Dual Credit: Do You Dare?

Christine Voelker

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@voelkerc

K–12 Program Director, Quality Matters

IT'S NO SECRET...

http://fc08.deviantart.net/fs70/i/2010/119/b/9/two_is_better_than_one_by_kituri.jpg

Two is Better than one.

http://www.mixinhome.com/bild_b/8203-skylt-to-is-better.jpg

THESE KIDS DO, TOO
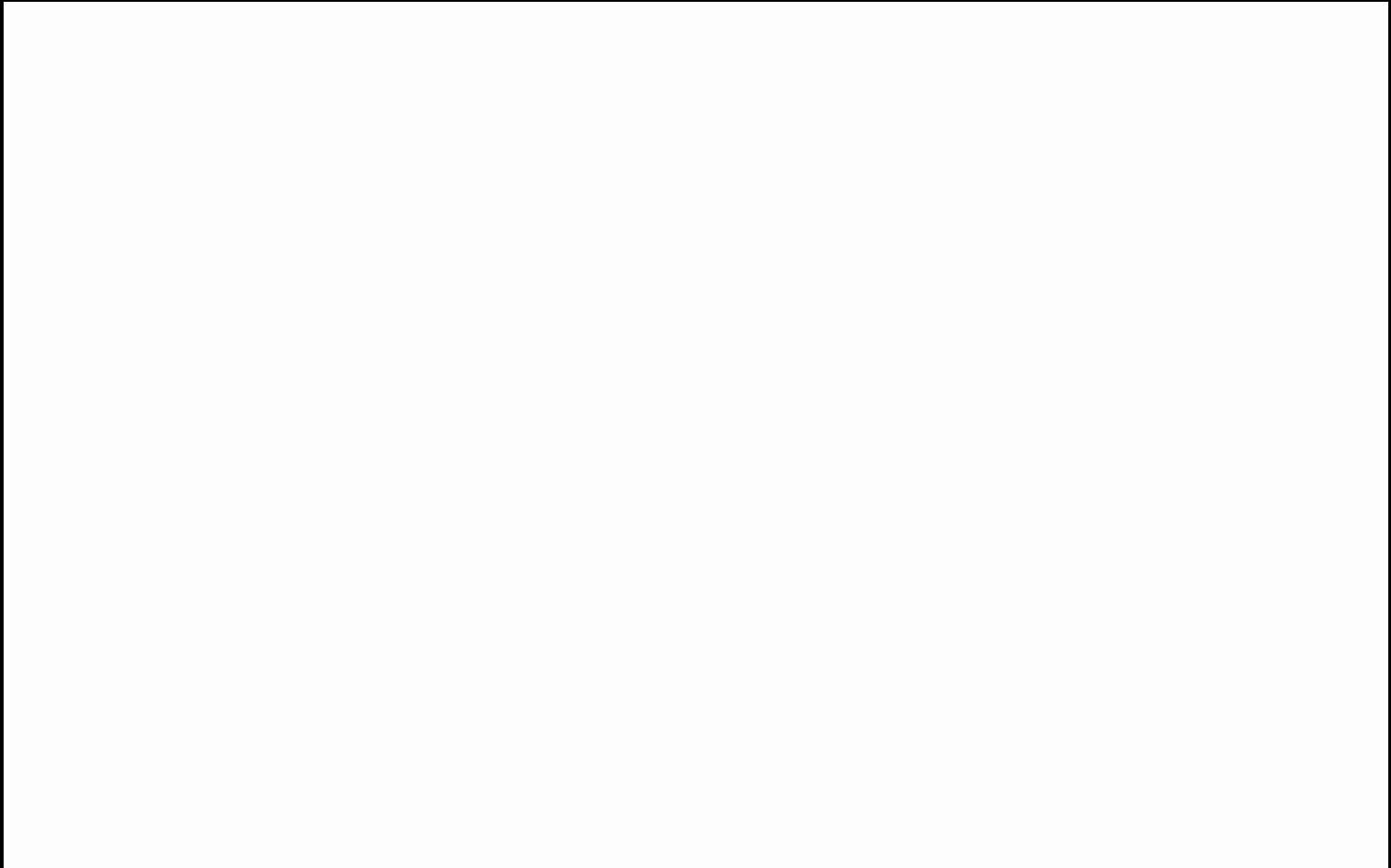
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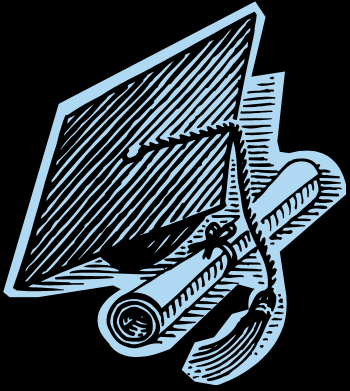
@voelkerc

