



# DIOCESAN ONLINE LEARNING INITIATIVE

HANDBOOK AND COURSE OFFERINGS

FALL 2017 - SPRING 2018



# DOLL

## ONLINE COURSES FOR DIOCESAN HIGH SCHOOLS

Please consult this handbook to discover what DOLL has to offer to your Catholic high school. Here you will find information that will hopefully answer your questions, and allow you to discuss the DOLL program with your own students and their parents, as they plan their yearly academic schedules.





# Expectations

## Expectations for Students

Here is a brief list of attributes that a successful online student should possess before being considered for enrollment in a DOLL course:

- 1) Must possess good to excellent reading and reading comprehension skills
- 2) Must possess the personal attributes of self-motivation and desire to learn
- 3) Must have access to the Internet, both at school and outside of school
- 4) Should not need major accommodations for learning style

## Expectations for Technology

It should come as no surprise that DOLL requires a certain level of technology be available to any student enrolling in our courses. Therefore, it is very helpful if schools involve their technology staff in the decision to enroll students in the online program. At the most basic level, all that is required to participate in our online courses via Moodle is an Internet connection. Either a Windows or Mac computer works well. The Moodle program is web-based, so a current web browsing program is required; we recommend using the latest version of Firefox to participate; Firefox is available as a free download to either a Windows or Mac computer. Internet Explorer usually has no problems in Moodle, although there are some settings in newer versions of Internet Explorer that make certain Moodle tools unstable. We have seen some problems with the Mac browser Safari; sometimes, important tools for the students don't appear with the Safari browser.

Many of our teachers utilize video in their classes, and for the most part those videos are embedded directly in the course from Youtube or another online video repository. If your school has blocked access to Youtube, please let us know, so we can work with you on alternative methods for your students to access any course videos.

Other programs sometimes required by DOLL courses include the programs of the Microsoft Office suite: Word, PowerPoint, or Excel. Please let us know if your school does not have versions of those programs available to students; we can work with both teachers and students to provide alternate methods of viewing course materials in those formats.

Some courses, such as foreign language programs, may request certain audio software be available to the students. The diocesan schools office will be happy to help each school set up any of the free software if a school finds it necessary.

All other assignments, activities, readings, and other course materials in our online courses appear directly within the Moodle program, and only an Internet connection and web browser are necessary to be successful. A representative of the Diocese will meet with the Technology Director of participating schools prior to the beginning of classes.

## Expectations for Schools

It is important for diocesan high schools to understand the goals and philosophy of the DOLL program. Our online courses reflect, as best they can, those goals and philosophies. In that regard, our online courses are **NOT** tutorial in nature; students do **NOT** work at their own pace with minimal supervision from their online teachers. To the contrary, our online courses are designed to contain rigorous, upper-level coursework, often at a college entry level, and our online teachers are expected to interact with their students on a daily basis. This interaction can consist of providing class announcements, personal messaging to students, grading the wide range of assignments present in their courses, commenting on student work, creating new assignments, or tweaking current assignments based on their class's progress at any given time.

For a student to be successful in our online courses, they must possess the attributes of self-discipline, intellectual inquiry and curiosity, and basic academic skills. Diocesan high schools are reminded that it is their responsibility to promote only those students whom they believe have the necessary academic and personal skills into our online courses.

The scheduling of DOLI courses within the school day is optional for each high school.

Because the online courses are available 24 hours a day, 7 days a week, students should understand that their personal school schedule is of little importance in completing the DOLI coursework. Students are expected to complete their online assignments on the schedule required by each online course, not their personal school schedule. In particular, if a school experiences “snow day” closures, DOLI courses will continue to run on a regular schedule, because all courses are available to students from their homes or public libraries. For students who have personal schedule adjustments, such as retreats, our DOLI teachers will work with them individually to maintain the online schedule.

Because any single online course will contain students from several different diocesan high schools, it is necessary that the DOLI program operate under its own academic calendar.

The DOLI calendar includes dates that classes start, the last day to add a class, the last days to drop a class, and course completion dates. In order that all students from different high schools can work at the same speed, **all** diocesan high school online students are expected to follow the DOLI calendar without exception. This includes students who might experience their own school closures due to weather:

### **Expectations for Students on IEPs, MAPs, or SPs**

Students with disabilities, who may have IEPs, MAPs, or SPs, are welcome to enroll in DOLI courses, but their participation should be carefully considered by their guidance counselors before enrolling. In particular, while the Moodle system and our online teaching staff can make some accommodations for individualized learning needs, there is a logical limit beyond which an online course cannot extend.

