



**Course Comparability Manual:
Expectations to Ensure Comparability across
All Locations and Formats**

Colorado Mesa University

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Part I: Philosophical Overview and General Requirements

A continuing challenge for institutions is the ability to ensure that comparable learning outcomes are met when various instructors, using various delivery methods, teach multiple sections of the same course. To further the challenge, many times instructors are teaching without the same perspective as full-time faculty members regarding aligning content delivery and assessments to department and institutional outcome goals.

In order to promote consistency across multiple sections of classes with a variety of delivery methods and multiple instructors, the following is recommended for all courses taught by non-full-time faculty and faculty teaching CMU courses in high schools:

A. General Requirements:

- Course-level student learning outcomes are written by the full-time faculty members in the context of the program- and institution-level student learning outcomes.
- Course-level student learning outcomes, catalog description, course outline and course schedule are required on all syllabi with guidance provided by full-time faculty members. If desired, course objectives also may be articulated and included on syllabi.
- The Academic Department Head or designee meets with instructors prior to the beginning of the first semester of teaching and discusses program- and course-level outcomes, and successful teaching methodologies for the course.
- If an instructor/adjunct is the only one teaching a course, all of the above are provided/monitored by an assigned full-time faculty member.
- In most cases, full-time faculty members choose resources to be used by all non-full-time instructor/adjuncts.
- A core set of curricula must be covered in all course sections. Comparable assessments are required; a comparable rubric is required. At least one assessment and the associated rubric must be identical across all sections of a course.
- Assessment of student learning outcomes is required as scheduled by the department.
- All of the above are evaluated during the course of the adjunct evaluation process.

In the case of general education assessment, the same assessment rubric is used in all sections of the course.

Evidence of comparability includes:

- If online assignments are available, comparable assignments for all sections are used.
- Tests are coordinated or the same concepts tested on each test.
- A common test is given.
- A common final is given.

The overall concept is:

- Comparable text/resources including use of the learning management system.
- Comparable learning outcomes.
- Comparable assessments that demonstrate mastery of comparable outcomes.
- Comparable rubrics.
- Comparable grading scale.
- Required collaboration.

B. WCCC/Montrose Requirements:

- Course-level student learning outcomes are written by the full-time faculty members in the context of the program- and institution-level student learning outcomes.
- A comparable textbook, syllabus, online homework, course outcomes, and grading scale are required.

- Course-level student learning outcomes, catalog description, course outline and course schedule are required on all syllabi with guidance provided by full-time faculty members. If desired, course objectives also may be articulated and included on syllabi.
- The Academic Department Head or designee meets with adjuncts prior to the beginning of the first semester of teaching and discusses program- and course-level outcomes, and successful teaching methodologies for the course.
- Within an academic department or program, a full-time faculty member is assigned as a liaison to any instructor/adjuncts teaching courses in that department or program.
- Comparable assessments are required; a comparable rubric is required.
- In the case of general education assessment, the same assessment is used in all sections of the course.
- A component of faculty evaluation is based upon course comparability and is conducted yearly by Academic Department Head.

C. Concurrent Course/High School Requirements:

- Course-level student learning outcomes are written by the full-time faculty members in the context of the program- and institution-level student learning outcomes.
- A comparable textbook, syllabus, online homework, course outcomes, and grading scale are required.
- Course-level student learning outcomes, catalog description, course outline and course schedule are required on all syllabi with guidance provided by full-time faculty members. If desired, course objectives also may be articulated and included on syllabi.
- The Academic Department Head or designee meets with Concurrent Instructors prior to the beginning of the first semester of teaching and discusses program- and course-level outcomes, and successful teaching methodologies for the course.
- Within an academic department or program, a full-time faculty member is assigned as a liaison to any Concurrent Instructors teaching courses in that department or program.
- Attendance at the yearly orientation session conducted by Academic Affairs and representatives from academic departments is required.
- Attendance at departmental meeting, when requested, is required - to include no more than one per semester.
- All of the above are evaluated during the course of the Concurrent Instructor evaluation process by the faculty liaison and Academic Department Head.

D. CMU Campus/Online Requirements:

- Course-level student learning outcomes are written by the full-time faculty members in the context of the program- and institution-level student learning outcomes.
- A comparable textbook, syllabus, online homework, grading scale and minutes of instruction are required.
- Course-level student learning outcomes, catalog description, course outline and course schedule are required on all syllabi with guidance provided by full-time faculty members.
- The Academic Department Head or designee meets with adjuncts prior to the beginning of the first semester of teaching and discusses program- and course-level outcomes, and successful teaching methodologies for the course.
- Within an academic department or program, a full-time faculty member is assigned as a liaison to any adjuncts teaching courses in that department or program.
- If a lecturer is the only one teaching a course, all of the above are provided by the liaison and monitored by the Academic Department Head.
- A comparable assessment is required at the end of the course.
- In the case of general education assessment, the same assessment rubric is used in all sections of the course.
- A component of faculty evaluation is based upon course comparability.
- The Academic Department Head or designee conducts a classroom evaluation once a year.