K-12 Program Director, Quality Matters

THIS DOESN'T HAVE TO BE DAUNTING...

✓ *List the similarities between K-12 and Higher Education Course Design*

✓ *Identify differences between K-12 and Higher Education Course Design*

✓ *Explain how K-12 courses are approved for use at the local level in Maryland*

Dual Credit

- *Dual Credit* is an opportunity for high school students to take credit-bearing courses that count toward earning both a high school diploma and a college degree.

The MD Dual Enrolled Student defined

Benefits of Dual Enrollment for the HS Student

- *A taste of college life and college coursework*

- *Explore Academic Interests*

- *Prove an ability to handle advanced coursework*

- *Experience while staying in their comfort zone*

- *College Credit accumulation*

Benefits of Dual Enrollment for the HE Institution?

Online Course Design?

High School / College

A Continuous Improvement Model for Assuring the Quality of Online and Blended Courses

Rubric Tools

Professional Development

QUALITY MATTERS PROGRAM QM

Collaborative Course Reviews

Collaborative Course Reviews

Professional Development

QM

Rubric Tools

K-12 Secondary & HE Rubrics

K-12 Secondary Rubric – 9 General Standards

1: Course Overview and Introduction
The overall design of the course is made clear to the student at the beginning of the course.
1.1 Instructions make clear how to get started and where to find various course components.
1.2 A statement introduces the student to the purpose and structure of the course.
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.
1.4 Standards of academic integrity are clearly stated.
1.5 Minimum technical skills expected of the student are clearly stated.
1.6 The instructor provides a self-introduction.
1.7 Prerequisite knowledge in the discipline and/or required competencies are clearly stated.

2: Learning Objectives (Competencies)
Learning objectives are measurable and are clearly stated.
2.1 The course learning objectives describe outcomes that are measurable.
2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
2.3 The course content, assignments, and assessments are aligned with state standards and/or other accepted content standards.
2.4 Learning objectives are appropriately designed for the level of the course, stated clearly, and written from the students' perspective.
2.5 Instructions to students on how to meet the learning objectives are complete and stated clearly.

3: Assessment and Measurement
Assessment strategies are designed to evaluate student progress by reference to stated learning objectives, to measure the effectiveness of student learning, and to be integral to the learning process.
3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
3.2 Assessment strategies and student expectations for successfully completing the course are clearly defined.
3.3 Specific and descriptive criteria of assessment strategies are provided for the evaluation of students' work and assist the instructor in determining the level of achievement of course outcomes and competencies.
3.4 Assessment strategies and tools allow the student to reflect on his or her progress towards mastering learning objectives and course requirements.
3.5 Multiple methods of assessment strategies are selected based on specified learning objectives and student need.

4: Instructional Materials
Instructional materials are authoritative, up-to-date, and appropriately chosen for the level of the course.
4.1 The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives.
4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.
4.3 The course content is appropriate to the reading level of the intended students.
4.4 The instructional materials have sufficient breadth, depth, and currency.
4.5 The instructional materials prepare students to meet state standards and/or other accepted content standards.
4.6 The course content is culturally diverse and bias-free.
4.7 All resources and materials used in the course are appropriately cited.