We strongly recommend that before enrolling students with disabilities, guidance counselors give advance notice of at least 2 weeks to DOLI administrators of each student's educational needs, so that the DOLI administrators can consult with the online teacher involved. The purpose of that consultation will be to determine whether the Moodle system can effectively deal with the necessary accommodations. Guidance counselors will then be notified as to whether enrolling a specific student is recommended.

# Credits, Grading, and Fees

## Credits and Grading for DOLI Courses

All DOLI courses are approved by the Diocesan Schools Office before being offered to high school students. Some online courses are a semester in length, while others are a full year in length. High schools are free to offer credit for DOLI courses in a manner consistent with their regular curriculum; decisions on granting credit are the responsibility of each local high school.

Each DOLI course will have a diverse population of students from several different high schools; each of these high schools have their own grading scales. For that reason, DOLI courses issue grades as a percentage, and allow each high school to convert that percentage into the letter grade appropriate within their own grading scale. Each school will be given a directory of contact information for every DOLI teacher; schools can contact any DOLI teacher for a grade percentage at any time. It is responsibility of each school to contact the appropriate DOLI teacher for their students' grades.

There may be some high schools that use a public, web-based grading system for communication of student grades to parents. Schools using such a system may want DOLI grades to be posted. In such a case, the DOLI teacher must be given an account in order to access the school's system, and instructions on using the web-based system should be sent to the DOLI teacher.

Students' course percentages are sent to each high school guidance counselor (or other designated representative) upon the completion of each DOLI quarter. If there are any questions concerning those course percentages, guidance counselors or other representatives should contact Jim Murray, who will work with the school and the DOLI teacher to arrive at appropriate reconciliations.

## Payment of Fees for DOLI Courses

So there can be a centralized payment policy, the Diocese of Toledo will issue checks to the DOLI teachers. Fees for DOLI courses are \$110 per student in a semester course, and \$220 per student in a year-long course. Around the end of the first nine weeks of the semester, each participating high school will receive an invoice from the Catholic Schools Office, covering in one amount all of the fees to be paid during a semester. We recommend that no money be sent from a high school to the Diocese until their invoice is received. High schools are to send checks, payable to the Diocese of Toledo, to Tony Mass, Catholic Schools Office, 1933 Spielbusch Ave. Toledo, OH 43604. It is recognized that some schools require the family to pay for the course, so it is recommended that the family pay the school; then the school pay the Diocese in a lump sum for all students for the semester. The teachers will be issued a 1099 form and must submit their Social Security Number to the Diocese.

Following Diocesan policy and to ensure our teachers are compensated in a timely manner, **no grades will be issued until all invoices are paid in full.**

---

## SECTION 3



# DOLE Teacher Profiles

**Pat Oedy-Murray** (Church History; Catholic Bioethics; Developmental Psychology Research; Psychology; Sociology; Dei Verbum) teaches at Lourdes University, Sylvania. Pat holds bachelor's degrees in psychology and religious studies, a master's degree in pastoral studies, and a certification in Catholic Bioethics.

**Chad Huntebrinker** (Health) currently teaches Health at Central Catholic High School, in Toledo, Ohio.

**Jim Murray** (Music Appreciation; History of Western Music I, II) teaches in the Music Department at Lourdes University, Sylvania. Jim holds a bachelor's degree in music education, along with a master's degree in education. Jim is also a published composer.

**Jack Altenburger** (Accounting; Personal Finance; and Introduction to Business) has a M.A. in Educational Administration and a B.A. in Business Administration. He has taught high school business courses and has been a high school Principal and the Superintendent of Catholic Schools in the Diocese of Toledo until he retired in 2010.

**Steven Strauss** (Latin I, II, III, IV) currently teaches Latin at Notre Dame High School, in Toledo, Ohio.

**Gloria Denos** (Introduction to Catholicism) currently teaches on the religion faculty of the Notre Dame Academy, in Toledo, Ohio. She also teaches courses in World Religions for Lourdes University, in Sylvania, Ohio.

**Taylor Corbett-Buchholz** (Spanish I, Spanish II) currently teaches Spanish classes at Toledo Central Catholic High School, in Toledo, Ohio.