Part II: Site-based Course Delivery at CMU-Montrose and Western Colorado Community College

A. Montrose Campus and WCCC Course Delivery Overview

The Montrose campus of Colorado Mesa University is a growing part of the CMU system. With over 300 students currently enrolled in certificate, associate, and bachelor degree completion tracks, general education classes and selected upper division classes, CMU-Montrose is a prime higher education hub for students in southwestern Colorado. CMU-Montrose creates additional access to higher education, serving the counties of Montrose, Delta, Ouray and San Miguel. As a satellite campus of Colorado Mesa University, all academic activity at CMU-Montrose is coordinated through the appropriate academic departments and the Office of Academic Affairs. The faculty members at CMU-Montrose, which consist of Adjuncts and a limited number of instructors, work with the Director of the Montrose Campus as well as their appropriate academic departments to ensure alignment of course-level student learning outcomes, syllabi, textbooks and assessments.

Western Colorado Community College is responsible for career/technical education and developmental education--two of the three components of credit-bearing coursework offered by CMU. The third curricular component available at WCCC is general education and is delivered by Instructors or Adjuncts who are approved and hired by Academic Department Heads at Colorado Mesa University. The policies/procedures below apply to WCCC as well as CMU-Montrose with the exception of the role of the Director of the Montrose Campus. In the case of WCCC, the Vice President for Community College Affairs, or the vice president's designee, may submit the requested materials to the appropriate Academic Department Head.

B. Roles and Responsibilities

1. Instructor/Adjunct:

a. Application, Qualifications, and Follow-up

- Apply to teach at CMU-Montrose or WCCC. Applications are accepted upon an announcement of a vacancy at either campus. Applications include a letter of interest, resume, unofficial college transcripts (official transcripts will be required upon hire), and three professional references (names, phone numbers and email addresses) in addition to other requirements designated by the Academic Department Head.
- Demonstrate appropriate academic qualifications. The minimum requirement is 18 graduate credit hours in the relevant discipline. CMU will consider adjuncts with alternative credentials and tested experience, but in these cases, the adjuncts must document and/or demonstrate their qualifications through the use of the following form with supporting documentation/evidence. [CMU Academic Faculty Member-All Full-time appointments and Adjuncts \(Part-time\)](#) The appropriate Academic Department Head evaluates the credentials, and presents the credentials to the Vice President for Academic Affairs for approval. Adjuncts teaching at the Montrose and WCCC campuses are expected to meet the same qualifications as adjuncts teaching on the main campus of CMU.
- Participate in an interview process prior to receiving final approval to teach a course.
- Instructors must complete CMU's annual evaluation process.
- Adjuncts will be evaluated bi-annually using the Adjunct Evaluation Form.
- Academic Department Heads, or their liaison, are responsible for evaluating adjuncts.
- If requested by the Academic Department Head, enroll/audit the same course one is expected to teach, (at no cost and if available through an on-line format).

- When required, attend faculty meetings arranged by the Director of Montrose Campus, the Vice President for Community College Affairs (or designee), or the Academic Department Head.

b. Course Delivery

- Uphold the goals, policies and procedures of CMU and the appropriate academic department. These expectations include...
 - conducting the course with college-level expectations for academic achievement and demonstrated skills.
 - maintaining comparable academic requirements as those courses taught at the main campus.
 - adhering to the course expectations (e.g., syllabus, schedule, content, assessment of student learning outcomes, pedagogy, grading system, administrative responsibilities) articulated by the associated CMU academic department.
 - requiring students to complete two hours of assigned work outside of class for each hour in class.
 - maintaining the same level of academic rigor, classroom behavior, and curriculum standards as their main campus counterparts.
 - using, if required, texts and other instructional materials identified by the associated CMU academic department.
- Use the assigned CMU email address for all correspondence relating to CMU, including correspondence with students, Academic Department Heads, Program Faculty Liaisons, and/or the Director of the Montrose Campus.
- Maintain the privacy of student records as covered by the Family Educational Rights and Privacy Act (FERPA).
- Arrange for CMU-approved student course evaluations each semester.
- Submit final grades according to CMU's published schedule.

2. Director of Montrose Campus/Vice President for Community College Affairs (or designee):

- Serve as the primary liaison between CMU academic departments and Instructors/Adjuncts who teach academic courses on the Montrose Campus or Bishop Campus.
- Coordinate approval of adjuncts and instructors with the appropriate Academic Department Head and provide final list of scheduled courses each term.
- Facilitate communication between instructor/adjunct and academic departments to ensure course requirements are met and to ensure integrity and consistency of course delivery.
- Consult with Academic Department Heads when choosing courses to offer.
- Submit course schedule to CMU's Registrar's Office. Confirm course listing in Banner with Registrar's Office.
- Schedule and plan workshops for Montrose and/or Bishop Campus Instructors/Adjuncts with main campus representatives from academic departments.
- Provide approved student evaluation forms each semester.

- Share evaluation results with appropriate Adjuncts, Instructors, and Academic Department Heads.
- Coordinate student evaluations with Academic Department Heads and Program Faculty Liaisons.
- Ensure all academic department requirements are being addressed by Adjuncts and Instructors for the Montrose campus, including student learning outcomes, course textbooks, syllabi, and assessments.
- Facilitate visits by Academic Program Liaison and Academic Department Head.

3. Program Faculty Liaison from Academic Program:

- Serve as an academic resource for adjuncts and instructors. Provide guidance for the teaching of the curriculum.
- Ensure alignment of the course with established student learning outcomes.
- Distribute a course-specific syllabus template and describe guidelines for selection of course material for each course offered.
- Ensure comparable course material.
- Be available to present discipline-specific lectures on-site to students attending the Montrose or WCCC campus.
- Regularly communicate with adjuncts and instructors and address questions. Keep adjuncts informed of general information related to department events, professional development opportunities, etc.
- Visit adjuncts and instructors at Montrose or WCCC campus at least once per year.
- When directed, participate in professional development workshops for adjuncts and instructors in collaboration with Academic Department Head, and/or Director of the Montrose Campus.

