



OBTC 2016 at Walsh University **June 8th – 11th, 2016**

Submission Template

SUBMISSION GUIDANCE

- * Remove all identifying properties from this document **
- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

Submission Template for the 2016 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

Adapting Face to Face to On-Line: Credentialing high school teachers to teach dual enrollment

A component of our state's strategy to enhance students' college and career readiness and postsecondary success includes "credentialing" high school teachers to teach dual enrollment courses. We became a "higher education partner" to a consortium of school districts that have been awarded significant grants from the state with a larger purpose to improve education. Goals include a robust education-to-employment model, exposing students to an array of business and technical pathways to prepare them to compete in the 21st century global economy. Our college was chosen to credential the teacher-students.

2) Format

- ☐ Activity or exercise
- ☒ Roundtable discussion (60 minute only)
- ☐ General discussion session

2a) For activities and exercises only, is yours best suited for

- ☐ A traditional classroom
- ☐ An online class
- ☒ Either

2b) For activities and exercises only, is yours best suited for

- ☐ Undergraduate students
- ☐ Graduate students
- ☒ Either

3) Time Requested: (could do either)

- ☐ 30 Minutes
- ☒ 60 Minutes (*Roundtables must select 60 minutes*)
- ☐ 90 Minutes

4) Planning Details:

Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?

The session will not require equipment other than the standard white board, computer and projector. However, participants for this session should plan to bring their computers, tablets or hard copies to have access to a course syllabus for reference during session activities.

5) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

The state requires that those teaching dual enrollment courses have a master's degree in the field or a master's in any field plus an 18-hour cohesive set of courses. Our task was to create that 18 credit hour (six courses) program. There was a very fast turnaround, courses had to be on line, program had to be completed in four semesters, and the six courses had to be a subset of the MBA. We did not have an on-line offering for any of the six courses.

It is clear that on-line courses require significant rigor in design and development of course components. Our school uses a common learning management system which gives us the framework, but there was extensive design and development work to be completed.

The project/assessment coordinator met with each professor to "redesign" his/her course. That is, we reviewed the current syllabus components and documented using a simple template the Assessment & Instruction Strategy. We determined how classroom activities would be adapted for an on-line course. The value of these internally created tools helped professors identify gaps in instructional and assessment. Macro design had to be finalized before detailed design commenced. (Examples of completed designs included in this document.) For accreditation purposes, student performance on learning goals must be assessed systematically and routinely. (Martell, 2015) The tools we developed facilitate enhancing quality in our courses and facilitates assurance of learning.

Sample #1: Instructional Strategy & Assessment template

	<i>Complete spreadsheet for all topics</i>	<i>Assessment (indicates how topics are captured via assessment activities)</i>			
Module	Topic/Chapters	Homework Assignments	Class Exercise	Quizzes	Exams
		140 points	50 points	150 points	160 points
1	Motivation	#1		X	X
3	Ethics	#2	#1	X	X

Sample #2: Detailed Design Document

Module	Learning Objectives / Text chapter	Learning Activities & Content	Assessment
	<i>List Module topic and module-level learning objectives</i>		
1	Managerial Accounting: An Overview (1) <ol style="list-style-type: none"> 1. Define Managerial Accounting. 2. Explain the importance of managerial accounting to your career. 3. List the skills required for managers to succeed. 	<ul style="list-style-type: none"> • Read Chapter 1 • Review Chapter 1 PowerPoint. • Read “Accounting Ethics” handout and listen to <i>Special Topic Lecture – Ethics in Accounting</i> posted in Springboard. 	Exam 1

The session contributes to management education in the area of instructional design and development; specifically, adapting a face-to-face course to an on-line option. Adding sound instructional design principles can make this process more manageable for professors who may not have an in depth knowledge of instructional design principles. Several colleagues have indicated working through the process as part of the project to adapt MBA courses on line for our high school teacher-students has allowed them to use the tools to better organize other courses they teach. (Gaughn, Matejkovic 2015)

Session learning objectives:

1. Create an Instructional Strategy and Assessment template for any course.
2. Develop a detailed design to ensure learning objectives are adequately addressed in instructional and assessment activities.
3. Examine teacher credentialing as another path to increasing Master's program enrollment while supporting state education goals.

6) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

I will present two tools (samples noted above) in the workshop. While these were more widely introduced as part designing and developing our high school teach credential program, the tools have application for any type of course design.

Session outline:

1. Brief summary of high school teacher credential program (that drove the on line course development for select MBA courses).
2. Handout tools: (1) samples graduate and undergraduate course, face-to face and on-line course samples. (2) blank forms that we can use in the workshop.
3. Purpose of using such templates comes from a combination of Quality Matters standards, learning outcomes from our school's Design & Development Workshop for faculty and standard instructional design principles.
4. Explain Instructional Strategy & Assessment template.
 - a. Activity: complete for several topics in one of your courses.
5. Create a Detailed Design Document.
 - a. Activity: select one of your topics, learning objectives, learning activities, and assessment activities.
6. Share ideas as to how other schools might pursue teacher credentialing in their states.

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

Relating back to our project to credential high school teachers, our school is partnering with several in-state consortiums made up of a large number of school districts many of which are considered "disadvantaged". In many of the identified districts, college enrollment upon high school graduation is less than 10% (Battelle for Kids, 2014). Thus, the desire at the state level to better equip students coming out of high school – either to go to work or to get college credit while still in high school.

It is our job to provide quality and MBA level coursework so that high-school teachers are fully prepared to teach dual enrollment courses to their students. One of the

consortiums with which we work has a stated overarching goal “to increase student achievement by building a robust education-to-employment model”. Our rigorous process of course design and development is helping to ensure our teachers are fully prepared to deliver on that goal. Our process further helps us deliver on our commitments to the grant requirements and outside evaluators to whom we report each semester.

8) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This proposal is not under review anywhere else. I believe it is a unique program and the work to make it a reality has implication for any course design.

I have presented our work/process internally at University of Akron to Management Department colleagues and to other university faculty at an internal “Design and Development Workshop”. Additionally, I recently presented a summary of our work as a higher education partner to the National Rural School District Conference (Columbus OH 2015).