**Jessica Jones** (Algebra I) teaches on the faculty at Sylvania St. Joseph Elementary school. She specializes in advanced mathematics.

**Tressa Reith** (Research Writing) is a newly retired 33-year veteran of our Diocese of Toledo Catholic Schools, and most recently has been principal of Mansfield St. Peter's High School and

Junior High. Prior to her administrative work, she taught religion, English, and speech classes at Mansfield St. Peter's and Toledo Central Catholic High School.

**Emily Reith** (Photography I, Photography II) earned a degree in Science in Technology from Bowling Green State University, where she specialized in photography and print media. Currently Emily resides in Tennessee, and runs her own business as a portrait photographer. She is also the co-advisor of the Mansfield St. Peter's High School yearbook, teaching students the basics of photography and design.

# DOII Calendar - Fall Semester, 2017

**Courses Open:** August 28, 2017

**Last Day to Add a Class:** September 5, 2017

**Last Day to Drop a Class (No Fee Charged):** September 6, 2017

**Last Day to Drop a Class (Half Fee Charged):** September 17, 2017

**Any Fall Semester Class Dropped after September 17, 2017 will be charged the full course fee.**

**Courses Close:** December 15, 2017

**Dei Verbum: An In-depth Study of the Bible:** The purpose of this course is to give an overview of Sacred Scripture with an introduction to the basic principles for understanding and interpreting the Bible. Because of the extent of the scriptural material, this course will not try to cover the vast content but rather offer ideas about Scripture's purpose and religious significance. Given the limits of a semester of study, it will not be possible to introduce all the books of the Bible here. But every effort is made to project a sense of the unity of the narrative for the divine plan of salvation, the presence of God's action in this record of his Revelation, and His desire to share His merciful love with us.

**Catholic Bioethics:** The purpose of this semester-length course is to deepen the Catholic moral competence of the student in the health care field. If a student is thinking of pursuing a career in Health care, this is an important course for them to understand how the Catholic faith informs this field of study. The student will examine the nature of the human person, learn Catholic ethical principles that inform medical decision making; become familiar with medical moral principles in order to determine how they apply to situations and how they conflict and may conflict with Catholic principles; and continue to explore how Catholic sources reflect the moral order of the world and the dignity of the human per-

son. We will also look at all the Bioethical issues of the day and how Catholic moral thought informs us on these issues.

**Spanish I, II, and III:** In these year-long courses, students will build the basic vocabulary, grammar, and skills of the Spanish language. Purposes of these courses include: enabling students to communicate in Spanish for multiple purposes, in a variety of modes, and within a wide range of cultural contexts enabling students to demonstrate knowledge of Spanish language culture and develop an appreciation of that culture, and enabling students to use this knowledge to connect with other disciplines. As students continue into the next levels of study, they will continue to expand their vocabulary and listening comprehension, along with awareness of their own language and culture. Students will engage in advanced exercises in listening, speaking, reading, grammar study, and writing, including reading short stories, newspaper and magazine articles and brief selections from Spanish literature, using a wide range of online tools and technologies.

**Health:** In this online class, various topics in the field of health will be examined. Included in these are diet and fitness maintenance, community health, making good health decisions, mental and emotional health, nutrition, drug, tobacco, and alcohol education, infectious and hereditary diseases, building responsible relationships, and sexually transmitted disease education. This course can be taken in a shortened, fast-track version in the summer, or taken as a regular semester-length course during the school year.

**History of Western Music I:** In this course we will examine the history of Western art music, beginning with the Medieval Period and finishing with the Baroque Period. This course expects a high level of academic pursuit. The course will consist of readings, listening examples, video examples, and a wide range of assignments to develop an appreciation and understanding of the history of western music. Students will gain a much greater familiarity with the progression of music through history through a representative sampling of the greatest composers and their best works.

**Latin I:** This year-long online course introduces students to the basics of Latin grammar and vocabulary with the aim of developing reading proficiency. In addition to learning about the Latin language the course will look at various aspects of life in the ancient Roman world.



**Latin II:** This year-long online course continues the language sequence begun in Latin I. Enrollment in this level is dependent upon successful completion of either online Latin I, or an equivalent course.

**Latin III:** This year-long online course continues the language sequence begun in Latin II. Enrollment in this level is dependent upon successful completion of either online Latin II, or an equivalent course.

**Latin IV:** This year-long online course continues the language sequence begun in Latin III.

Enrollment in this level is dependent upon successful completion of either online Latin III, or an equivalent course.

