



**UNIVERSITY OF TEXAS
EL PASO**

College of Education- Department of Teacher Education

Title of Course: TED 5345 Dual Credit Teaching and Research CRN 33251	Instructor Information: Name: Dr. María Teresa (Mayte) de la Piedra Email: mdelapiedra@utep.edu Online Office hours: By appointment only
Semester: Summer 2024 May 13, 2024 – June 28, 2024	
Day/Time: Asynchronous Online Course (100% Online Instructional Method on BlackBoard).	
Credits: 3	
Class hours: 3	

COURSE DESCRIPTION

This course examines local, state, and national issues related to dual credit/dual enrollment. There is a focus on the development of knowledge, skills, and attributes involved in teaching rigorous college-level courses in high school settings.

STUDENT LEARNING OUTCOMES

Master’s Level students will:

- Develop an understanding of local, state, and national Dual Credit teaching and programming and how these influence their classroom strategies and K-12 education in El Paso;
- Refine teaching strategies relevant to their content area and school/district;
- create a syllabus that reflects an authentic college experience for their high school dual credit classroom;
- Review literature relevant to current dual credit education issues building foundational knowledge of current research on dual credit teaching, learning, and programming;
- Conduct interviews and observations about perceptions and implementation of dual credit in their content area, schools, and districts; and
- Create a personalized teaching philosophy statement that incorporates their expanded role as a Dual Credit instructor.

The course is organized to promote the development of scholarly inquiry and writing. Through dialogue and interaction with their peers and with the professor, students will engage with the literature on the topic of this course. We will also emphasize understanding the relationship between theory and practice.

REQUIRED READINGS

Required readings are electronically available on the course Blackboard site. Optional readings will occasionally be posted for those interested in reading more about a given topic.

An, B. P. (2015). The role of academic motivation and engagement on the relationship between dual enrollment and academic performance. *The Journal of Higher Education*, 86(1), 98-126.

Ferguson, C., Baker, P., & Burnett, D. (2015). Faculty members' perceptions of rigor in dual enrollment, accelerated programs, and standard community college courses. *New Directions for Community Colleges*, 2015(169), 83-91.

Fink, J., Jenkins, D., & Yanagiura, T. (2017). What Happens to Students Who Take Community College" Dual Enrollment" Courses in High School?. *Community College Research Center, Teachers College, Columbia University*.

Hanson, J. M., Prusha, T., & Iverson, C. (2015). Principal, teacher, and counselor views of concurrent enrollment. *New Directions for Community Colleges*, 2015(169), 71-81.

Hughes, K. L., & Edwards, L. (2012). Teaching and learning in the dual enrollment classroom. *New Directions for Higher Education*, 2012(158), 29-37.

Kanny, M. A. (2015). Dual enrollment participation from the student perspective. *New Directions for Community Colleges*, 2015(169), 59-70.

Mangan, K. (2019). Rise in dual-enrollment courses may help community colleges. But minority students? Not as much. *Chronicle of Higher Education*, 65, 22.

Miller, T., Kosiewicz, H., Tanenbaum, C., Atchison, D., Knight, D., Ratway, B., ... & Shields, J. (2018). Dual-credit education programs in Texas: Phase II. *Washington, DC: American Institutes for Research*.

Rhine, L. (2022, August 31). *The Power of Dual Enrollment: The Equitable Expansion of College Access and Success - ED.gov Blog*. U.S. Department of Education. Retrieved from <https://blog.ed.gov/2022/09/the-power-of-dual-enrollment-the-equitable-expansion-of-college-access-and-success/>

Vargas, J., Hooker, S., & Gerwin, C. (2017). Blending high school and college can sharpen the focus of each. *Phi Delta Kappan*, 99(3), 13-18.

COURSE POLICIES

Inclusiveness and equity: Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course and for the sake of your future students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you show respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

“Netiquette” is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

Attendance and punctuality: Absences exceeding 2 synchronous and/or asynchronous class meetings may result in a loss of 5 points of your final grade. However, if you have any connectivity issues during our asynchronous meetings, I will work with you to make up that work. Because classes are online, online activities count as the classes. With 3 absences, in other words, with lack of participation in 3 online activities, the professor reserves the right to drop a student from the class. Please, notify me if you have an emergency. Arrange your schedules so you are prepared to engage in class fully.

