

DUAL CREDIT: DO YOU DARE?

Christine Voelker

cvoelker@qualitymatters.org

@voelker

K-12 Program Director, Quality Matters

IT'S NO SECRET...







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THESE KIDS DO, TOO

DUAL CREDIT: DO YOU DARE?

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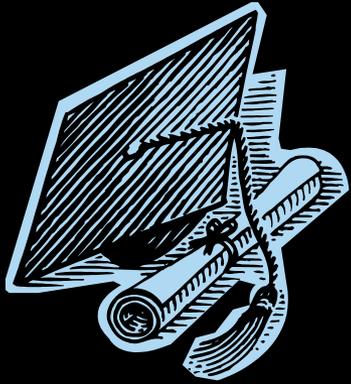
K-12 Program Director, Quality Matters

THIS DOESN'T HAVE TO BE DAUNTING...

- ✓ *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 one state*



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 CREDIT 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 CREDIT FOR THE HE INSTITUTION?



ONLINE COURSE DESIGN?



QUALITY MATTERS

Q M





The Quality Matters Program K-12 Secondary Rubric Workbook

Design Workbook for Online and Blended Courses

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





K-12 SECONDARY & HE RUBRICS

QUALITY MATTERS		Standards from the QM K-12 Secondary Rubric, Second Edition	
QM K-12 PROGRAM		For more information or access to the full QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org	
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 A statement introduces the student 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 stated clearly.		3
	1.4 Standards of academic integrity are clearly stated.		2
	1.5 Minimum technical skills expected of the student are clearly stated.		2
	1.6 The instructor provides a self-introduction.		1
	1.7 Prerequisite knowledge in the discipline and/or required competencies are clearly stated.		1
Learning Objectives (Competencies)	2.1 The course learning objectives describe outcomes that are measurable. Alignment		3
	2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives. Alignment		3
	2.3 The course content, assignments, and assessments are aligned with state standards and/or other accepted content standards.		3
	2.4 Learning objectives are appropriately designed for the level of the course, stated clearly, and written from the students' perspective.		3
	2.5 Instructions to students on how to read the learning objectives are complete and stated clearly.		3
Assessment and Measurement	3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. Alignment		3
	3.2 Assessment strategies and student expectations for successfully completing the course are clearly defined. Alignment		3
	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
	3.4 Assessment strategies and tools allow the student to reflect on his or her progress towards mastering learning objectives and course requirements.		3
	3.5 Multiple methods of assessment strategies are selected based on the specified learning objectives and student need.		3
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives. Alignment		3
	4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.		3
	4.3 The course content is appropriate to the reading level of the intended students.		3
	4.4 The instructional materials have sufficient breadth, depth, and currency.		2
	4.5 The instructional materials prepare students to meet state standards and/or other accepted content standards.		2
	4.6 The course content is culturally diverse and bias-free.		1
	4.7 All resources and materials used in the course are appropriately cited.		1
Learner Interaction and Engagement	5.1 The learning activities promote the achievement of the stated learning objectives. Alignment		3
	5.2 Learning activities provide opportunities for interaction that support active learning.		3
	5.3 Clear standards for instructor responsiveness and availability are communicated to the student.		3
	5.4 The requirements for student interaction are clearly articulated.		2
Course Technology	6.1 Course tools and media support the learning objectives and are appropriately chosen. Alignment		3
	6.2 Course tools and media support student engagement and guide the student to become an active learner.		3
	6.3 Navigation throughout the online components of the course is logical, consistent, efficient, and intuitive.		3
	6.4 Students can readily access the technologies required in the course.		3
	6.5 Course design takes advantage of current technologies, tools, and media.		2
	6.6 The course takes advantage of technologies and tools that protect student confidentiality.		1
Learner Support	7.1 The course identifies policies and services for all students.		3
	7.2 The course instructions articulate or link to a clear description of the technical support offered.		3
	7.3 Course instructions outline how the organization helps students reach educational goals.		2
	7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.		1
Accessibility	8.1 Course accessibility information is provided along with guidance for obtaining student accommodations.		3
	8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.		3
	8.3 The course ensures screen readability and minimizes distractions.		2
	8.4 The course design accommodates the use of assistive technologies.		2

