colleges must be identified as college level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Coordinating Board, or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Texas Higher Education Coordinating Board. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university. Public colleges and universities may not offer remedial and developmental courses for dual credit.

Online dual credit course submitted for potential inclusion in the Texas Virtual School Network Catalog should:

- a. conform to Rules Applying to All Public Institutions of Higher Education in Texas - Approval of Distance Education Courses and Programs for Public Institutions (Chapter 4, Subchapter P, Sections 4.255 - 4.264); and
- b. maintain the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and School; and,
- c. meet other requirements articulated by the Texas Higher Education Coordinating Board and the Texas Statute and rules.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**19. DUAL CREDIT CATALOG PRIORITIES**

Dual credit courses that fulfill the core curriculum of a public college or university are guaranteed to transfer to any other public college or university in Texas by state law. The TxVSN seeks to increase the number of providers of dual credit courses aligned to 11<sup>th</sup> and 12<sup>th</sup> grade foundation and elective courses required by the Texas Recommended High School Plan and/or the Distinguished Achievement Plan. Dual credit course aligned to the following high school courses are sought:

**English Language Arts**

English III

English IV

**Science**

Chemistry

Physics

Astronomy

Aquatic Science

Environmental Systems

**Social Studies**

World History

World Geography

United States History

United States Government

**Mathematics**

Geometry

Algebra II

Precalculus

**Economics**

Economics

**Speech**

Communications Applications

**Fine Arts**

Art

Music

Theatre

**Physical Education**

Foundations of Personal Fitness

Aerobic Activities

**Electives**

Psychology

Sociology

Health

See Attachment F "Priority Course Listing Details"

**19. RESPONSE REQUIREMENTS**

- a. **Catalog Course Submission:** A minimum of five semesters of dual credit coursework are required for this catalog submission. A course submitted as a response to this RFQ # 2010-08 must map and align to a high school graduation requirement. As result, if the high school course requires two semesters of coursework in order to gain a one credit, then two semesters of comparable dual credit coursework must be provided. If a high school course requires a single semester of high school coursework, then a single semester higher education coursework is needed.

Example: High School *English III* (2 semesters needed for a one credit) = submit Higher Education *English 1301 & 1302*

Note: This is an example only. Actual higher education course numbers may differ.

- b. **Course Review Questionnaire:** As part of the review process, courses will be measured against the *National Standards of Quality for Online Courses* and the TEKS. Due to the nature of some of the criterion in the National Standards, reviewers may not see specific evidence of multiple criterions. Also there may also be instances where the course does not align, or reviewers do not see specific evidence

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

of the course Knowledge and Skills. Complete one questionnaire addressing the catalog of courses submitted to assist the reviewer in documenting the iNACOL National Standards of Quality for Online Courses. (Attachment G).

- c. **Course Access and Submittal Form:** For each course submitted, provided a Course Access and Submittal Form. This document provides reviewers with browser URL, logins and passwords, and other key information necessary to access each course. Course submissions lacking the correct or complete submission data cannot be reviewed. (Attachment H)
  
- d. **Course Alignment Documents:** For each dual credit course proposed for inclusion in the TxVSN catalog, complete a high school course alignment document in the format provided describing location of the high school Texas Essential Knowledge and Skills and Student Expectations. The fourth column labeled "TEKS Alignment Evidence" is completed by the higher education institution. Reviewers will verify alignment based on data provided and enter findings in the fifth column. (Attachment I) Alignment documents for courses noted in #18 will be available for download at <http://www.region10.org/news/newsatregion10.html>.

Considerations:

- i. **Science Courses:** All science course submissions must include a completed Science Field and Laboratory Investigations document. The Texas Essential Knowledge and Skills for Science require high school courses to have field experience and field work. A minimum of 40% of instructional time must be spent in laboratory and field work. (19 TAC, Chap 74.3.) A combination of on-campus or off-campus field work, field investigations, and virtual labs are needed. Science courses must incorporate both content and lab and field investigations in a "lecture + lab" format. (Attachment J)
  
- ii. **Physical Education Courses** require that, on a weekly basis, at least 50 percent of the physical education class be used for actual student physical activity and that the activity be, to the extent practicable, at a moderate or vigorous level (§28.002). A physical education course syllabus should indicate how such activity is documented by the instructor.
  
- iii. **Privacy Policy and Confidentiality:** The higher education institution's Privacy Policy and Confidentiality Statement must be readily available and highly visible in the course itself.
  
- iv. **Course Syllabus:** A course syllabus often contains key information to assist reviewers in the verification of alignment and standards; as a result, a current course syllabus for each semester should be readily available and highly visible in the course itself.
  
- v. **Provider District Agreement:** Each higher education institution will complete and sign the Provider District LEA Agreement for Higher Education Institutions (Attachment K) on or before August 12, 2010 in order to be recommended to the Region 10 Board. A copy of the agreement signed by designated TxVSN staff will be returned after the August 25, 2010 Region 10 Board Meeting. Careful review of the agreement is recommended.

**20. REVIEW PROCESS**

Each proposal will be screened upon receipt to determine if all proposal requirements are present and that data is in the required format. It should be noted that incomplete proposals will not be forwarded for Team Review, so detailed and complete documentation in the required format must be provided. Once screened,

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

a cadre of experienced reviewers will access the online course using data provided in the Course Access and Submission form. The reviewers will refer to data populated by the proposer to in the fourth column of the TEKS Alignment documents to verify that each course is 100% TEKS aligned. The Course Review Questionnaire assists reviewers with the verification of the iNACOL National Standards. For this reason it is recommended that only those courses that have a high correlation to the TEKS and the iNACOL National Standards be submitted as a response to this RFQ.

Review Team facilitators may contact designated technical support and project contacts if information is needed to complete a review that was not requested in this RFQ. It is recommended that the contacts be available during this period. In addition, Review Team facilitators may contact designated technical support or project contacts if information is needed to clarify final review data prior to making a recommendation to the Region 10 Board. It is recommended that the contacts or a designee be available during this period. For this reason 3 contacts are requested on the Cover Page. Courses not recommended for RFQ #2010-08 may be resubmitted in the next RFQ.

Documents noted in this section will be available for download at <http://www.region10.org/news/newsatregion10.html> from May 24 through June 21, 2010 at 4:30 PM. All forms are subject to revision and should not be retained past the RFQ deadline data

## RESPONSE Format and Content

### A. Response Format

Any narrative responses must be typewritten, double-spaced and single-sided, with margins of at least one inch on 8.5"x 11" paper. Font size must be no smaller than 10-point (Times Roman suggested), and width between characters should be normal (100%). Responses should be stapled in the top left corner or bound. Responses must be submitted in a manner which does not carry any benefit, keepsake, or value for reviewers.

