DUAL CREDIT: DO YOU DARE?

Christine Voelker
cvoelker@qualitymatters.org
@voelkerC

K–12 Program Director, Quality Matters

© 2015 MarylandOnline, Inc.
IT'S NO SECRET...
Two is better than one.
These kids do, too
DUAL CREDIT: DO YOU DARE?

Christine Voelker
cvoelker@qualitymatters.org
@voelkercc
K-12 Program Director, Quality Matters

© 2015 MarylandOnline, Inc.
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?
## K-12 Secondary & HE Rubrics

### Standards from the QM K-12 Secondary Rubric, Second Edition

<table>
<thead>
<tr>
<th>Standards</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview and Introduction</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives (Competencies)</td>
<td></td>
</tr>
<tr>
<td>Assessment and Measurement</td>
<td></td>
</tr>
<tr>
<td>Instructional Materials</td>
<td></td>
</tr>
<tr>
<td>Learner Interaction and Engagement</td>
<td></td>
</tr>
<tr>
<td>Course Technology</td>
<td></td>
</tr>
<tr>
<td>Learner Support</td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td></td>
</tr>
</tbody>
</table>

### Standards

- 1.1 Instructions are clear, easy to find, and support a learning environment.
- 1.2 Learners are introduced to the purpose and structure of the course.
- 1.3 Course objectives are stated and supported by course materials.
- 1.4 Learners are encouraged to participate in discussions.
- 1.5 Course objectives are measured and consistent with course objectives.
- 1.6 Learners are encouraged to participate in discussions.
- 1.7 Learners are provided with a self-assessment tool.

### Points

- 2
- 3
- 4
- 5
- 6

© 2015 MarylandOnline, Inc.

### Quality Matters™ Rubric Standards

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

<table>
<thead>
<tr>
<th>Standards</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview and Introduction</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives (Competencies)</td>
<td></td>
</tr>
<tr>
<td>Assessment and Measurement</td>
<td></td>
</tr>
<tr>
<td>Instructional Materials</td>
<td></td>
</tr>
<tr>
<td>Learner Interaction and Engagement</td>
<td></td>
</tr>
<tr>
<td>Course Technology</td>
<td></td>
</tr>
<tr>
<td>Learner Support</td>
<td></td>
</tr>
<tr>
<td>Accessibility and Usability</td>
<td></td>
</tr>
</tbody>
</table>

### Points

- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79
- 80
- 81
- 82
- 83
- 84
- 85
- 86
- 87
- 88
- 89
- 90
- 91
- 92
- 93
- 94
- 95
- 96
- 97
- 98
- 99
- 100

© 2015 MarylandOnline, Inc.
## K-12 Secondary & HE Rubrics

### K-12 General Standards

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Course Overview &amp; Introduction</td>
</tr>
<tr>
<td>2: Learning Objectives (Competencies)</td>
</tr>
<tr>
<td>3: Assessment &amp; Measurement</td>
</tr>
<tr>
<td>4: Instructional Materials</td>
</tr>
<tr>
<td>5: Course Activities &amp; Learner Engagement</td>
</tr>
<tr>
<td>6: Course Technology</td>
</tr>
<tr>
<td>7: Learner Support</td>
</tr>
<tr>
<td>8: Accessibility &amp; Usability</td>
</tr>
</tbody>
</table>

### HE General Standards

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Course Overview &amp; Introduction</td>
</tr>
<tr>
<td>2: Learning Objectives (Competencies)</td>
</tr>
<tr>
<td>3: Assessment &amp; Measurement</td>
</tr>
<tr>
<td>4: Instructional Materials</td>
</tr>
<tr>
<td>5: Course Activities &amp; Learner Engagement</td>
</tr>
<tr>
<td>6: Course Technology</td>
</tr>
<tr>
<td>7: Learner Support</td>
</tr>
<tr>
<td>8: Accessibility &amp; Usability</td>
</tr>
</tbody>
</table>

© 2015 MarylandOnline, Inc.
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
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
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

© 2015 MarylandOnline, Inc.
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
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
**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
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
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
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
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

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.

© 2015 MarylandOnline, Inc.
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

Maryland Virtual School Approved Courses

- Algebra/Data Analysis (HSA)
- Algebra 2
- American Government
- AP* Art History
- AP* Biology (conditional authorization)
- AP* Calculus AB
- AP* Calculus BC
- AP* Chemistry (conditional authorization)
- AP* Comparative Government and Politics
- AP* Computer Science A
- AP* English Language & Composition
- AP* English Literature & Composition
- AP* Environmental Science (conditional authorization)
- AP* French Language
- AP* Microeconomics

- Biology (HSA)
- Calculus
- Chinese 1
- Chinese 2
- Differential Equations
- *English 1
- *English 2 (HSA)
- *English 3, 4 American Literature
- *English 3, 4 British Literature
- *English 3, 4 World Literature
- Foundations of Technology
- French 1
- French 2
- *Geometry
- Health Education
- Intro to HTML/Web Design
- Latin 1

© 2015 MarylandOnline, Inc.
## Dual Enrollment Recommendation to
### MD State Department of Education (MSDE) for
#### Student Online Course(s)

<table>
<thead>
<tr>
<th>LEA COURSE NAME</th>
<th>COLLEGE LEVEL COURSE NAME</th>
<th>LEA APPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEA Signature:

MD Virtual School Point of Contact:

Superintendent of Schools or Instructional Programs Representative:

Date:

For an MSDE final review please:
- Include the online accessibility plan provided by the college
- Scan and email, fax, or USM/USPS the Dual Enrollment Course Approval Recommendation to MSDE for Student Course forms to:

MSDE/D04A/Office of Instructional Technology
200 West Baltimore Street
Baltimore, MD 21201-2696

MSDE Signature: __________________________
Date: __________________________

© 2015 MarylandOnline, Inc.
REMEMBER:
QUESTIONS?

Christine Voelker
cvoelker@qualitymatters.org
@voelkercc
K-12 Program Director, Quality Matters

© 2015 MarylandOnline, Inc.