Preparation and Participation: Take advantage of this course to experience academic practices! Read, think, talk, and write as a scholar! Students are expected to complete all the readings, interpret them, discuss them with your peers, and use them to develop their scholarship. You are expected to actively participate in discussions and activities. The class is a 3-credit course. I recommend that students plan to spend between 6-9 hours, in addition to the three weekly contact hours. However, this may vary from week to week. I would like you to take ownership

of your own learning. That means that you are responsible for coming to (online or face-to-face) class prepared to explore points and questions with colleagues. Students will benefit from revisiting texts after group discussions. This class will be conducted in primarily a seminar style, even if the classes are online. The expression of diverse viewpoints as well as requests for clarification and elaboration among classmates should be cordial and respectful.

Assignments: Late assignments will NOT be accepted in this course. The assignments in this class require a lot of planning. Plan now the time you need to complete the assignments to meet established deadlines. Turn in all assignments through Blackboard. Use APA style in your written assignments.

Incomplete: A grade of incomplete will not be given for this course unless there are extenuating circumstances. Please talk to the professor ASAP if such a situation arises. In any case, incompletes will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis, which genuinely precludes successful completion of the course.

Email and Blackboard:

Please check your email and Blackboard at least twice a week. These are my primary means for providing updates to the class. E-mail is one of the most reliable ways to contact me.

TECHNICAL ASSISTANCE

If you have technical problems with the course, please contact the UTEP Helpdesk:

- M – F 7am-8pm, Saturdays 9am-1pm, Sundays 12-4 pm
- On campus: 915.747.5257
- Off campus: 915.747.4357

If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

UTEP POLICIES

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities Statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for

Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with the instructor.

EVALUATION & COURSEWORK REQUIREMENTS OF STUDENTS

Assignment	% of grade	Due date
Online discussion board (6 x 5 points)	30	See schedule
Teaching philosophy statement (a work in progress)	5	5/22
Report 1: Interview with one dual credit instructor	15	5/29
Report 2: Observation in one dual credit class	15	6/5
Final Paper: Benefits and Challenges of DC	30	6/28
Presentation of final paper: research on DC programs and classrooms	5	6/19
Total	100	

GRADING SCALE

- A (Exceeds Expectations): 90-100
- B (Meets Expectations): 80-89
- C (Does not meet expectations): 70-79
- F (Fail): 69 or less

An “A” means work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.

A “B” means work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of “A” work, particularly written work that demonstrates less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.

A “C” for written work signifies that one or more aspects of the assignment were omitted, that assignment specifics were not attended to, and/or poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.

Below a C is failing a graduate course or a graduate assignment.

DESCRIPTION OF ASSIGNMENTS

1. Online Discussion Board:

The course will occur online but at your own time (asynchronously). As the initial post, you will write a reading critique (4 points). Please carefully read instructions below for your initial post. In addition, you will be required to interact in writing with at least two peers (100-150 words). I may organize additional online activities to help you develop your individual papers. Participation in all online activities is required to earn full credit for the online discussion board.

A. Reading Critique (initial post)

For your initial posts, you will write down the major arguments of the assigned readings, as well as your critical analyses (300 words) about the readings assigned for that week in Blackboard. You may **not** turn in reading critique late for credit. Please, write the critique clearly, edit, and spell check your work before turning it in.

Reading Critique (4 points):

Respond to the question: What does this research show about dual crediting teaching?

- It synthesizes and condenses assigned readings into 300 words.
- It provides an accurate account of the main ideas of each article.
- If there is more than one reading, make connections across texts.
- Include an introductory statement in which you identify the main theme discussed in your critique for the reader. Show how the theme is present across the reading(s). Develop the theme by providing specific examples from the readings (short quotes and paraphrases of key ideas).
- Make sure that your presentation of the author’s ideas is correct. However, be critical of the readings. For example, be sure to point out any weaknesses or areas of disagreement. Substantiate your claims by providing evidence from the readings in this course.
- No reference list necessary because your initial post is about the assigned readings,

Rubric for Reading Critique

4 points Outstanding	3 Meets standard	2 Nearly meets standard	0-1 Does not meet standards
The essay is thoughtful, engaging, and clearly written. The piece shows careful consideration of the topic. Student writes down the major arguments of the readings and develops in-depth connections among readings (if more than one). Student critically analyzes major ideas from the reading, supports the critique well, and points out important questions. Work is edited and follows APA style.	The essay is clearly written and reflective. Student writes down the major arguments of the readings and makes connections among readings (if more than one). Student critically analyzes one major idea from the reading. Work is edited and follows APA style.	The essay shows some level of reflection but is not clearly written. Student partially develops major arguments from the reading, makes connections among readings, but does not support the critique well. Partially analyzes one idea. Work is edited but uses APA style sporadically.	The essay does not adequately address the major arguments of the readings and shows limited reflection. Student develops some ideas from the reading. The organization is not clear and there is no critical analysis of one idea. It contains grammatical or sentence structure errors that are disruptive.