### B. RESPONSE CHECKLIST

This checklist is to assist applicants in ensuring that all information is included in their response. Applicants must refer to the appropriate section of the RFQ for detailed information on the following:

- RFQ Cover Sheet (Attachment A)
- Notice of Intent to Respond / Request for Informational Webinar Link (Attachment B)
- Felony Conviction Notice (Attachment C)
- Certification Regarding Debarment (Attachment D)
- General Provisions (Attachment E)
- Detailed Course Listing- Information only (Attachment F)
- TxVSN Course Review Questionnaire-one for the catalog (Attachment G)
- TxVSN Course Review Submittal Form - one per course (Attachment H)
- TxVSN Course Alignment Document –one per course (Attachment I)
- TxVSN Science and Field Investigations Form– Science Courses Only (Attachment J)
- TxVSN Higher Education Agreement- (Attachment K)

**Failure to return all information on the checklist as directed may disqualify the response. All forms are subject to revision and should not be retained. Electronic versions of these documents are available for download at <http://www.region10.org/news/newsatregion10.html> from May 24 through June 21, 2010 at 4:30 PM.**

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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19. Timeline:

Date / Time	Activity	Note
May 24, 2010	RFQ 2010-08 Released	
June 3, 2010 10:00 –Noon CDT	Informational Webinar	Must submit Notice of Intent to Apply to receive URL for this webinar.
June 21, 2010 at 4:30 PM CDT	Responses Due by 4:30 PM CDT	Education Service Center Region 10 Sue Hayes, Chief Financial Officer 400 E Spring Valley Rd Richardson, TX 75081
June 22-25, 2010	Response Screening	Submissions screened to determine if all RFQ requirements are present.
June 28-July 2, 2010	Team Review	Review Team facilitators may contact designated technical support and project contacts if information is needed to complete a review that was not specified in this RFQ. It is recommended that the contacts be available during this period.
July 12-23, 2010	Results Compilation and Follow-up	Review Team facilitators will compile review results. Review Team facilitators may contact designated technical support and project contacts if information is needed to clarify review data. It is recommended that the contacts or designee be available during this period.
July 26-August 9, 2010	Catalog entry overview and provider processes webinars	Optional overview of how to enter course in TxVSN catalog and how provider processes work.
August 12, 2010	Deadline for signed Provider Agreement returned	Education Service Center Region 10 Barbara Smith, TxVSN 400 E Spring Valley Rd Richardson, TX 75081
August 25, 2010	Region 10 Board Meeting	Courses Live

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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(FORMAT FOR COVER SHEET)

TITLE OF PROPOSED PROJECT: Dual Credit Courses for the Texas Virtual School Network (TxVSN)

RESPONDENT ORGANIZATION: (Name, address, zip of organization submitting response>

RESPONDENT ORGANIZATION IDENTIFICATION NUMBER: (Show respondent organization's Federal Employer's Identification Number If respondent organization is a corporation or if individual is incorporated, the charter number of respondent organization or individual must also be shown.)

RESPONSE DEVELOPED BY: (Name, position, email, and telephone number of person responsible for development of response)

PROJECT CONTACT (Name, position, email, and telephone number of person to be in charge of project including curriculum and catalog delivery.)

TECHNICAL CONTACT (Name, position, email, and telephone number of person to be contacted concerning technical specifications of the course(s)

ALTERNATE CONTACT Name, position, email, and telephone number of person to be contacted if TxVSN is unable to reach the project and technical contact.

RESPONSE TRANSMITTED BY: (Name, position, and telephone number of official committing the respondent organization to the proposed project)

CONTAINS PROPRIETARY INFORMATION:  (Check this box, if the response being submitted contains proprietary or confidential information.)

ACCEPTANCE OF TERMS AND CONDITIONS:  We hereby accept by the submission Terms and Conditions within

PROVIDER AGREEMENT  We have reviewed the TxVSN Higher Education Provider Agreement and actions are underway to acquire signature by the deadline, or  
 We have reviewed the TxVSN Higher Education Provider Agreement and a copy with original signature is attached.

DATE SUBMITTED: (Date response is submitted to TxVSN Central Operation at Region 10)

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SIGNATURE OF CONTRACTING OFFICER

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**ATTACHMENT B**

NOTICE OF INTENT TO RESPOND / REQUEST FOR APPLICANTS' WEBINAR LINK

Dual Credit Courses for the Texas Virtual School Network

Please submit this Notice by email or fax as soon as possible after receipt of the RFO, but no later than TUESDAY JUNE 1, 2010 at 4:30 PM CDT to:

Barbara Smith, TxVSN  
EMAIL: [barbara.smith@region10.org](mailto:barbara.smith@region10.org)  
FAX (972) 348-1441

Name of Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Phone Number: (    ) \_\_\_\_\_ FAX: (    ) \_\_\_\_\_

**Select one:**

- Please fax the Applicant's Webinar information to the number above
- Please email Applicant's Webinar information to the email address above

- Filing of this notice will assist the TxVSN Central Operations to anticipate volume of proposals for review.
- Filing this notice in no way binds the organization to submit a response.
- Applicants who do not file this notice are still eligible to submit a response; however, will not have access to the URL link to participate in the live Applicant's Webinar. A recording of the Applicant's Webinar will be posted at [www.region10.org/news/newsatregion10.html](http://www.region10.org/news/newsatregion10.html)

Please submit this Notice by email or fax as soon as possible after receipt of the RFO, but no later than TUESDAY JUNE 1 2010 at 4:30 PM CDT to:

Barbara Smith, TxVSN  
EMAIL: [barbara.smith@region10.org](mailto:barbara.smith@region10.org)  
FAX (972) 348-1441

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**ATTACHMENT C**

FELONY CONVICTION NOTICE  
RFQ #2010-08

Senate Bill 1 passed by the State of Texas Legislators, Notification of Criminal History, Subsection (a) states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or owner or operator of the business entity has been convicted of a felony." The notice must include a general description of the conduct resulting in the conviction of a felony.

Subsection (b) states, "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

I, the undersigned agent for the firm named below, certify that the following, statement signed by me, concerning notification of felony convictions and all information provided therein is complete and true to the best of my knowledge.

COMPANY NAME: \_\_\_\_\_  
(Type or print)

AUTHORIZED COMPANY  
OFFICIAL'S NAME: \_\_\_\_\_  
(Type or print)

Please complete and sign the appropriate statement below.

A. My firm is a publicly held corporation; therefore, this reporting requirement is not applicable.

Signature of Company Official: \_\_\_\_\_ Date: \_\_\_\_\_

B. My firm is not owned nor operated by anyone who has been convicted of a felony.

Signature of Company Official: \_\_\_\_\_ Date: \_\_\_\_\_

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony:

Name of Felon: \_\_\_\_\_  
(If more than one, list on back of this sheet):

Felony Conviction (brief explanations): \_\_\_\_\_  
(If more than one, list on back of this sheet):

Signature of Company Official: \_\_\_\_\_ Date: \_\_\_\_\_

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**ATTACHMENT D**

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION**

In accordance with Executive Order 12549 DEBARMENT AND SUSPENSION, the prospective vendor certifies by submission of this response, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency.