**Music Appreciation:** This online course will teach students the basic elements of music: form, duration, melody, harmony, and techniques of variation, as demonstrated through the music of western civilization. Students will learn about these elements through readings, listening examples, video examples, and will explore ways in which music is related to other arts through those same basic elements. While there are some elements of music history, primarily this course is about developing critical listening skills that apply to a wide range of music.

**Psychology:** This online course stresses the nature, scope, and methods of psychology. The topics included in the course are: the history of psychology, human development, sleep and consciousness, learning, memory, motivation, personality, psychological disorders, adjustment, health, and applied psychology. This course is designed as an entry-level college course. It is a fine introduction and preparation for related college courses, or just for personal enrichment. This course is designed as a semester course, and enrollment should be restricted to juniors and seniors.

**American Government:** In this online course, students will study the basic structure of the government of the United States, examine current issues concerning our government, and explore a wide range of subjects pertaining to the functions of the United States government.

**Algebra I:** In this full-year course, students will learn the basic Algebra I concepts that have been determined by the Common Core State Standards. This course will consist of concepts presented by video lessons and listening examples. Students will show mastery of the concepts by completing online assignments. Students will gain the knowledge necessary to continue their math education in high school. Concepts to be covered include an introduction to algebra, real numbers, solving equations with problems, polynomials and their factoring, fractions and applications of fractions, functions, systems of linear equations, inequalities, rational and irrational numbers, and quadratic equations.

**Research Writing:** In this semester-length course, students will experience guided practice in developing topics that require factual and analytical treatment. Formulation of the research question and validation of sources will begin the step-by-step process. Information collection and organization, with personal coaching along the way, will result in MLA style research projects and papers of various lengths. Each part of research writing is carefully explained and demonstrated, allowing this course to appeal not only to the student who

enjoys writing but also to the student who struggles with the blank page. Enrollment in this course is limited to junior level or senior level students.

**Introduction to Business:** The objective of this semester-length course is to expose the student to a general overview of the field of business. The student will have a working knowledge of the individual components necessary to operate a business and the impact of decision-making on the U.S. economy as well as the global economy. This course is a semester in length.

**Photography I:** This course will help the student become familiar with the fundamentals of digital photography. The course will cover the following areas: how cameras work, composition, and lighting. Students will receive basic instruction through readings, video demonstrations, and samples of successful photographs. Students will be encouraged to be creative in their required shooting assignments, based on what they are learning in class. The final project/exam will be a portfolio using all of the techniques they have learned in this semester-length class. Class requirements include: A digital camera that shoots in Manual mode; access to the Internet; access to a computer containing some form of editing software, such as Photoshop, Light Room, or similar program.





# DOII Calendar - Spring Semester, 2018

**Courses Open:** January 8, 2018

**Last Day to Add a Class:** January 14, 2018

**Last Day to Drop a Class (No Fee Charged):** January 14, 2018

**Last Day to Drop a Class (Half Fee Charged):** January 28, 2018

**Any Spring Semester Class Dropped after January 28, 2018 will be charged the full course fee.**

**Courses Close:** May 11, 2018

**Introduction to Catholicism:** This semester-length course is designed as a foundational course, specifically for international students, exchange students, transfer students, or non-Catholic students. It is not intended to replace any current religion requirements; rather, it is meant as an additional elective course that our diocesan high schools can offer those students needing a basic course in Catholicism. Topics covered in this course include early Church history, foundations of scripture, truths and teachings, hierarchy, sacraments, moral teaching, and today's church.

**Research Writings:** In this semester-length course, students will experience guided practice in developing topics that require factual and analytical treatment. Formulation of the research question and validation of sources will begin the step-by-step process. Information collection and organization, with personal coaching along the way, will result in MLA style research projects and papers of various lengths. Each part of research writing is carefully explained and demonstrated, allowing this course to appeal not only to the student who enjoys writing but also to the student who struggles with the blank page. This course is restricted to junior and senior level students only.

**Church History:** The purpose of this course is to supply the students with a general knowledge of the Church's history from apostolic times to the present. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by Him throughout history through the Holy Spirit. The students will come to know

that the Church is the living Body of Christ today, and, as such, has both divine and human elements. In this course, students will learn about the Church's 2,000 years of history and about how the Church is led and governed by the successors of the Apostles.