B. Response/feedback to your peers' initial post

Rubric for Feedback to Peers

Outstanding (1 points)	Meets the standard (0.5)	Does not meet the standard (0)
Points in the feedback post are well developed and grounded in the readings & other materials assigned for the week. Demonstrates knowledge of the material covered. Thoughtful, relevant suggestions/questions.	Feedback post makes connections to the readings & other materials assigned for the week. Relevant suggestions and/or questions.	Points in the feedback post are not well supported or grounded in the readings & other materials assigned for the week.
Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing is clear, concise and coherent. No spelling/grammar errors.	Writing is clear and understandable. No more than one spelling/grammar error.	Post is difficult to read. Two or more spelling/grammar errors.

C. Final Paper (8-10 pages)

You will write an essay about the benefits and challenges of dual credit teaching. You may want to address issues of program development, curriculum, instruction, assessment and accountability, teacher professional development, or social equity in contexts of dual credit education.

You will write **an essay** that answers the questions below (minimum of 8 **new** references. This means that if you wish to use the course readings, you may, but these do not count toward the 8 new references. A rubric for the final paper is below. Make sure you answer these questions:

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- What are the benefits that the researchers have found in studies on dual credit education?
- What are challenges that have been pointed out in the studies reviewed?
- After conducting this literature review, what are some considerations you will have when teaching your dual credit course? What are implications for teaching and learning from this literature review?

Please, use this rubric to assess your final paper before submitting it.

CRITERIA	EXCELLENT	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
Completeness	8 or more appropriate sources reviewed. All sources are clearly relevant to the paper theme. 2 points	8 appropriate sources reviewed. Most sources are relevant to the paper theme. 1.5 points	7 appropriate sources. 1 point	Fewer than 7 sources appropriate sources. It is not clear the relevance of sources to the theme. 0 points
Analysis	Includes a variety of sources from high-quality journals and publications. 6 points	Includes primary research articles from well-respected journals in the field. 5 points	Over-reliance on low quality journals and/or a few sources are not reliable. 4 points	Most sources are unreliable. 0-3 points
Evidence	Organization pattern demonstrates understanding of the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading. Includes subtitles that facilitate reading. 7 points	Well organized with organizational plan obvious throughout. Includes subtitles that facilitate reading. 6 points	Organizational plan is inconsistent. Subtitles do not help with coherence. 5 points	No clear organization. No subtitles used to organize the information. 0-4 points

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CRITERIA	EXCELLENT	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
Writing	All sources selected are clearly relevant to the purpose. Relevance is clearly articulated. 2 points	Apparent match between all sources and purpose, although perhaps not clearly articulated. 1.5 points	Apparent match between some sources and purpose, although perhaps not clearly articulated. 1 point	Mismatch between the sources and purpose. 0 points
Synthesis	Summarizes and insightfully synthesizes the literature information, including analysis of gaps in and/or limitations of the research. 10 points	Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained. 9 points	Summarizes the overall picture obtained from the literature review but lacks synthesis. 8 points	Lacks summary or synthesis of the information, leaving each article as a stand alone piece and/or misinterprets the information and/or makes statements unsupported by the literature. 7 points
Style	Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows style manual, uses quotations and citations to enhance written narrative, smooth transitions. Adheres to required length. 3 points	Contains few spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. Adheres to required length. 2 point	Contains noticeable but not distracting spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. 1 point	Contains numerous distracting spelling or grammatical errors, and/or does not follow style manual, and/or lacks or uses quotations and/or citations ineffectively or inappropriately, and/or lack of transitions. 0 points
Total	30 points	25	20	14 or less

D. PowerPoint presentation of the final paper

You will present your final paper through a PowerPoint presentation with the purpose of learning even more about the course topic. You will find guidelines to create this presentation in your blackboard course.

Rubric for presentation

5 points Outstanding	4 points Meets standard	3 points Nearly meets standard	2 points or less Does not meet standard
<p>Student is well prepared and has a solid understanding of the findings.</p> <p>Presentation clearly includes main findings and rich detailed examples that support these claims.</p> <p>Findings demonstrate that the student has gained new understanding of the topic through their own research.</p>	<p>Student is prepared and the research findings presented are well organized.</p> <p>Presentation includes good examples that support major claims, but not all are relevant.</p> <p>Findings presented demonstrate that the student has gained some understanding of the topic through their own research.</p>	<p>Student is prepared but the findings are not organized.</p> <p>Most claims are not well supported by evidence.</p> <p>Findings partially demonstrate that the student has gained some understanding of the topic through their own research.</p>	<p>Student is not prepared, has not organized research findings and does not present relevant examples. Student does not demonstrate understanding of the research topic.</p>

Disclaimer: The instructor reserves the right to **adjust schedules and change topics** in support of student and instructor needs.