Where the prospective applicant is unable to certify to any of the statements of this certification, such prospective participant shall attach an explanation to this Quote.

The certification in this clause is material representation of the fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective applicant knowingly entered an erroneous certification, in addition to other remedies available to the Federal Government, Education Service Center Region 10 may pursue any and all available remedies, including suspension and/or debarment.

Additionally, the prospective vendor shall provide immediate written notice to the person to whom this response is submitted if at any time the prospective applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

The prospective vendor agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any transactions with a person or firm who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by Education Service Center Region 10.

Except for transactions authorized under the previous paragraph, if a prospective applicant in a covered transaction knowingly enters into a transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in the transaction, in addition to other remedies available to the Federal Government, Education Service Center Region 10 may pursue and all available remedies, including suspension and/or debarment.

Potential Vendor /Organization Name: \_\_\_\_\_

Title of Authorized Representative: \_\_\_\_\_

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

Signature: \_\_\_\_\_

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**ATTACHMENT E – GENERAL PROVISIONS**

Proposer expressly makes the following specific affirmations in response to this RFQ:

- A. Proposer understands that any response or bond signed by an agent or attorney-in-fact shall be accompanied by evidence of authority.
- B. Proposer understands that any response may be withdrawn in writing prior to the date and time set for receipt of responses. Any response not so withdrawn shall constitute an irrevocable offer, for a period of 90 days from the RFQ closing date, to provide the commodity or service set forth in the attached specifications, or until a selection has been made by the agency.
- C. Proposer has fully complied with all of the terms and conditions for submission of response expressly stated throughout this RFQ.
- D. Proposer has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or services to a public servant in connection with the submitted response or bid.
- E. Neither Proposer or the firm, corporation, partnership, limited liability company, or other business entity represented by Proposer, or anyone acting for such firm, corporation, partnership, limited liability company, or other business entity has violated the antitrust laws of this State or the Federal Antitrust Laws, nor communicated directly or indirectly the response or bid made to any competitor or any other person engaged in such line of business.
- F. Pursuant to Section 2155.004 of the Texas Government Code, Proposer has not received compensation for participation in the preparation of the specifications for this RFQ or Invitation for Bid. Proposer certifies that the individual or business entity named in its response, bid, or contract is not ineligible to receive the specified contract and acknowledges that any contract awarded from this RFQ may be terminated and payment withheld if this certification is inaccurate.
- G. Proposer certifies compliance with section 669.003 of the Texas Government Code, relating to contracting with a former executive head of a state agency. If this provision of the Government Code applies, Proposer shall provide the following information in order for the response to be evaluated: (a) Name of the former executive, (b) name of the state agency where that executive worked, (c) date of separation from that agency, (d) that former executive's current position with the proposing business entity, and (e) the beginning date of employment with the proposing business entity.
- H. Pursuant to Section 231.006(c) of the Texas Family Code, the response includes the names and social security numbers of each person with at least a 25% ownership of the business entity submitting the response or bid. If this information is not included in the response, it will be provided prior to execution of any contract resulting from this RFQ.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

**ATTACHMENT E – GENERAL PROVISIONS CONTINUED**

- I. Pursuant to Section 2252.901 of the Texas Government Code, Proposer certifies that it is not a former employee of TEA or that Proposer has not been an employee of TEA for twelve (12) months prior to the beginning date of any contract awarded from this RFQ.
- J. Proposer must make full disclosure of intent to employ any subcontractor who is a former employee/retiree of TEA. Within the first twelve months of leaving employment at TEA, a former employee/retiree selected by the Proposer for a subcontract, shall not perform services on a project or fill a position that the former employee/retiree worked on while employed at TEA. [TX Govt. Code § 2252.901](#)
- K. No public disclosures or news releases pertaining to this RFQ shall be made without prior written approval of TxVSN Central Operations at ESC Region 10.
- L. Terms and conditions beyond those stated in this RFQ may be grounds for disqualification of a submitted response. TxVSN Central Operations at ESC Region 10 will have sole discretion to consider for inclusion any terms and conditions not stated in this RFQ.
- M. Proposer must comply with any additional School District laws, rules, or policies determined by the School District to gain access to the individual campus etc.
- N. Contingency: The Project including any extensions are executed contingent upon the availability of appropriated funds by legislative act. Notwithstanding any other provision in this RFQ or any other document, this Project is void upon the insufficiency or unavailability of appropriated funds.
- O. Indemnification: For local educational agencies (LEAs), regional education service centers (ESCs), institutions of higher education (IHEs), and state agencies: Contractor, to the extent permitted by law, shall hold ESC Region 10 and the Texas Education Agency harmless from and shall indemnify ESC Region 10 against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor in performance of the Contract Project.  
For all other contractors, subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold ESC Region 10 and the Texas Education Agency harmless from and shall indemnify ESC Region 10 and the Texas Education Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor in performance of the Contract Project.
- P. Subcontracting: Evaluator shall not assign or subcontract any of its rights or responsibilities under this Contract without prior formal written notice to ESC Region 10.
- Q. Sanctions for Failure to Perform or for Noncompliance: If the applicant fails or refuses for any reason to comply with or perform any of its obligations under this Approved Vendor List, ESC Region 10 may impose such sanctions as it may deem appropriate. Any cancellation,

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

**ATTACHMENT E – GENERAL PROVISIONS CONTINUED**

termination, or suspension of this Contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from ESC Region 10.

- R. Approved Catalog Cancellation: If ESC Region 10 cancels, terminates, or suspends any approved programs(s) prior to the expiration date identified in this RFQ, the school districts will be notified immediately and the contractor shall work with Region 10 to complete service for enrolled students.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