4. Academic Department Head:

- Be willing, in collaboration with program faculty, to sponsor courses to be delivered at the Montrose or WCCC campus.
- Take responsibility for the integrity and consistency of course delivery.
- Identify a Program Faculty Liaison for each program that employs Adjuncts and Instructors in Montrose or at WCCC and oversee their interactions.
- Evaluate Adjunct and Instructor applications and provide timely feedback to Director of the Montrose Campus. Identify applicants to be interviewed in collaboration with Director of the Montrose Campus.
- Evaluate Adjuncts and Instructors based on classroom observations, self-evaluations (if required), student evaluations, and in collaboration with the Academic Program Faculty Liaison and the Director of the Montrose Campus.
- Participate in professional development workshops for adjuncts in collaboration with the Director of Montrose campus, the Vice President for Community College Affairs (or designee), and

Academic Program Faculty Liaisons.

- Promote assessment of student learning outcomes across all methods of delivery.
- Support the Academic Program Faculty Liaison.

5. Vice President for Academic Affairs:

- Approve all coursework that is associated with an academic program as well as technical coursework that is part of any career ladders.
- Approve credentials of all faculty.
- Ensure integrity and consistency of course delivery.
- Conduct annual evaluation of Montrose Campus academic programs and courses with Academic Department Heads, Program Faculty Liaisons, and Director of Montrose campus.

6. Vice President for Community College Affairs:

- Uphold the goals, policies and procedures of courses delivered at CMU-Montrose and WCCC.
- Communicate, in coordination with the WCCC Director of Student Services, concurrent course requirements to ensure integrity and consistency of course delivery. This includes, but is not limited to, course resources and academic policies (e.g., course completion schedule; acceptable use of calculators; AP and IB credit courses cannot overlap with concurrent coursework).
- Other activities identified above.

Part III: High School Scholars (HSS) Program/Concurrent Course Delivery

A. Program Overview

Under Colorado law, colleges and school districts can work together to provide opportunities for high school students to get an early start on the university career by earning general education college courses that apply to a degree chosen by the student while still in high school. The program's success is based on a quality university/school district partnership taught by high school instructors who possess qualifications equivalent to the minimum qualifications for comparable CMU instructors and supported by faculty members in various academic departments.

This summary outlines the requirements and responsibilities for High School Scholars who enroll in CMU general education courses that have been approved as part of the Colorado Commission on Higher Education's guaranteed transfer, or gtPathways program. Approval of a course ensures its transferability to all Colorado public colleges and universities. Participating students earn college credit which appears on a CMU transcript. This program is distinguished from other types of concurrent enrollment in that the general education courses are offered by qualified high school teachers, referred to as Concurrent Instructors.

The High School Scholars program offers an opportunity for qualified students to enroll in CMU courses while still in high school. The courses are taught by high school teachers approved as CMU Instructors and available to 10th, 11th and 12th grade students in participating high schools. The courses are offered for both high school and college credit (dual credit), and credit is transcribed at the time of course completion. Sophomores may enroll in one course per semester. Typically, students may enroll in no more than two courses per semester in this program; exceptions require the signature of the WCCC Director of Student Services. Tuition for these courses is reduced as the instructor's salary is being paid by the school district. HSSs are encouraged to visit the CMU campus, and CMU/WCCC faculty members are encouraged to participate as guest adjuncts in the high school classrooms.

The program also contributes to the "Colorado Promise" of doubling the number of postsecondary degrees earned by Coloradoans and reducing by half the number of students who drop out of high school in the state. In May 2009, the Colorado General Assembly passed HB09-1319 and SB09-28 (or CRS 22-35-101) with the intent that it would broaden student access to concurrent enrollment programs based on improved coordination between institutions of secondary education and institutions of higher education. The program's success is dependent on all participants performing the roles outlined in the following sections.

B. Program Benefits

The High School Scholars program offers a student the opportunity to experience the rigor and intellectual challenge of university classes while earning postsecondary credit as a high school student. This experience can enhance a student's ability to do university-level work and gain confidence in their skills prior to enrolling in a college or university. Each HSS will receive a MavCard to access library materials.

For the Concurrent Instructor, the partnership provides an opportunity for university faculty and high school teachers to work together and share ideas for the benefit of the students. Additionally benefits include:

- MavCard – Concurrent Instructors will receive a MavCard, the University's ID and access card. The card provides access to special faculty services through the Tomlinson Library: www.coloradomesa.edu/msclibrary/facultyservices.html. This is especially important for those instructors and students at a distance who must access the library resources electronically.
- A CMU email account.
- Professional Development – CMU believes it is vital for concurrent faculty members to continue their education and increase their content knowledge through advanced study. Therefore, a small stipend should be available from each participating high school to provide some support for

Concurrent Instructors to continue their education in their discipline area. These funds can offset the tuition for these Instructors to take graduate-level courses. Instructors should contact their school principal regarding any stipend.

- Workshops – CMU/WCCC annually conducts faculty workshops for Concurrent Instructors to meet with CMU faculty members to discuss course content and other teaching/learning expectations. It is also an opportunity to meet with Instructors at other schools teaching the same content. It is expected that all Concurrent Instructors will attend these workshops, and CMU may award CEUs to participants.