5: Learner Interaction and Engagement
Forms of interaction incorporated in the course motivate students and promote learning.
5.1 The learning activities promote the achievement of the stated learning objectives.
5.2 Learning activities provide opportunities for interaction that support active learning.
5.3 Clear standards for instructor responsiveness and availability are communicated to the student.
5.4 The requirements for student interaction are clearly articulated.

6: Course Technology
Course navigation features and the technology employed in the course foster student engagement and ensure access to instructional materials and resources.
6.1 Course tools and media support the learning objectives and are appropriately chosen.
6.2 Course tools and media support student engagement and guide the student to become an active learner.
6.3 Navigation throughout the online components of the course is logical, consistent, efficient, and intuitive.
6.4 Students can readily access the technologies required in the course.
6.5 Course design takes advantage of current technologies, tools, and media.
6.6 The course takes advantage of technologies and tools that protect student confidentiality.

7: Learner and Instructor Support
The course facilitates student access to institutional services essential to student success.
7.1 The course identifies policies and services for all students.
7.2 The course instructions articulate or link to a clear description of the technical support offered.
7.3 Course instructions outline how the organization helps students reach educational goals.
7.4 Course instructions answer basic questions related to research, writing, technology, etc., or a link to tutorials or other resources that provide the information.

8: Accessibility
The course demonstrates a commitment to accessibility for all students.
8.1 Course accessibility information is provided along with guidance for obtaining student accommodations.
8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.
8.3 The course ensures screen readability and minimizes distractions.
8.4 The course design accommodates the use of assistive technologies.

9: Compliance Standards
This section of the Rubric is optional and may be tailored to particular requirement or mandates at the state or local level.

Total = 42 STDS   Points = 104

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For more information visit www.qualitymatters.org or email info@qualitymatters.org

Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values ■ ■ ■

Standards		Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

K-12 Secondary & HE Rubrics
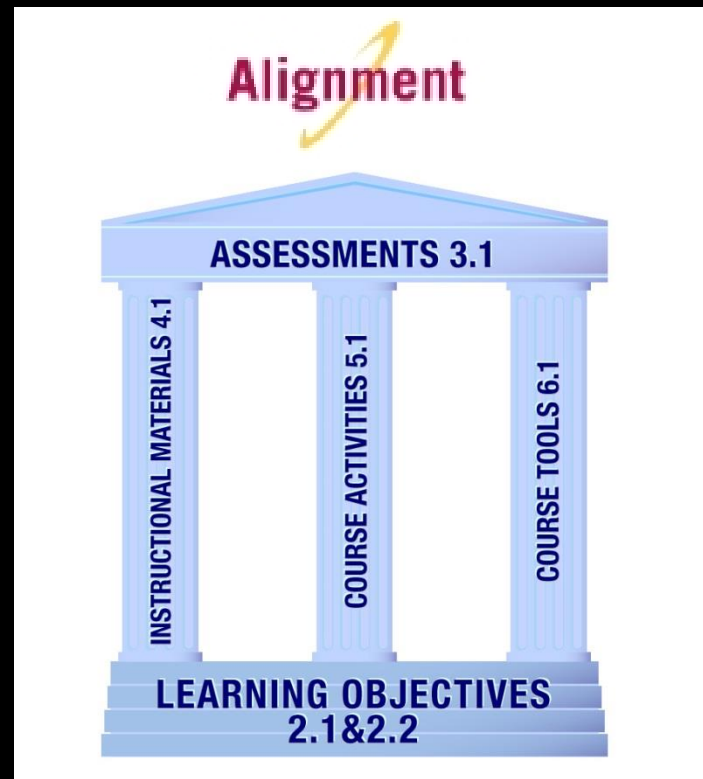
HE GENERAL STANDARDS

1: Course Overview & Introduction

2: Learning Objectives (Competencies)

3: Assessment & Measurement

4: Instructional Materials

5: Learner Interaction & Engagement

6: Course Technology

7: Learner Support

8: Accessibility

42 specific standards

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27 Essential (3 point) Standards

43 specific standards

****

21 Essential (3 point) Standards

Shared Design Elements

Truth or Dare?