**ATTACHMENT F – DETAILED COURSE LISTING**

<b>English Language Arts</b>	<b>PEIMS</b>	<b>Semesters</b>	<b>Notes</b>
English III	03220300	2	Must cover composition and American literature content
English IV	03220400	2	Must cover composition and British literature content
<b>Mathematics</b>	<b>PEIMS</b>	<b>Semesters</b>	<b>Notes</b>
Geometry	03040000	2	
Algebra II	03100600	2	
Pre-Calculus	03101100	2	
<b>Science</b>	<b>PEIMS</b>	<b>Semesters</b>	<b>Notes</b>
Biology	03010200	2	High School Science courses include hands-on labs which can be completed outside of a laboratory setting. 40% of instructional time must include hands-on field and laboratory investigations
Chemistry	03040000	2	High School Science courses include hands-on labs which can be completed outside of a laboratory setting. 40% of instructional time must include hands-on field and laboratory investigations
Physics	03050000	2	High School Science courses include hands-on labs which can be completed outside of a laboratory setting. 40% of instructional time must include hands-on field and laboratory investigations
Astronomy	03060100	2	High School Science courses include hands-on labs which can be completed outside of a laboratory setting. 40% of instructional time must include hands-on field and laboratory investigations
Aquatic Science	03030000	2	High School Science courses include hands-on labs which can be completed outside of a laboratory setting. 40% of instructional time must include hands-on field and laboratory investigations
Environmental Systems	03020000	2	High School Science courses include hands-on labs which can be completed outside of a laboratory setting. 40% of instructional time must include hands-on field and laboratory investigations
<b>Social Studies</b>	<b>PEIMS</b>	<b>Semesters</b>	<b>Notes</b>
World History	03340400	2	
World Geography	03320100	2	
United States History	03340100	2	Period covered - US History Since Reconstruction
United States Government	03330100	1	
<b>Economics</b>	<b>PEIMS</b>	<b>Semesters</b>	<b>Notes</b>
Economics with Emphasis on the Free Enterprise System	03310300	1	High School content generally aligns with Post Secondary Macroeconomics course High School content generally aligns with Post Secondary Macroeconomics course

**Texas Virtual School Network Central Operations at  
 EDUCATION SERVICE CENTER REGION 10  
 REQUEST FOR QUALIFICATIONS #2010-08  
 Dual Credit Courses for the Texas Virtual School Network**

<b>Physical Education</b>	<b>PEIMS</b>	<b>Semesters</b>	<b>Notes</b>
Foundations of Personal Fitness	03810100	2	Course Provider must ensure that students' physical activity is documented
Aerobic Activities	03840103	2	Course Provider must ensure that students' physical activity is documented
<b>Speech</b>	<b>PEIMS</b>	<b>Semesters</b>	<b>Notes</b>
Communications Applications	03241400	1	
<b>Fine Arts</b>	<b>PEIMS</b>	<b>Semesters</b>	<b>Notes</b>
Art I	03500100	2	Art History / M3503300
Music I History	03152900	2	
Theatre Arts I	03250100	2	
<b>Electives</b>	<b>PEIMS</b>	<b>Semesters</b>	<b>Notes</b>
Psychology	03350100	1	
Sociology	03370100	1	
Health	03810100	1	

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**ATTACHMENT G COURSE REVIEW QUESTIONNAIRE**

Provider District,

As part of the review process, your course will be measured against the *National Standards of Quality for Online Courses* and the TEKS. Due to the nature of some of the criterion in the National Standards, reviewers will not see specific evidence of multiple criterions. As pertaining to the TEKS, the online course content alone may not show 100% alignment. At times, the course instructor rounds out and completes the instruction to ensure TEKS alignment. To give you the greatest opportunity to address these specific areas of the review process, we ask that you complete and submit this questionnaire about the courses selected for review.

**Important: If you have not already done so, please also submit any documentation you, as a provider district, may have of TEKS Alignment or Correlation for this specific course.**

Provider District Name:

Course Name:

**Instructions:** Please complete Parts 1 & 2 in support of the specific course listed above. Allow this document to expand as you type. You may reference and include URL/web address links in this document to simplify the communication. Each question is followed by a standards number referencing the [National Standards Supplemental Document](http://txvsn.org/Portals/0/CourseStandardsSupplement.pdf) to clarify the following questions. (<http://txvsn.org/Portals/0/CourseStandardsSupplement.pdf>)

**Part 1: National Standards**

**1) Briefly describe learning resources and materials to increase student success that are available to students before the course begins. (NS A6) (e.g., LMS instructions, orientation, guidance documents)**

[type here]

**2) Is information provided to students, parents and mentors on how to communicate with the online teacher and course provider, including information on the process for these communications? (NS A9)**

[type here]

**3) Are instructor resources and notes included in the course but hidden from student view? (NS A13)**

[type here]

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

**ATTACHMENT G COURSE REVIEW QUESTIONNAIRE CONTINUED**

4) Do students have access to resources that enrich the course content? (NS B16)

[type here]

5) Do assessment materials provide the teacher with the flexibility to assess students in a variety of ways? Briefly describe. (NS C5)

[type here]

6) Are grading rubrics and models of partially to fully completed assignments provided to the teacher? (NS C6)

[type here]

7) Does the course architecture permit the online teacher to add content, activities and assessments to extend learning opportunities? (NS D1)

[type here]

8) May the course accommodate multiple school calendars; e.g., block, 4X4 and traditional schedules? (NS D2)

[type here]

9) Is the Learning Management System SCORM (or other internationally recognized interoperability standard) compliant? (NS D8 & D9)

[type here]

10) Do any online textbooks used in this course meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials? (NS D11)

[type here]

11) Does the course provider offer the course teacher, school coordinator assistance with technical support and course management? Briefly describe how this procedure works. (NS D12)

[type here]

12) Does the course provider offer orientation training? List the basic objectives of the training. (NS D13) [type here]

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

**ATTACHMENT G COURSE REVIEW QUESTIONNAIRE CONTINUED**

13) Are the results of peer review and student evaluations of the course available to the receiving district upon request? (NS E1)

[type here]

14) In what ways does the course provider assess course effectiveness? (NS E2)

[type here]

15) Is the course evaluated regularly for effectiveness, and findings used as a basis for improvement? How often is course evaluated? (NS E3)

[type here]

16) How often is the course updated to ensure timeliness? (NS E4)

[type here]

17) Does the instructor for this online course have academic credentials in the field in which he or she is teaching and been trained to teach online? (NS E6)

[type here]

18) Does student information remain confidential, as required by the Family Educational Rights and Privacy Act (FERPA)? (NS E7)

[type here]

**Comments:** Use the space below to list additional information you believe would be important for reviewers to know when conducting the review against the National

**Standards of Quality for Online Courses.** (e.g., netiquette, expected online behavior of participants, 21<sup>st</sup> Century Skills)

[type here]

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

**ATTACHMENT G COURSE REVIEW QUESTIONNAIRE**

**Part 2: TEKS Alignment**

Reviewers are searching courses to find evidence of the Texas Essential Knowledge and Skills being taught. Even with a provided correlation document, there may be instances where the course does not align, or reviewers do not see specific evidence of the Knowledge and Skills being addressed. Use the space below to provide an explanation of areas where the instructor or provider district augments the course to ensure 100% TEKS alignment. (e.g., Discussion forum to supplement TEKS alignment or a special instructor assigned project to apply content learned)

[type here]



**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

**ATTACHMENT H – TxVSN COURSE REVIEW AND SUBMITTAL FORM CONTINUED**

**Course Interaction**

The definition of a TxVSN “electronic course” means a course in which extensive communication between a student and a teacher and among students is emphasized.