C. Roles and Responsibilities

1. High School Scholar and their Parents:

- Indicate interest in a course by completing student application, registration form, and application for the College Opportunity Fund (COF) according to deadlines specified on the application. Student also is responsible for providing a current transcript to CMU as part of the application process and submitting the Memorandum of Agreement for concurrently enrolled students.
- Meet the specified academic qualifications and/or requirements for participation in the HSS program. If the course has prerequisites, those also must be met by the student.
- Understand and agree to the goals, policies, and procedures of the High School Scholars program.
- Have approval from their high school administration and from their parent/guardian.
- Enroll in CMU/WCCC courses that align with Individual Career and Academic Plan (ICAP) and are on the guaranteed transfer list of acceptable courses.
- Student agrees to complete course expectations and requirements that are of the same level as those in on-campus courses. These are consistent with those offered by the institution at all sites and through all delivery formats. At a minimum, students are expected to complete two hours of assigned work outside of class for each hour in class.
- Enrollment in basic skills coursework is limited to students in the 12th grade.
- Course grade will appear on the student's high school diploma and college transcript, and will be used in calculating the student's college grade point average. A grade of C or higher is required for credit to be accepted by a postsecondary institution. If the student withdraws from the course after the drop/add date, a grade of W or F will appear on the student's college transcript and result in the student repaying the tuition to the school district. A student who does not successfully complete a college-level course may not be eligible for enrolling in future courses.
- Earned credits will be deducted from the student's COF account. Under specific circumstances, student may pay tuition. This arrangement must be coordinated by the student with the WCCC Director of Student Services.
- Take personal responsibility for success in school and comply with [CMU's Student Code of Conduct](#).
- Have the same student rights as other CMU undergraduates.
- Authorize CMU to release transcript to student's school district and provide information as specified by the Colorado Department of Education.

- Use the assigned CMU email address for correspondence with the Concurrent Instructor.
- Take a campus tour to become familiar with all the resources CMU offers students. Tour times are available by contacting the CMU Admissions Office.

2. School District Representatives:

a. Principal/Superintendent:

- Understand, agree to, and support CMU expectations of courses and Concurrent Instructors and enforce course and classroom criteria. It is expected that all courses taught in the High School Scholars program will meet the same academic requirements as those courses taught at their on-campus counterparts, and that Concurrent Instructors agree to teach according to the course expectations (e.g., syllabus, schedule, content, assessment of student learning outcomes, pedagogy, grading system, administrative responsibilities) articulated by CMU academic program faculty. Students are expected to complete two hours of assigned work outside of class for each hour in class. In so doing, HSS courses will meet the same level of academic rigor, classroom behavior, and curriculum standards as their on-campus counterparts.

In order to maintain the quality and comparability of CE courses, course material will not be taught in fewer contact hours (1 contact hour = 50 minutes) than an on-campus CMU course. For example,

- a three-credit-hour lecture course is taught in a minimum of 45 contact hours per semester.
 - a four credit-hour lecture course is requires a minimum of 60 contract hours.
 - a four credit-hour lecture/lab course (3 lecture credit hours + 1 lab credit hour) is composed of 45 contact hours for the lecture and 30 contact hours for the lab per semester.
 - a five credit-hour lecture course is requires a minimum of 75 contact hours.
 - a five credit-hour lecture/lab course (4 lecture credit hours + 1 lab credit hour) is composed of 60 contact hours for the lecture and at least 30 contact hours for the lab per semester.
- Ensure that high school and college courses are not taught through integrating of both high school and concurrent enrollment students into a single class.
 - Be supportive of Concurrent Instructors. To ensure integrity and consistency in the delivery of the course and ensure that students will benefit from participation in the course, school districts ensure that the Concurrent Instructor has the instructional resources (e.g., text books, microscopes, cameras) necessary to teach the course as well as the time they need to accomplish all duties, assignments, and expectations.
 - Because Concurrent Instructors are expected to meet with CMU faculty one day per year, school districts should plan to pay for a substitute on those days. CMU will reimburse Concurrent Instructors for their mileage to attend these workshops.
 - Agree to pay tuition for the number of credit hours specified in the agreement between CMU/WCCC and the school district and communicate this information to district students and their parents.
 - Participate in visits by the Academic Program Liaison and Academic Department Head as appropriate. In the case of a first-time course offering, and particularly when a laboratory section is involved, the Faculty Liaison will need to evaluate high school equipment and facilities to ensure they are adequate for the class. Visits for this purpose should take place prior to the start of the class and must be pre-approved by the Academic Department Head.

b. Counselor:

- Coordinate the district signing and return of the partner agreements.
- Determine eligibility and provide accurate student assessment for concurrent participation.
- Provide accurate advising information and support to concurrent students.
- Coordinate the admission and registration process at the high school.
- Submit instructor request forms.