CLASS SCHEDULE—SUMMER 2023

Week	Date	Topic	Reading
1	5/13-5/19	<p>You and your peers: Introduction</p> <p>Introduction to course, assignments, policies and participants</p> <p>Dual credit and equity</p> <p>*** Start organizing your interview and observation</p>	<p>Read: Mangan, K. (2019, February 7). <i>Rise in Dual-Enrollment Courses May Help Community Colleges. But Minority Students? Not as Much.</i> The Chronicle of Higher Education.</p> <p>Rhine, L. (2022, August 31). <i>The Power of Dual Enrollment: The Equitable Expansion of College Access and Success - ED.gov Blog.</i> U.S. Department of Education. https://blog.ed.gov/2022/09/the-power-of-dual-enrollment-the-equitable-expansion-of-college-access-and-success/</p> <p>Discussion Board: Introduce yourself. (DUE Wednesday)</p> <p>Discussion board # 1 (initial post and peer feedback) DUE (Wednesday-initial post and Sunday-peer feedback)</p>
2	5/20-5/26	<p>Educator’s views on dual credit courses</p> <p>Activity: Interview questions and procedures</p>	<p>Read: Hanson, J. M., Prusha, T., & Iverson, C. (2015). Principal, Teacher, and Counselor Views of Concurrent Enrollment. <i>New Directions for Community Colleges</i>, 2015(169), 71–81.</p> <p>Ferguson, C., Baker, P., & Burnett, D. (2015). Faculty Members’ Perceptions of Rigor in Dual Enrollment, Accelerated Programs, and Standard Community College Courses. <i>New Directions for Community Colleges</i>, 2015(169), 83–91.</p> <p>Discussion board # 2 (initial post and peer feedback) DUE (Wednesday-initial post and Sunday-peer feedback) DUE: Teaching philosophy statement (5/22)</p>

3	5/27-6/2	<p>Impact of dual enrollment in post-secondary performance</p> <p>Dual credit education programs in Texas</p> <p>Preparing for your observation</p>	<p>Read: Fink, J. K., Jenkins, D., & Yanagiura, T. (2017). What Happens to Students Who Take Community College “Dual Enrollment” Courses in High School? <i>Community College Research Center, Teachers College, Columbia University</i>.</p> <p>Vargas, J., Hooker, S., & Gerwin, C. (2017). Blending high school and college can sharpen the focus of each. <i>The Phi Delta Kappan</i>, 99(3), 13–18. http://www.jstor.org/stable/26388244</p> <p>Dual-Credit Education Programs in Texas: Phase II. (2018). In <i>AIR.org</i>. American Institutes for Research. https://www.air.org/sites/default/files/Dual-Credit-Education-Programs-in-Texas-Phase-II-July-2018.pdf</p> <p>Discussion board # 3 (initial post and peer feedback) DUE (Wednesday-initial post and Sunday-peer feedback)</p> <p>DUE: Report 1 Interview with one dual credit instructor (5/29)</p>
4	6/3-6/09	<p>The student perspective</p>	<p>Read: Kanny, M. A. (2015). Dual enrollment participation from the student perspective. <i>New Directions for Community Colleges</i>, 2015(169), 59-70.</p> <p>Discussion board # 4 (initial post and peer feedback) DUE (Wednesday-initial post and Sunday-peer feedback)</p> <p>DUE: Report 2 Observations (6/5)</p>
5	6/10-6/16	<p>Best practices in dual enrollment teaching and learning</p>	<p>Read: Hughes, K. L., & Edwards, L. (2012). Teaching and learning in the dual enrollment classroom. <i>New Directions for Higher Education</i>, 2012(158), 29–37.</p>

			<p>An, B. P. (2015). The Role of Academic Motivation and Engagement on the Relationship Between Dual Enrollment and Academic Performance. <i>The Journal of Higher Education</i>, 86(1), 98–126.</p> <p>Discussion board # 5 (initial post and peer feedback) DUE (Wednesday-initial post and Sunday-peer feedback)</p>
6	6/17-6/23	Best practices in dual credit teaching and learning: Present your literature review findings on the topic	<p>Discussion board # 6 (initial post and peer feedback) DUE (Wednesday-initial post and Sunday-peer feedback)</p> <p>PowerPoint Presentations: Preliminary findings of your literature review DUE</p>
7	6/24-6/28	Conclusions	Final Paper DUE (in Assignments)