Extensive communication is addressed by required interactions in the course. A minimum of two types of student-teacher interaction and a minimum of two type of student-student interaction is sufficient.

Required interaction infers that the interaction is part of the student grade and that it must be clear how the student will be graded. For example, if the interaction is a discussion forum, there should be a rubric of how the student will be graded which includes interaction with other student postings. If the interaction is a scheduled chat session or webinar, the student is required to attend and participate in the session.

Which types of instructor-student interactions are required:

<input type="checkbox"/> Blogs	<input type="checkbox"/> Discussion forums with instructor participation (more than the original posting)	<input type="checkbox"/> Podcasts
<input type="checkbox"/> Scheduled chat sessions	<input type="checkbox"/> Webinars	<input type="checkbox"/> Wikis
Other:		

Which types of student-student interactions are required:

<input type="checkbox"/> Blogs	<input type="checkbox"/> Collaborative Projects/Assignments	<input type="checkbox"/> Discussion forums with a requirement to respond to at least one other student posting
<input type="checkbox"/> Group Presentations	<input type="checkbox"/> Peer Review/Editing	<input type="checkbox"/> Podcasts
<input type="checkbox"/> Scheduled chat sessions	<input type="checkbox"/> Webinars	<input type="checkbox"/> Wikis
Other:		

Name of person supplying this information: \_\_\_\_\_ Phone: \_\_\_\_\_

All information provided on this form is correct and complete.

By submitting this form, the provider district listed above is agreeing to provide this course if **Approved** or **Approved With Modifications** through the Texas Virtual School Network. A course receiving a rating of **Not Approved Major Modifications** will be revised and resubmitted for a full review.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

---

**Attachment I – TEKS ALIGNMENT DOCUMENTS FOR PRIORITY COURSES  
AVAILABLE FOR DOWNLOAD AT  
<http://www.region10.org/news/newsatregion10.html>**

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

**ATTACHMENT J – SCIENCE AND FIELD INVESTIGATION FORM**

**Science Field and Laboratory Investigations  
Course Review Documentation**

<b>Purpose of Form</b>	The Texas Administrative Code requires all science courses taught in the State of Texas to be 100% aligned with the Texas Essential Knowledge and Skills (TEKS). All secondary science TEKS begin with the expectation that students will spend at least 40% of instructional time conducting field and laboratory investigations using safe, environmentally appropriate, and ethical practices. Provider Districts submitting online science courses to TxVSN Course Review will complete this form in describing each field or laboratory investigation.
<b>State Requirement</b>	This requirement comes from Texas Administrative Code (TAC), Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter C, High School  <u>Note:</u> Beginning in school year 2010-2011, the 40% laboratory and field requirement will also apply to Subchapter B, Middle School.
<b>Science TEKS Addressed</b>	For all high school science courses:  (1) Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to: (A) demonstrate safe practices during field and laboratory investigations; and (B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.  (2) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to: <i>(the following student expectations vary depending on science course, therefore they are not lettered)</i> - plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology; - make quantitative observations and measurements with precision; - collect data and make measurements with precision; - express and manipulate chemical quantities using scientific conventions and mathematical procedures such as dimensional analysis, scientific notation, and significant figures; - organize, analyze, evaluate, make inferences, and predict trends from data; - graph data to observe and identify relationships between variables; - read the scale on scientific instruments with precision; and - communicate valid conclusions.  <u>Note:</u> The current science TEKS listed above are in effect through school year 2009-2010. Newly adopted science TEKS will be implemented beginning in school year 2010-2011.
<b>Safety Guidelines</b>	In reference to science TEKS (1)(A), each field and laboratory investigation must contain applicable safety guidelines and procedural instructions for the student and responsible adult to safely handle materials and conduct the investigation. Safety guidelines and procedural instructions must be prominently listed in the course introduction, course overview, or units of study.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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## ATTACHMENT J – SCIENCE AND FIELD INVESTIGATION FORM CONTINUED

### Descriptions of Field or Laboratory Investigations

#### Hands-on Investigations

**Kitchen Lab** - A hands-on “kitchen science” lab should include a clear purpose with stated objectives, safety precautions, materials list, procedures, variables, analysis and an assessment. The outcome of the investigation should be tangible. Students should not be able to generate results without actually doing the lab. Materials are generally found at home and are provided by the student. Labs are supervised by adults, as appropriate.

**Wet Lab** - A hands-on wet lab usually includes a professionally developed kit containing science materials, instruments, guides/directions, and reporting tools. The wet lab should include a clear purpose with stated objectives, safety precautions, materials list, procedures, variables, analysis, and an assessment. The outcome of the investigation should be tangible. Students should not be able to generate results without actually doing the lab. Materials are generally shipped to the student. Labs are supervised by adults, as appropriate.

**Field Investigation** - Field investigations usually refer to students gathering physical evidence or data from the natural world in which they live. Students are directed to study, hypothesize, evaluate, or report on their evidence or findings and use them to substantiate the learned concepts in the science course. Students may collaborate with a community-based organization in completing a field investigation.

**Virtual Investigation** - A virtual field or lab investigation can consist of **interactive** simulations, animations, online manipulatives, etc. It should include a clear purpose with stated objectives, materials, procedures, variables, analysis, and some form of assessment. Assessment examples include: quiz, journal, graph, lab report, presentation, etc. **Virtual Labs conducted 100% in an online environment are not considered “hands-on” and do not count towards the 40% requirement.**

**Blended Hands-on/Virtual Investigation** - A blended investigation includes both hands-on and virtual activities. In order for the entire lab or field investigation to count towards the 40% “hands-on” requirement, the blended investigation must include a physical (hands-on) component that provides opportunities for students to interact directly with the material world, using the appropriate tools, data collection techniques, models, and theories of science. A blended investigation may be sequenced in a variety of ways. For example, a virtual pre-lab could be followed by a hands-on investigation, or a hands-on pre-lab could be followed by a virtual investigation.

#### Examples of Field or Laboratory Investigations That May Be Counted Towards the 40% Hands-on Requirement

##### Example 1

Name of Investigation: Effects of Temperature and Pressure on Gas Volume

Type of Investigation: Hands-on

Science TEKS Addressed: Chemistry 7.A

The student knows the variables that influence the behavior of gases. 7.A Describe interrelationships among temperature, particle number, pressure, and volume of gases contained within a closed system.

What—Summary of Investigation: Students hypothesize and investigate the effects of temperature and pressure variables on the volume of gas. Students use dependent and independent variables to control, analyze, and chart outcomes.

Why—Learning Outcome: Students discover the relationship between the temperature of the water and the expansion/contraction measurement of the balloon. Students create a hypothesis, test the hypothesis, graph and analyze the results.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**ATTACHMENT J – SCIENCE AND FIELD INVESTIGATION FORM CONTINUED**

How—Procedural Steps: The students fill water containers with different temperature of water. Students make hypothesis about what will happen to an air filled balloon as it is placed in different temperatures of water. Students submerge the balloon in each container for a specific amount of time and then measure the changes in balloon circumference. Students design a graph to show data changes to the balloon. Students chart and graph data and communicate results and validate hypothesis.