3. Concurrent Instructor:

a. Application, Qualifications, and Follow-up

- Apply to teach in concurrent program. The application due date for fall semester is March 15 and October 15 for spring semester.
- Meet the academic qualifications. The preferred qualification is a master's degree in the field from a regionally accredited institution. Instructors with 18 graduate credit hours in the discipline being taught may also qualify. Instructors with alternative credentials and tested experience will be considered, but in these cases, the Instructors must document and/or demonstrate their qualifications through the use of the following form. Credentials will be evaluated by the appropriate Academic Department Head and approved by the Vice President for Academic Affairs. Concurrent Instructors are expected to meet the same qualifications as all other Instructors teaching for CMU.
- Participate in an interview process prior to receiving final approval to teach and course(s).
- If requested by the Academic Department Head, enroll/audit the same course one is expected to teach, (at no cost and if available through an on-line format).
- When required, attend faculty meetings arranged by the Director of Montrose Campus, the Vice President for Community College Affairs (or designee), or the Academic Department Head.
- Participate in visits by Academic Program Liaison and Academic Department Head as appropriate. In the case of a first-time course offering, and particularly when a laboratory section is involved, the Faculty Liaison will need to evaluate high school equipment and facilities to ensure they are adequate for the class. Visits for this purpose should take place prior to the start of the class and must be pre-approved by the Academic Department Head.

b. Course Delivery

- Uphold the goals, policies and procedures of the High School Scholars Program. This includes conducting the course with college-level expectations for academic achievement and demonstrated skills. It is expected that all courses taught in the High School Scholars program will meet the same academic requirements and rigor as those courses taught by their on-campus counterparts, and that Concurrent Instructors agree to teach according to the course expectations (e.g., syllabus, schedule, content, assessment of student learning outcomes, pedagogy, grading system, administrative responsibilities) articulated by CMU academic program faculty.
- Students are expected to complete two hours of assigned work outside of class for each hour in class. In so doing, HSS courses will meet the same level of academic rigor, classroom behavior, and curriculum standards as their on-campus counterparts. Texts and other instructional materials are identified by CMU faculty members for each course; a complimentary desk copy can be obtained from the Academic Department. High School Scholars and concurrent students are expected to follow the [CMU Student Code of Conduct](#).

- Post an accurate syllabus on the course learning management system course shell and maintain an updated gradebook in the course shell.
- Use the assigned CMU email address for correspondence with the High School Scholars.
- Understand accountability for maintaining the privacy of student concurrent records as covered by the Family Educational Rights and Privacy Act (FERPA).
- Check the course roster at the beginning of each semester to ensure that students are in appropriate courses. The Instructor should sign the approved roster and return it to the high school liaison or high school counselor.
- Arrange for a course evaluation each semester, either using the University's paper form or arranging to use the online evaluation tool. These will also be considered in the decision for re-appointment in subsequent semesters.
- Submit final grades according to CMU's published schedule.
- Facilitate visits by Academic Program Liaison and Academic Department Head. In the case of a first-time course offering, and particularly when a laboratory section is involved, the Faculty Liaison will need to evaluate high school equipment and facilities to ensure they are adequate for the class. Visits for this purpose should take place prior to the start of the class and must be pre-approved by the Academic Department Head.

4. WCCC Director of Student Services:

- Serves as the primary liaison between CMU/WCCC and School District Representatives.
- Evaluate student applications.
- Coordinate approval of Concurrent Instructors between School District and the appropriate Academic Department Head and provide final list of scheduled courses each term.
- Verify that courses taken by students under this program will qualify as credit toward earning a degree or certificate at an institution of higher education.
- Uphold the goals, policies and procedures of the High School Scholars Program: Early Scholars, Technical Scholars, and Accelerating Student through Concurrent Enrollment (ASCENT) programs.
- Communicate, in coordination with the Vice President for Community College Affairs, concurrent course requirements to ensure integrity and consistency of course delivery. This includes, but is not limited to, course resources and academic policies.
- Conduct an annual course renewal process to secure approval of offering the concurrent course again in the school. The Director will coordinate with CMU's Registrar's Office to remove previous courses so that courses do not roll automatically from a prior term, and confirm new course listings in Banner with Registrar's Office after approval by Academic Department Head.
- Respond to questions from Concurrent Instructors concerning enrollment in the CMU course.

- Facilitate coordination with the appropriate high school representative, Concurrent Instructor, Coordinator of Educational Access Services, and Academic Department Head, as needed, on 504 accommodations. High schools are required by law to make 504 accommodations if a disability has been substantiated. Colleges and universities however, are under the legal obligation to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. It is conceivable that a student receiving 504 accommodations in his or her high school and participating as a High School Scholar would be required to produce substantiated documentation of their disability. After the documentation has been substantiated, CMU staff will determine the necessary adjustments to assist the student without compromising the rigor or integrity of that concurrent course.
- Schedule and plan workshops each semester for Concurrent Instructors with campus representatives from academic departments in coordination with the Vice President for Community College Affairs and Vice President for Academic Affairs. Any reimbursement should be coordinated by the Director.
- Process reimbursements for travel to high schools by Academic Department Heads and Faculty Liaisons.