**Catholic Bioethics:** The purpose of this semester-length course is to deepen the Catholic moral competence of the student in the health care field. If a student is thinking of pursuing a career in Health care, this is an important course for them to understand how the Catholic faith informs this field of study. The student will examine the nature of the human person; learn Catholic ethical principles that inform medical decision making; become familiar with medical moral principles in order to determine how they apply to situations and how they conflict and may conflict with Catholic principles; and continue to explore how Catholic sources reflect the moral order of the world and the dignity of the human person. We will also look at all the Bioethical issues of the day and how Catholic moral thought informs us on these issues.

**Developmental Psychology Research:** This online course is a follow-up course based on the successful completion of an introductory psychology course, which is a requirement before taking Developmental Psychology Research. In this online course, the student will primarily work in a project-based curriculum, learning how to gather data, analyze that data, and present final findings in an organized and professional manner. All of that is accomplished while learning fundamental developmental theory. This course is designed as a semester length course, and successful completion of Psychology is required.

**Health:** In this online class, various topics in the field of health will be examined. Included in these are diet and fitness maintenance, community health, making good health decisions, mental and emotional health, nutrition, drug, tobacco, and alcohol education, infectious and hereditary diseases, building responsible relationships, and sexually transmitted disease education. This course can be taken in a shortened, fast-track version in the summer, or taken as a regular semester-length course during the school year.



**History of Western Music II:** In this semester-long course, we will learn about the history of western music, starting in the Classical Period and continuing up to our modern day. The course will consist of readings, listening examples, video examples, and a wide range of assignments to develop an appreciation and understanding of this period in the history of western music. When you are finished working through this course you will have a much greater familiarity with the progression of music through history, and a representative sampling of the greatest composers and their best works.

**Music Appreciation:** This online course will teach students the basic elements of music: form, duration, melody, harmony, and techniques of variation. Students will learn about these elements through readings, listening examples, video examples, and will explore ways in which music is related to other arts through those same basic elements. While there are some elements of music history, primarily this course is about developing critical listening skills that apply to a wide range of music.

**Sociology:** In this online class we will learn about the many sociological aspects of cultures, groups, deviance, crime, classes, race and ethnicity, sex and gender, family, education, health, economics, work, politics, population, environments and social change! There is so much to learn! This course is designed as a semester length course, and enrollment is restricted to juniors or seniors.

**American Government:** In this online course, students will study the basic structure of the government of the United States, examine current issues concerning our government, and explore a wide range of subjects pertaining to the functions of the United States government.

**DOLI Language Courses:** Because our language courses (Latin and Spanish) are year-long courses, they will continue through the second semester. It is not necessary for students to re-enroll for the Spring Semester if they are already taking one of our language courses. Students are seriously discouraged from joining any of our language course offerings in the middle of the school year.

**DOLI Math Courses:** Because our math courses (Pre-Algebra and Algebra) are year-long courses, they will continue through the second semester. It is not necessary for students to re-enroll for the Spring Semester if they are already taking one of our math courses. Students are seriously discouraged from joining any of our math course offerings in the middle of the school year.

**Personal Finance:** The objective of this course is to provide the student with the knowledge and tools necessary to create and maintain good personal financial health. The student will learn how to create a personal budget, develop a good credit score, pay bills and balance a checkbook as well as obtain a rudimentary overview on investments and federal and state tax returns. This course is a semester-length course.

**Accounting:** In this online course, the student will complete the various steps of the accounting cycle, demonstrate and apply an understanding of the accounting equation, and classify accounts as assets, liabilities, equity, revenue, and expenses. Students will analyze

business transactions, record them in a General Journal, and transfer the information into a Ledger. In addition, the student will prepare, interpret, and analyze financial statements, and apply appropriate accounting principles to payroll and income taxation. This course is a semester in length.

**Photography II:** This course is the next course in sequence after a student has successfully completed the DOLI Photography I course. Successful completion of Photography I is required before a student will be enrolled in Photography II. The course will cover the following areas: how cameras work, composition, and lighting. Students will receive basic instruction through readings, video demonstrations, and samples of successful photographs. Students will be encouraged to be creative in their required shooting assignments, based on what they are learning in class. The final project/exam will be a portfolio using all of the techniques they have learned in this semester-length class. Class requirements include: A digital camera that shoots in Manual mode; access to the Internet; access to a computer containing some form of editing software, such as Photoshop, Light Room, or similar program.