Explanation of Field/Lab Safety Precautions: *Burn Hazard. Care must be taken when handling containers of hot water.*

Materials: balloons, Pyrex or other heat-safe water containers, water at different temperatures, splash-proof goggles, aprons, heat source, metric measuring tape, graph paper

Variables: water temperature, volume of air in balloon, type of balloons

Assessment: none

Time Needed to Complete Activity: 45 minutes

**Example 2**

Name of Investigation: Effects of Friction on a Moving Object

Type of Investigation: Hands-on

Science TEKS Addressed: Integrated Physics and Chemistry (4) (C)

(4) The student knows concepts of force and motion evident in everyday life. (C) analyze the effects caused by changing force or distance in simple machines as demonstrated in household devices, the human body, and vehicles.

What—Summary of Investigation: – Students hypothesize and investigate the changes in the motion of a moving object, such as a toy car, that occur when differing amounts of net force, total mass and friction act on the toy car. Students use dependent and independent variables to control, analyze, and chart outcomes.

Why—Learning Outcome: – Students discover the relationship between the net force (gravity), friction, and mass on a moving object. Students create a hypothesis, test the hypothesis, design and complete a data table, and analyze the results.

How—Procedure: Students set up the ramp or track at various heights and use various textures on the track to act as friction on the toy car. Students make predictions as to the effects of the textures and heights of the ramp on the distance the car will travel. After conducting multiple trials with dependent and independent variables, the students determine how to chart, graph, or communicate their findings and analyze the data.

Explanation of Field/Lab Safety Precautions: NA

Materials: – toy cars, track/ramp, carpet, sand, adhesive tape, measuring tape, graphing paper

Variables: – height of ramp/track, surface material of track, different weighted toy cars

Assessment: NA

Time Needed to Complete Activity: 45 minutes

**Example 3**

Name of Investigation: Water Quality Monitoring

Type of Investigation: Blended (Blend Field and Virtual)

Science TEKS Addressed: Chemistry (12) (C)

The student knows the factors that influence the solubility of solutes in a solvent. The student is expected to: Evaluate the significance of water as a solvent in living organisms and in the environment.

What—Summary of Investigation: Students collect data on water in a local stream, lake, or river and exchange online data with other students/researchers, preferably monitoring within the same watershed. Students hypothesize reasons for variations in data, set up, and carry out investigations to determine variations.

Why-- Learning Outcome: Students collect data and make measurements with accuracy and precision and describe the unique role of water in chemical and biological systems.

How—Procedure: Students learn protocols for collecting data on pH, dissolved oxygen, temperature, nitrates, and turbidity. Samples are collected and analyzed. Students log on to statewide database website, such as the Texas Watch Stream Team, to validate and compare their data with other monitors. Students develop hypothesis on reasons for variability of data, and conduct investigations to test their hypotheses.

Explanation of Field/Lab Safety Precautions: Adhere to Severe Weather Safety Guidelines,

Materials: water test kit, internet, plastic glove, sunscreen and hat, if needed.

Variables: NA

Assessment: NA

Time Needed to Complete Activity: 1-2 hours, depending upon location of collection site.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**ATTACHMENT J – SCIENCE AND FIELD INVESTIGATION FORM CONTINUED**

**Example 4**

Name of Investigation: Comparing pH of Common Substances

Type of Investigation: Blended – (Virtual and Kitchen Lab)

Science TEKS Addressed: IPC 6E

What – Summary of Investigation: Students determine the pH of several household substances by using their own indicator. Students calculate the hydrogen ion concentration for several substances.

Why – Learning Outcomes: Students understand the concept of relative pH and its implications to household products.

How – Procedural Steps: Students use the internet to research how to use red cabbage as a pH indicator. Students create their own indicator solution using red cabbage. Students develop a relative pH scale and test simple household substances to determine their pH. Examples of household substances include white vinegar, lemon juice, detergent solutions, baking soda solution, and tap water.

Explanation of Field/Lab Safety Precautions: Students need to wear safety goggles as they test the pH of difference substances. Students should also be cautioned not to contaminate the various solutions.

Materials: internet, red cabbage, water, transparent containers, various household substances.

Variables: None

Assessment: After the investigation, students are given three unknown solutions. Students determine the relative pH of each unknown solution, and calculate the hydrogen ion concentration of each solution.

Time Needed to Complete Activity: 90 minutes

**Examples of Field or Laboratory Investigations That May NOT Be Counted towards the 40% Hands-on Requirement**

**Example 1**

Name of Investigation: Environmental Effects on Plant Growth

Type of Investigation: Hands-on

Science TEKS Addressed: Biology 10B

What – Summary of Investigation: Students observe the growth of a single plant. Students measure and describe plant growth on a periodic basis.

What - Learning Outcomes: Students will measure and report plant growth.

How – Procedural Steps: The student plants one seed in one pot and places it in an environment of their choosing. Adding water to the pot at predetermined intervals, the student spends the next few weeks taking plant measurements and recording growth. The student reports total growth at the end of a specified time.

Explanation of Field/Lab Safety Precautions: None

Materials: plant seed, pot, soil, water, sunlight, measuring instrument

Variables: None

Assessment: After the investigation, students present an oral report based on the observable data collected.

Time Needed to Complete Activity: Variable times, throughout a four week period.

Note: Why this may not be counted towards the 40% hands-on requirement – This activity has very limited scientific inquiry. This activity demonstrates plant growth and requires limited hands-on activity by the student. The student is only following specific directions and reporting measurements. Multiple plants are needed to study various treatments or environments.

**Example 2**

Name of Investigation: Effects of Temperature and Pressure on Gas Volume

Type of Investigation: Virtual

Science TEKS Addressed: Chemistry 9A

What – Summary of Investigation: Students observe the effects of temperature and pressure on the volume of gas.

What – Learning Outcomes: Students observe volume changes based on pressure and temperature adjustments during simulation. The variables of the combined gas law are explored.

How – Procedural Steps: Students access web site and start simulation with a start button. The computer simulation pushes a piston down to apply pressure to a gas trapped in the chamber. The computer stops the piston movement and displays the pressure of the gas in the chamber. The measurement data is automatically populated in a graph and a chart is created on the screen. Students do the same for temperature settings in the simulation. The student answers a few questions about what they saw.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**ATTACHMENT J – SCIENCE AND FIELD INVESTIGATION FORM CONTINUED**

**Example 4**

Explanation of Field/Lab Safety Precautions: None

Materials: computer, internet connection, gas volume simulation web site, word processor

Variables: amount of pressure applied to gas, temperature of gas

Assessment: After the investigation, students take a quiz on the information.