5. CMU Program Faculty Liaison:

- Serve as an academic resource for the Concurrent Instructor, ensuring the curriculum and its accompanying student learning outcomes are aligned with the college course. Faculty Liaisons should promote a positive working relationship between CMU faculty members and the Concurrent Instructor.
- Coordinate with Academic Department Head and Concurrent Instructor on concurrent courses. The Faculty Liaison may make suggestions, advise, and promote appropriate rigor.
- Distribute a sample syllabus and description of needed instructional materials for each course offered concurrently. Liaisons also should discuss course expectations (e.g., content, student learning outcomes, assessments, textbooks) with Concurrent Instructors. Academic Department Heads must approve any exception(s) to any of the course expectations.
- In the case of a course offered for the first time in the high school, and particularly when a laboratory section is involved, the Faculty Liaison will need to evaluate high school equipment and facilities to ensure they are adequate for the class. Visits for this purpose should take place prior to the start of the course and must be pre-approved by the Academic Department Head.
- Communication regularly to assess progress, address questions, and discuss problems with the Concurrent Instructor. The Liaison should keep Concurrent Instructors informed of general information related to concurrent enrollments, department events, professional development opportunities, etc.
- Visit the concurrent Instructor at the Instructor's high school at least once per semester. Whenever possible, the visit should be early in the semester, particularly if the Instructor is teaching the course for the first time. The liaison may make fewer visits with the department head's approval.
- Evaluate each Concurrent Instructor once per year. A self-evaluation by the Concurrent Instructor will be completed only if it is an expectation of the Academic Department. The Liaison will observe the entire class period and evaluate the Concurrent Instructor's performance using the Adjunct Evaluation form, ranking the instructor from 1 to 5 in each of the four areas on the form. Before leaving the site after a class observation, the Faculty Liaison must complete the form, have the Concurrent Instructor read the evaluation, obtain the Instructor's signature, and request that the

Concurrent Instructor make a copy. Additional class visits will be determined by the Faculty Liaison in consultation with the Academic Department Head. Any additional class observations by the Faculty Liaison will also be documented using the Instructor Evaluation Form, but the numerical evaluation section will not be completed.

- All Faculty Liaison visits must be pre-approved by the Academic Department Head.
- Participate in professional development workshops for Concurrent Instructors in collaboration with the WCCC Director of Student Services and Academic Department Heads.
- Provide CMU recruiting materials to interested students, and offer to speak about the discipline and the college experience in general when visiting the high school.

6. Academic Department Head:

- Be willing, in collaboration with program faculty, to sponsor courses delivered to High School Scholars and to be responsible for the integrity and consistency of course delivery.
- Identify Program Faculty Liaisons for each program having a Concurrent Instructor and oversee their interactions.
- Approve the description of needed instructional materials developed by the Program Faculty Liaison for each course offered concurrently.
- Evaluate Concurrent Instructor applications and provide decisions to the WCCC Director of Student Services within 10 working days of receiving the application.
- Enter proposed course listing in the academic course schedule.
- Evaluate Concurrent Instructors based on classroom observation in collaboration with the Academic Program Faculty Liaison.
- Participate in professional development workshops for Concurrent Instructors in collaboration with the WCCC Director of Student Services and Academic Program Faculty Liaison.
- Promote assessment of student learning outcomes across all methods of delivery.
- Support and supervise Academic Program Faculty Liaison in meeting HSS program policies and procedures.

7. Vice President for Academic Affairs:

- Approve all coursework that is associated with an academic program as well as technical coursework that is part of any career ladder.
- Ensure integrity and consistency of course delivery.
- Evaluate the High School Scholars program with Academic Department Heads, Program Faculty Liaisons, WCCC Director of Student Services, and the Vice President for Community College Affairs.

8. Vice President for Community College Affairs:

- Uphold the goals, policies and procedures of concurrent enrollment programs including High School Scholars, Technical Scholars and the ASCENT Program.

- Communicate, in coordination with the WCCC Director of Student Services, concurrent course requirements to ensure integrity and consistency of course delivery. This includes, but is not limited to, course resources and academic policies.

Part IV. Courses/Programs Delivered via Distance Formats

A. Online Course Delivery Overview

Colorado Mesa University staff and faculty are invested in student success and ensuring high quality course design, learning experiences, and student services for our online learners. With the ever-changing landscape of online teaching and learning, it is important we continue to assist faculty in re-conceptualizing the learning environment in higher education. Ensuring that instructors are well prepared to operate in the online classroom is key to having comparable quality, regardless of course delivery mode. This summary outlines the necessary components and recommendations for the consideration of the consistency and congruency of online courses to their site-based versions.

B. Roles and Responsibilities

1. Student

a. Preparedness

- Score 80% or better on the Online Orientation Course their first time attempting a blended/online course.

b. Content Outcomes, Assessment, and Alignment

- Read and adhere to course syllabus
- Buy assigned textbook, course materials, equipment, etc.

c. Course Delivery

- Search <http://www.coloradomesa.edu/information-technology/student-resources.html> for recommended technology.
- Communicate with instructor as directed in syllabus.
- Use their CMU email address for all school related communication.
- Contact the CMU Help Desk (link on MavZone) if problems with technology occur.
- Communicate with the instructor if a question about content arises or if unable to complete assignment(s).
- Seek out additional services as needed (i.e. mentoring, tutoring, etc.)

d. Faculty Evaluations

- Complete class evaluation at the end of the course.

2. Instructor/Adjunct

a. Preparedness

- Create and post a course syllabus in the learning management system that clearly communicates pertinent aspects and expectations of the course, program, and Institution (see syllabus template) and review the syllabus with students at the beginning of a course.
- Design course site(s) and populate with complete content using the Learning Management System and any other technologies required to teach in the online environment prior to the start date of the course.
- Register for and successfully complete required training in order to teach in the online environment. Course shells cannot be accessed by instructors who do not complete the required online training or do not have an online mentor assigned.

b. Content Outcomes, Assessment, and Alignment

- Create student learning outcomes for the course that fall within the scope of the institutional level Essential Learning outcomes
- Develop content, activities, and assessments that are appropriate to the stated learning outcome(s) and are comparable to campus-based equivalent
- Develop and courses according to Quality Matters standards.

c. Course Delivery

- Provide virtual (chat, video conference, phone, etc.) office hours to accommodate students that do not physically reside on campus or do not have the ability to come to campus.