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Minimum technology requirements are clearly stated and instructions for use provided.
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Learners are asked to introduce themselves to the class.

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The course content, assignments, and assessments are aligned with state standards and/or other accepted content standards.
Learning objectives are stated clearly
Learning objectives are written from the student's perspective
The learning objectives are designed for the level of the course
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The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
Specific and descriptive criteria are provided for the evaluation of students' work.
Grading Policy/Student Expectations for course completion
Students have opportunities to measure their learning progress
Multiple measures of assessment strategies

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The relationship between the instructional materials and the learning activities is clearly explained
Content is appropriate to the reading level of intended students.
Instructional materials are current.
Instructional materials have sufficient breadth and depth.
The course content is culturally diverse and bias free
All resources and materials are appropriately cited.
The instructional materials prepare students to meet state standards and/or other accepted content standards.

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Student Success at Both Levels

- *Remove the student introduction piece*

- *Make sure course content, assignments, and assessments are aligned with state standards and/or other accepted content standards.*

- *Put a greater emphasis on the assessment standards – 3 point, essential.*

COLLEGE

Student Success at Both Levels

- *Ensure the*
  - *course content is appropriate to the reading level of the intended students.*
  - *instructional materials have sufficient breadth and depth.*
  - *instructional materials prepare students to meet state standards and/or other accepted content standards.*
  - *course takes advantage of technologies and tools that protect student confidentiality*
  - *The course design accommodates the use of assistive technologies.*

CREDIT TOWARD HS GRADUATION MAY BE GIVEN IF THE COURSE...

- *is consistent with local school system policies and procedures*

- *has received prior approval of the local superintendent of schools*

- *is offered by an accredited college*

APPROVED

MSDE Online Course Approval Process

MARYLAND STATE DEPARTMENT OF EDUCATION

Preparing World-Class Students

Apex Learning®
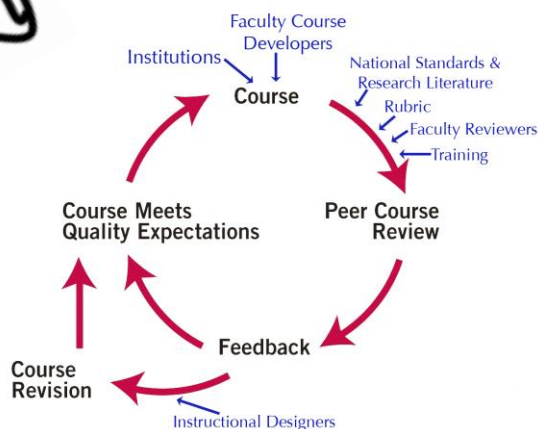
Algebra 3

Maryland Virtual School Approved Courses

*Algebra/Data Analysis (HSA)	Biology (HSA)
* Algebra 2	Calculus
American Government	Chinese 1
AP® Art History	Chinese 2
AP® Biology (conditional authorization)	Differential Equations
AP® Calculus AB	*English 1
AP® Calculus BC	*English 2 (HSA)
AP® Chemistry (conditional authorization)	*English 3, 4 American Literature
AP® Comparative Government and Politics	*English 3, 4 British Literature
	*English 3, 4 World Literature
AP® Computer Science A	Foundations of Technology
AP® English Language & Composition	French 1
AP® English Literature & Composition	French 2
AP® Environmental Science (conditional authorization)	*Geometry
	Health Education
AP® French Language	Intro to HTML/Web Design
AP® Macroeconomics	Latin 1

Faculty Course Developers

Institutions

National Standards & Research Literature

Course

Rubric

Faculty Reviewers

Training

Course Meets Quality Expectations

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Course Revision

Feedback

Instructional Designers

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K-12 Publisher Course Certified 2013

MSDE Online Course Approval

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