Time Needed to Complete Activity: 30 minutes.

Note: Why this may not be counted towards the 40% hands-on requirement – This activity demonstrates that pressure and temperature adjustments affect the volume of a gas. In this example, the student is only pressing a start and stop button to adjust a pressure piston or temperature gauge. Measurements, outcomes, and results are given to the student and automatically placed in a graph with an explanation of what happened. The student is not expected to measure, hypothesize, design or communicate findings because the simulation does this for them. Answering questions at a knowledge level is not effective to check for mastery. With more student control of the variables (interactivity), recording and analyzing of results, this could be considered a virtual lab; however, it will still not count toward the 40% hands-on requirement because it is conducted 100% in an online environment.

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

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**ATTACHMENT J – SCIENCE AND FIELD INVESTIGATION FORM CONTINUED**

**Provider District Name:** [type here]

**Course Name:** [type here]

**Instructions:** Please thoroughly complete the following questions to list and describe all field and laboratory investigations that are required in the course named above. Copy and paste the questions below to create the questions for as many labs as are in the course. Please be detailed and allow this document to expand as you type.

**Note:** Only investigations that include a hands-on component may count towards the 40% requirement.

**Investigation #1**

**Name of Investigation:** [type here]

**Type of Investigation:** [select one: \_\_\_Hands-on or \_\_\_Virtual or \_\_\_Blended]

**Science TEKS Addressed:** [type here]

**Location of Investigation in Online Course:** [type here, i.e. Semester A, Unit 2, Biomes Lesson]

**What – Summary of Investigation:** [type here]

**Why – Learning Outcomes:** [type here]

**How – Procedural Steps:** [type here]

**Explanation of Field/Lab Safety Precautions:** [type here]

**Materials:** [type here]

**Variables (if appropriate):** [type here]

**Assessment:** [type here – if lab includes a student assessment, describe the assessment]

**Time Needed to Complete Activity:** [type here]

**Investigation #2**

**Name of Investigation:** [type here]

**Type of Investigation:** [select one: \_\_\_Hands-on or \_\_\_Virtual or \_\_\_Blended]

**Science TEKS Addressed:** [type here]

**Location of Investigation in Online Course:** [type here, i.e. Semester A, Unit 2, Biomes Lesson]

**What – Summary of Investigation:** [type here]

**Why – Learning Outcomes:** [type here]

**How – Procedural Steps:** [type here]

**Explanation of Field/Lab Safety Precautions:** [type here]

**Materials:** [type here]

**Variables (if appropriate):** [type here]

**Assessment:** [type here – if lab includes a student assessment, describe the assessment]

**Time Needed to Complete Activity:** [type here]

[Continue for each investigation]

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

**ATTACHMENT K- AGREEMENT**



**Provider District LEA Agreement  
Higher Education Institution**

The Texas Virtual School Network (TxVSN) was created by the 80th Texas Legislature through the passage of Senate Bill 1788 then codified in TEC Chapter 30A. Additions and amendment to Chapter 30A were established by the 81<sup>st</sup> legislature in House Bill 3646.

The core goal is to provide equitable access to supplemental online courses for Texas students. The Provider LEA Annual Agreement is completed after TxVSN-approved courses meeting the all requirements as articulated in Texas Education Code Chapter 30A. The Texas Virtual School Network Central Operations functions under the administrating authority of the Texas Education Agency.

**I. Definitions:**

1. State virtual school network, Texas Virtual School Network, and TxVSN means the system established under Texas Education Code Chapter 30A
2. Provider District, Provider LEA, or provider are eligible state virtual school network provider of online courses as described by Texas Education Code Chapter 30A
3. An electronic course or online course means a course that is a semester in length.
4. TxVSN allotments, state virtual school allotment, or allotment refers to funding established by Texas Education Code Sections 42.159 and 42.160.
5. TxVSN Central Operations and Course Review is Education Service Center Region 10 in partnership with Harris County Department of Education acting under the administrating authority of the Texas Education Agency.
6. Receiver or receiving district is a Texas public school district or open enrollment charter school that has enrolled students in online course provided through the TxVSN.
7. Course types:
  - a. Accelerated courses are those courses that are scheduled to be nine or less weeks in duration.
  - b. Semester-based courses follow a typical semester schedule of 10 to 12 weeks in duration.
  - c. Continuous enrollment courses are those having an open enrollment date, but a fixed end date.
8. Successful course completion means that a student has completed all required course activities and assessments with a grade of 70 or above.
9. A responsible adult is a designated member of a school district or open enrollment charter school staff and an adult who is 21 or older and is not a relative of a student.
10. An examination is an assessment that measures students' mastery of 50% or more of the entire course knowledge, skills, and student expectations.
11. TxVSN allotments, state virtual school allotment, or allotment refers to funding legislature in House Bill 3646 of the 81<sup>st</sup> Texas Legislature and codified Texas Education Code § 42.159 and §42.160.
12. Higher education institution is a Texas public or private higher education institution as defined by TEC §61.003.

**II. The TxVSN Provider Higher Education Institution will:**

1. **Provide Courses**
  - a. The provider university or college will enter all approved course descriptions, supporting information, and seat and section data into the TxVSN catalog no later than 15 working days after receipt of signed agreement or notification of proposal approval.
  - b. Provide the courses and associated number of sections and seats available to the TxVSN for a minimum of 3 semesters or until August 31, 2012.



## Provider District LEA Agreement Higher Education Institution

- c. Notify TxVSN Central Operations if a currently approved course is to be significantly modified and provide the timeframe for such modifications.
- d. Maintain all intellectual property rights for all courses offered in the TxVSN catalog.
- e. Ensure that the student to teacher ratio for a course section does not exceed 35:1.
- f. For science courses provided through the TxVSN, all hands-on labs and field investigations must be completed under the supervision of a responsible adult and the signature of the designated responsible adult must be obtained.
- g. Require that examinations be proctored by the receiving school district and a responsible adult who is 21 and not a relative of a student.
- h. Note in course syllabus all examinations that require proctoring and the schedule for such exams.
- i. Assume that districts and open enrollment charters utilize the TxVSN dual credit catalog because the local higher education institution was unable to provide the requested course to the satisfaction of the school district.
- i. Assign a final grade in numeric format to the designed receiving district contact as well a regular grade reports.
- j. Provide a redirect link (URL) to a website that:
  - i. Indicates that the provider's dual credit courses included in the TxVSN catalog have tuition and fees waived due to availability of the state virtual school allotment funding regardless of service area.
  - ii. Articulates any entrance requirements for exam or testing requirement and the process for the student to complete any such exam.
  - iii. Explains how the student or provider district may obtain required textbooks and instructional materials (software, lab equipment, etc) as well as costs.
  - iv. Post directions for the district or open enrollment charter school to obtain and finalize an articulation agreement for the higher education institution
  - v. Directs students to register through the Texas Virtual School Network in order for the course seat to be state virtual school allotment eligible.