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QUALITY MATTERS		For more information visit www.qualitymatters.org or email info@qualitymatters.org		
QM		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.		3	
	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	
	6.6 The course design takes advantage of current technologies, tools, and media.		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	

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K-12 SECONDARY & HE RUBRICS

42
specific
standards

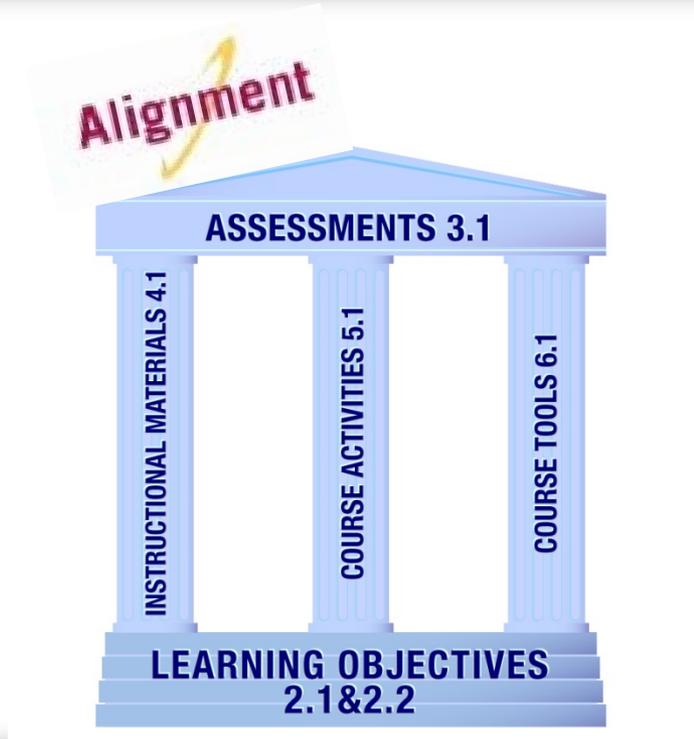
27
Essential
(3 point)
Standards

<i>HE GENERAL STANDARDS</i>	
<i>1: Course Overview & Introduction</i>	
<i>2: Learning Objectives (Competencies)</i>	
<i>3: Assessment & Measurement</i>	
<i>4: Instructional Materials</i>	
<i>5: Course Activities & Learner Engagement</i>	
<i>6: Course Technology</i>	
<i>7: Learner Support</i>	
<i>8: Accessibility & Usability</i>	

43
specific
standards

21
Essential
(3 point)
Standards

SHARED DESIGN ELEMENTS



TRUTH OR DARE?

Course Overview & Introduction

1. Clear instructions
2. Introduction to the course purpose and structure
3. Review of “Netiquette” or class etiquette
4. Minimal technology requirements
5. Prerequisites
6. Minimal technical skills
7. Instructor introduction
8. Student introductions

TRUTH OR DARE?

Course Overview & Introduction

1. Clear instructions
2. Introduction to the course purpose and structure
3. Review of “Netiquette” or class etiquette
4. Minimal technology requirements
5. Prerequisites
6. Minimal technical skills
7. Instructor introduction
- 8. Student introductions**

TRUTH OR DARE?

Learning Objectives (Competencies)

1. Measurable course learning objectives
2. Measurable module/unit-level learning objectives
3. Aligned to state/other content standards
4. Clearly stated
5. Written from the student perspective
6. Designed for the course level
7. Instructor introduction
8. Instructions for meeting the objectives

TRUTH OR DARE?

Learning Objectives (Competencies)

1. Measurable course learning objectives
2. Measurable module/unit-level learning objectives
- 3. Aligned to state/other content standards**
4. Clearly stated
5. Written from the student perspective
6. Designed for the course level
7. Instructor introduction
8. Instructions for meeting the objectives

TRUTH OR DARE?

Assessment & Measurement

1. Selected assessments measure the stated LOs and are consistent with course activities and resources
2. Specific and descriptive criteria provided for the evaluation of students' work
3. Grading Policy/Student Expectations for course completion
4. Students have opportunities to measure their learning progress
5. Multiple measures of assessment strategies

TRUTH OR DARE?