- Coordinate efforts with the Testing Department, students, and proctors to ensure proctoring needs are understood and met.
- Create and maintain a current gradebook within the course shell.
- Submit final grades according to CMU's published schedule.

d. Faculty Course Evaluations

- Request that student complete online course evaluations.

3. Office of Distance Education

e. Preparedness

- Develop strategies to ensure that CMU online offerings are delivered with the same quality as traditional, site-based programs.
- Manage required online training and confirm registration for faculty who are new to online/blended teaching. This course provides instructors with the necessary tools to offer a quality experience to students (i.e. technology, alignment, pedagogy, etc.)
- Notify instructor and the department head of any course site(s) not open at the start of term.
- Provide ongoing professional development opportunities and support to faculty in the areas of quality instructional design and development, pedagogy, and related technology.
- Create and maintain online technology and pedagogy resources to assist faculty and students.
- Provide virtual office hours to assist instructors.

b. Content, Outcomes, Assessment, and Alignment

- Adhere to Quality Matters standards during the design, redesign, and development of online courses
- Maintain a syllabus template that can be used for any modality, but specifically includes components for online and blended classes and addresses all required institutional element inclusions.
- Provide the *Choosing the Right Assessment* tool which facilitates instructors determining the best assessments for their stated outcomes.
- Provide the *Outcomes Mapping Worksheet* developed to align program-level outcomes with course level outcomes.

c. Course Delivery

- Provide course shells within the Learning Management System.
- Notify Academic Department Heads of any appropriate student issues/student complaints regarding the blended/online course or faculty.
- Monitor compliance with institutional policies regarding learning management system course shells.

d. Faculty Course Evaluations

- Conduct online course design reviews upon initial course design and every five years thereafter or as requested by the instructor, Academic Department Head, of Director of Distance Education.

4. Academic Department Head

a. Preparedness

- Determine needs for online course(s) in consultation with the Director of Distance Education.
- Ensure new instructors complete required training in the expected timeframe.
- Follow up with instructor regarding course site(s) not open at the start of term.
- Pursuant to Faculty Senate Action in Spring 2018, schedule online courses with capacities of no more than 40 students unless authorized by the Director of Distance Education.

b. Content, Outcomes, Assessment, and Alignment

- Approve textbook designations in their respective areas to ensure comparability.
- Ensure outcomes are the same for online courses and their campus based equivalents.

- Ensure assessments and content are comparable for online courses and their campus based equivalents.

c. Course Delivery

- Support instructor in being prepared to teach online.

d. Faculty Course Evaluations

- Incorporate online standards and course reviews into the evaluation process for instructors that teach in the online and blended environments.

5. Vice President for Academic Affairs

- Approve coursework associated with academic programs as well as technical coursework that is part of a career ladder.
- Ensure CMU academic compliance with accrediting and governmental agencies.
- Ensure integrity and consistency of course delivery.
- Conduct annual evaluation of faculty with Academic Department Heads.

APPENDICES



**Application for CMU Coursework and Adjunct at the
CMU-Montrose and WCCC Campuses**

Department: Name of Department Head
Department

Date: Request Date

Course Number/Title: CRN, Title

Course Credit Hours: Number of Credits

Location of Offering: CMU-Montrose Campus
 Western Colorado Community College Bishop Campus

**Semester Course
to be Taught:** Semester

Proposed Adjunct: Name of proposed adjunct
Letter of interest, resume, transcripts (attached)

- o Education: list degrees/credentials
- o Describe other relevant experience and/or coursework
- o Additional education/coursework/experiences suggested

Proposed adjunct is
 Renewing
If so, semester and year when course taught:
 New

Please check all that apply:

- A meeting with the proposed adjunct and the department head is required prior to approval.
- Approve to teach the course listed above.
- Approve to teach the course listed above on a trial basis, under observation/supervision.
- Not approved to teach the course(s) listed above.

Requested by: _____

Date: _____

Approved by: _____

Date: _____

Department Head

Approved by: _____

Date: _____

Vice President for Academic Affairs

If approved, Adjunct agrees to the following:

1. Application, Qualifications, and Follow-up

- Meet the academic qualifications (see previous page). The preferred qualification is a master's degree in the field or a related field from a regionally accredited institution but can vary by program. Teaching experience at the postsecondary level is preferred. Credentials will be evaluated by the appropriate Academic Department Head for approval.
- Participate in an interview process prior to receiving final approval to teach course.
- Complete a self-evaluation at the end of the term, if required. The appropriate Academic Department Head and/or designee will make a classroom visit each term to meet with the Adjunct as part of the course evaluation.
- Participate in CMU program activities as specified by the Academic Department Head.