### 2. Provide Qualified Instructors

- a. Retain records of background checks and fingerprinting if required for contract, substitute, or online instructors as articulated in TEC § 22.0834(a) and § 22.0836(h) and make available to the TxVSN upon request.
- b. Community, technical, and state college and university instructors are subject to credentialing requirements of the institution employing them and may or may not have K-12 certifications.
- c. Report by semester instructor data as requested.

### III Process Data for Payment

For each student who successfully completes an electronic course that satisfies a curriculum requirement for graduation adopted under Section 28.025 and is provided through the state virtual school network as part of a normal course load, the college or university is entitled to an allotment of \$400. Based on enrollments at established snapshot dates, providers will receive \$200 upfront funding. At the end of the semester providers will be prompted to report student completions, unsuccessful completions, and incompletes to the TxVSN. The provider will receive the remaining payment based on successful completions by automatic deposit. There will be an annual settle-up process for providers at the end of each fiscal year.

### IV Provider Partnerships with commercial or private entity (i.e., not an eligible provider as articulated in TEC Chapter 30A )

- a. If a Provider LEA is partnering with a commercial or private entity, all communications, requests, and inquiries to TxVSN should be made by or through the Provider District contact. The eligible provider district is ultimately responsible for the implementation and management this agreement.
- b. If a Provider District is partnering with a commercial or private entity, all communications and processes must reflect the Provider LEA as provider of course and associated services.

This includes but is not limited to:

- i. Communications to the receiver districts or the public (emails, websites, flyers, brochures, phone messages voice mails, etc.)
- ii. Documentation and Instructions
- iii. Withdrawal and Enrollment Forms



## Provider District LEA Agreement Higher Education Institution

- d. If a Provider LEA is partnering with a commercial or private entity and the course instructors are the part time, full time, or contracted employee of the commercial or private entity; then the Provider LEA must have documentation of the Texas certification and successful completion of professional development for those instructors. The Texas Virtual School Network reserves the right to request this information from the Provider LEA at any time.
- e. Understand that only courses currently provided through TxVSN catalog may be referred to as "TxVSN-approved" or "Texas Virtual School Network (TxVSN) approved" and may not be used to market courses outside the TxVSN. All rights are reserved on the utilization of the TxVSN logo mark and name. Use of the TxVSN trademark and name without prior authorization is prohibited.

### V. The Texas Virtual School Network (TxVSN) will:

1. Ensure all courses included in the TxVSN catalog are reviewed as articulated in TEC § Chapter 30A.
2. Notify Provider LEAs if Texas curriculum standards or iNACOL *National Standards of Quality for Online Courses* change prompting the need for a course review.
3. Support copyright compliance.
4. Process provider allotment payments.
5. Compile and update the TxVSN course catalog with courses, sections, and seats as outlined in Section 4 with data from Attachment A.
6. Collect customer satisfaction data.
7. Provide security for all TxVSN online data, information and transactions.
8. Work with each course provider to streamline the registration/enrollment of students.
9. Act as liaison between the course receiver and provider as appropriate.
10. Share final survey results with course providers as appropriate.
11. Provide an pre-assessment of readiness for online learning for students.
12. Provide TxVSN online training for TxVSN site coordinators.
13. Provide the TxVSN Help Desk at 1-866-93TxVSN or [TxVSNCentral@txvsn.org](mailto:TxVSNCentral@txvsn.org).
14. Provide TxVSN materials and materials to districts, schools, and charters as requested.
15. Provide equal access and support to each providers courses.
16. Not endorse one provider's course over another provider's course.
17. Maintain the dual credit catalog with links to provider data.
18. Provide a workspace for the exchange of student registration and enrollment data and progress reporting.
19. Notify the provider when student(s) drop, withdraw, or are otherwise removed from a TxVSN catalog course using the TxVSN Withdrawal form.
20. Communicate with providers regularly in order to meet student needs.

### VI. All parties agree:

1. No Party assumes liability for systems under the control of the other party or for actions of the employees of the other party.
2. No Party has agreed to waive defense, right, immunity, or other protection under law.
3. This agreement may not be modified, terminated, or discharged except in writing and signed by all Parties.
4. To adhere to the Family Education Rights and Privacy Act (20 USC § 1132g; 34 CFR Part 99) and all other confidentiality requirements.
5. Acknowledge that the TxVSN Central Operations may cancel this agreement without penalty if legislative authorization for the district, school, or institution to offer an online course through the TxVSN is revoked.
6. The Texas Virtual School Network acting under the administrating authority of the Texas Education Agency may add additional requirements in order to provide economical, efficient, and quality services to Texas students.
7. No person(s) shall, on the basis of gender, race, color, or national origin, be excluded from participating in, be denied the benefits of, or be otherwise subjected to discrimination.
8. No otherwise eligible student shall, solely by reason of handicap, be excluded from participation in course offered through the Texas Virtual School Network.



## Provider District LEA Agreement Higher Education Institution

/Provide Form W-9 Department of the Treasury United States Internal Revenue Services.

**Our records indicate that the primary contact person is:**

Name:	Title: <i>insert from application</i>
Phone: <i>insert from application</i>	Email: <i>insert from application</i>

**Our records indicate that the secondary contact person is:**

Name: <i>insert from application</i>	Title: <i>insert from application</i>
Phone: <i>insert from application</i>	Email: <i>insert from application</i>

Make corrections to contacts if needed by striking through inaccurate data and inserting correct data.

This agreement is begins on *insert month/day/year* through August 31, 2012 unless terminated in writing by either party. Termination will not take effect until all students currently enrolled in a TxVSN course have completed the coursework and received final grades.

**Please return an original signed agreement to:**

TxVSN Central Operations at Region 10  
Attention: Barbara Smith  
400 East Spring Valley  
Richardson, TX 75081

**Persons authorized to enter into this agreement:**

Texas Virtual School Network

District/Charter/ESC/Higher Education Organization

\_\_\_\_\_

Barbara Smith, TxVSN Project Director  
TxVSN Central Operations  
Region 10 ESC

Date: \_\_\_\_\_

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

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

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

City/State/Zip: \_\_\_\_\_

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

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

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Texas Virtual School Network Central Operations at  
EDUCATION SERVICE CENTER REGION 10  
REQUEST FOR QUALIFICATIONS #2010-08  
Dual Credit Courses for the Texas Virtual School Network**

Submit a W-9 Request for Taxpayer Identification Number and Certification  
Department of the Treasury Internal Revenue Service  
with this agreement

This will allow TxVSN Central Operations at Region 10 ESC  
to set-up payment for your LEA

Form is available at  
[www.irs.gov](http://www.irs.gov)