Assessment & Measurement

1. Selected assessments measure the stated LOs and are consistent with course activities and resources
2. Specific and descriptive criteria provided for the evaluation of students' work
3. Grading Policy/Student Expectations for course completion
4. Students have opportunities to measure their learning progress
5. Multiple measures of assessment strategies

TRUTH OR DARE?

Instructional Materials

1. Contribute to achievement of the stated course and module/unit-level learning objectives
2. Relationship between materials and activities clearly explained
3. Appropriate reading level
4. Current
5. Sufficient breadth and depth
6. Culturally diverse and bias free
7. Appropriately cited
8. Help to meet state/other accepted standards

TRUTH OR DARE?

Instructional Materials

1. Contribute to achievement of the stated course and module/unit-level learning objectives
2. Relationship between materials and activities clearly explained
3. **Appropriate reading level**
4. Current
5. Sufficient breadth and depth
6. **Culturally diverse and bias free**
7. Appropriately cited
8. **Help to meet state/other accepted standards**

TRUTH OR DARE?

Learner Interaction & Engagement

1. Learning activities promote achievement of the stated learning objectives
2. Activities support interaction and opportunities for active learning
3. Clear standards of instructor responsiveness and availability
4. Student interaction requirements are clearly stated

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2. Activities support interaction and opportunities for active learning
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4. Student interaction requirements are clearly stated

TRUTH OR DARE?

Course Technology

1. Supports learning objectives
2. Support engagement and active learning
3. Consistent, efficient, intuitive navigation
4. Student ready access
5. Current technology, tools, and media
6. Tools and media protect student confidentiality

TRUTH OR DARE?

Course Technology

1. Supports learning objectives
2. Support engagement and active learning
3. Consistent, efficient, intuitive navigation
4. Student ready access
5. Current technology, tools, and media
6. **Tools and media protect student confidentiality**

TRUTH OR DARE?

Learner Support

1. Policies and services for all students identified
2. Course instructions articulate or link to a clear description of the technical support offered
3. Course instructions outline how the organization helps students reach educational goals
4. Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information

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TRUTH OR DARE?

Accessibility

1. Accessibility information is provided along with guidance for obtaining student accommodations
2. Contains equivalent alternatives to auditory and visual content
3. Ensures screen readability and minimizes distractions
4. Accommodates the use of assistive technologies



CSM: CCPS Case Study - <http://bit.ly/1M9fmrt>

QM Recommendations - <http://bit.ly/1M9hlvQ>



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...

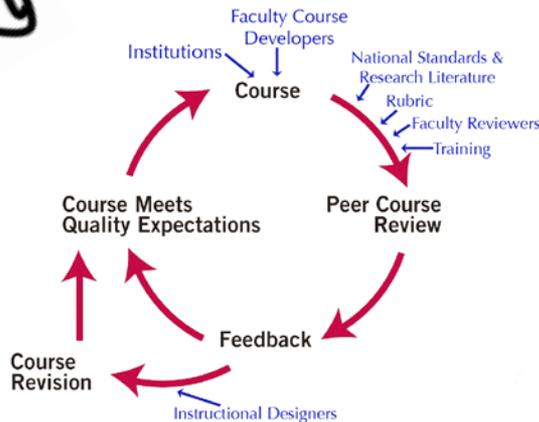
- *is consistent with local school system policies and procedures*
- *has received prior approval of the local superintendent of schools*
- *is offered by an accredited college*



MSDE ONLINE COURSE APPROVAL PROCESS



Algebra 3



Maryland Virtual School Approved Courses

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



MSDE ONLINE COURSE APPROVAL



Maryland Virtual Learning Opportunities

Appendix G

Dual Enrollment Recommendation to MD State Department of Education (MSDE) for Student Online Course(s)

_____ local education agency (LEA) has reviewed and made recommendations on the _____ institution of higher education college-level course(s) listed below.

LEA COURSE NAME	COLLEGE-LEVEL COURSE NAME AND NUMBER	LEA APPROVED/ NOT APPROVED

LEA Signatures:

MD Virtual School Point of Contact: _____

Superintendent of Schools or Instructional Programs Representative: _____

Date: _____

For an MSDE final review please:

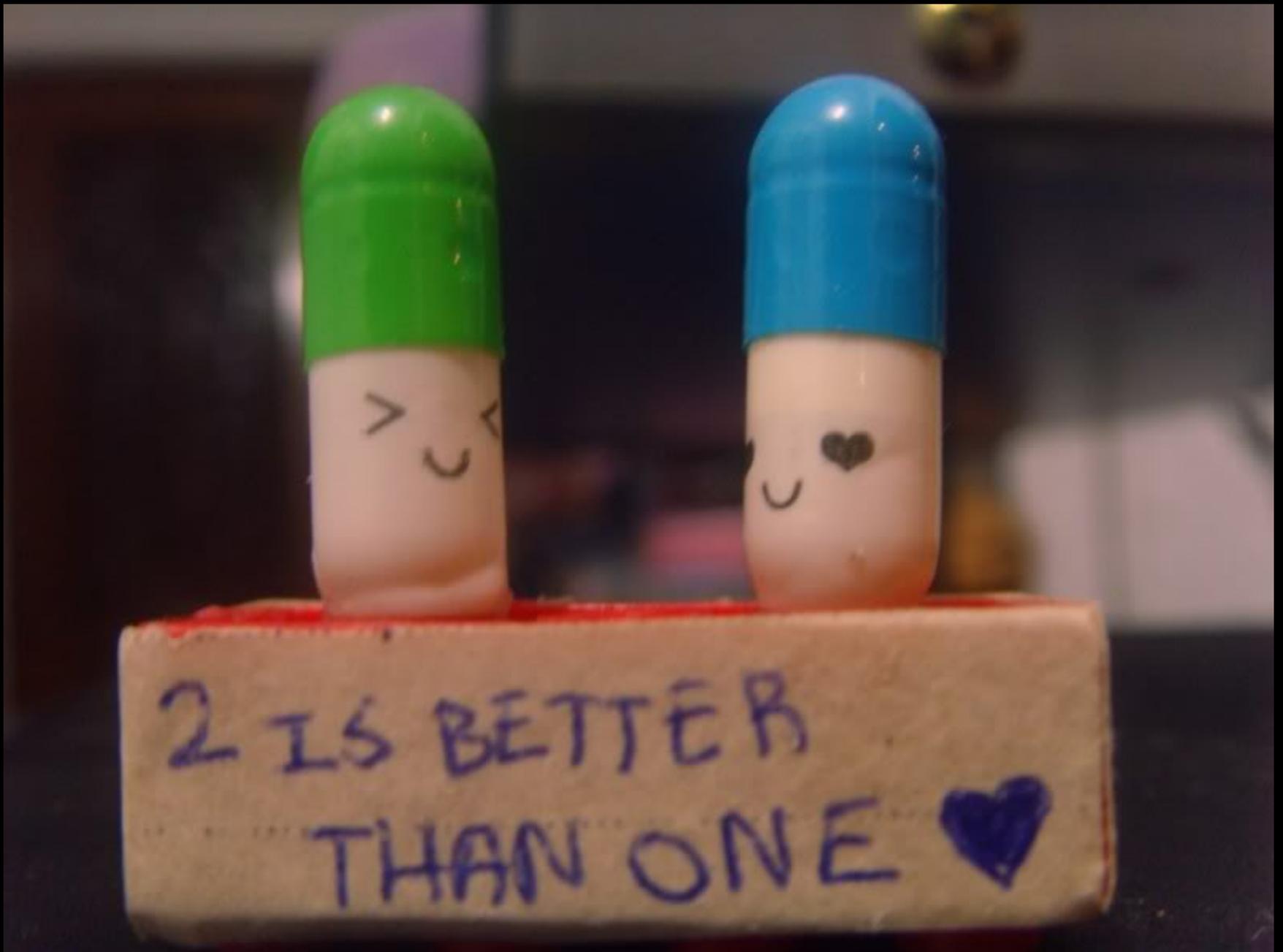
- include the online accessibility policy provided by the college.
- scan and email, fax, or USPS mail the Dual Enrollment Course Approval Recommendation to MSDE for Student Online Courses form to:

MSDE/DCAA/ Office of Instructional Technology
 200 West Baltimore Street
 Baltimore, MD 21201-2595
MVS@msde.state.md.us
 Fax: 410-333-2128

MSDE Signature: _____

Date: _____

REMEMBER:



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QUESTIONS?

Christine Voelker

cvoelker@qualitymatters.org

@voelker

K-12 Program Director, Quality Matters