2. Course Delivery

- Uphold the goals, policies and procedures of the University and academic program. This includes conducting the course with college-level expectations for academic achievement and demonstrated skills. It is expected that all courses will meet the same academic requirements as those courses taught by full-time faculty members, and that Adjuncts agree to teach according to the course expectations (e.g., syllabus, schedule, content, assessment of student learning outcomes, pedagogy, grading system, administrative responsibilities) articulated by CMU academic program faculty. At a minimum, students are expected to complete two hours of assigned work outside of class for each hour in class. In so doing, all sections of a course will meet the same level of academic rigor, classroom behavior, and curriculum standards. Texts and other instructional materials are identified by CMU faculty members for each course; a complimentary desk copy can be obtained by contacting the program's administrative assistant.
- Use the assigned CMU email address for correspondence with students.
- Understand accountability for maintaining the privacy of student records as covered by the Family Educational Rights and Privacy Act (FERPA).
- Check the course roster at the beginning of each semester to ensure that students are in appropriate courses and report any discrepancies to the program's administrative assistant.
- Use the University's course evaluation each semester, either using the paper form or arranging to use the online evaluation tool. These will also be considered in the decision for re-appointment in subsequent semesters.
- Submit final grades according to CMU's published schedule.

3. Agreement

Because the course taught by awards CMU course credit, it is important to understand that courses offered by Concurrent Adjuncts must be comparable to that offered at all other CMU locations. By signing this agreement, I acknowledge that I have read, understand, and accept the expectations of CMU courses and agree to meet the requirements as described by the appropriate CMU Academic Department Head. Failure to comply with these requirements can result in non-approval for future offerings. This form must be returned to the appropriate CMU Academic Department Head prior to the beginning of the course.

Adjunct Signature

Date



CMU Academic Program Faculty Liaison Agreement

Academic Program Faculty Liaison: _____

Academic Program/Department: _____

I. Responsibilities:

The responsibilities of the Academic Program Faculty Liaison, as part of the relationship with Concurrent Instructors (high school teachers offering CMU courses) in the High School Scholars/concurrent enrollment program, are:

- Serve as an academic resource for the Concurrent Instructor, providing guidance for aligning the curriculum with the college course. Faculty Liaisons should promote a positive working relationship between CMU faculty members and the Instructor.
- Coordinate with Academic Department Head and Concurrent Instructor on courses with concurrent enrollments. The Faculty Liaison may make suggestions, advise, and promote appropriate rigor as discussions evolve and classroom observations are made.
- Distribute a syllabus template for the course and description of needed instructional materials for each course offered concurrently. Liaisons also should discuss course expectations (e.g., content, student learning outcomes, assessments, textbooks) with Concurrent Instructors. Academic Department Heads must approve any exception(s) to any of the course expectations.

In the case of a course being offered for the first time in the high school, and particularly when a laboratory section is involved, the Faculty Liaison will need to evaluate high school equipment and facilities to ensure they are adequate for the class. Visits for this purpose should take place prior to the start of the class and must be pre-approved by the Academic Department Head.

- Communicate regularly by phone or email to assess progress, address questions, and discuss problems with the Concurrent Instructor. The Liaison should keep Concurrent Instructors informed of general information related to concurrent enrollments, department events, professional development opportunities, etc.
- Visit the Concurrent Instructor at the Instructor's high school at least once per semester. Whenever possible, the visit should be early in the semester, particularly if the instructor is teaching the course for the first time. The Liaison may make fewer visits with the department head's approval. When a class is observed, but not for evaluation, the Liaison should stay for the entire class and offer general feedback to the Concurrent Instructor but without completing an evaluation form. The Liaison should, however, document the visit, noting results of the visit.
- Evaluate each Concurrent Instructor once per year using the CMU Adjunct Evaluation Form. The Liaison will observe the entire class period and evaluate the Instructor's

performance using the Adjunct Evaluation Form, ranking the instructor from 1 to 5 in each of the four areas on the form. Before leaving the site after a class observation, the Faculty Liaison must complete the form, have the Concurrent Instructor read the evaluation, obtain the Instructor's signature, and request that the Instructor make a copy.

All Faculty Liaison visits must be pre-approved by the Academic Department Head.

- Participate in professional development workshops for Concurrent Instructors in collaboration with the WCCC Director of Student Services and Academic Department Head.
- Provide CMU recruiting materials to interested students, and offer to speak about the discipline and the college experience in general when visiting the high school.

II. Reimbursement Process:

Academic Program Faculty Liaisons will be reimbursed only for site visits and approved related projects, based on the current rate of reimbursement approved by the State of Colorado. If two courses such as lecture and lab are observed in one class period, payment is made for only one visit, even if multiple faculty are observed in the same school. Liaisons should obtain the form from the WCCC Director of Student Services and submit it to the Director within a week of completing a visit.

III. Signatures:

[] I have read, understand, and agree to the requirements of this Faculty Liaison agreement.

Program Faculty Liaison Date

Academic Department Head Date

Requirements for Coursework Delivered through the High School Scholars Program

To ensure that course delivery in the high schools has the same integrity and meets the same expectations as those delivered on the main campus, this form outlines the requirements specific to the course identified below. The Academic Faculty Liaison for this course should either attach a copy of the syllabus template for this course or provide a link from which an online version can be accessed.

| | |
|---|--|
| Course (prefix, number): | |
| Course Name: | |
| CMU Academic Department Responsible for Credit: | |
| Text/ Other Resource Materials Needed | Title: Author(s): Publisher: ISBN: Year: |
| Equipment/Facilities Required for Delivery in the High School: | |
| (Additional Student Requirements Specific to this Course): | |
| Additional Faculty Requirements/ Responsibilities (Specific to this Course): | |
| Other: | |
| CMU Department Head Signature: | |
| School District Representative Signature: | |
| Concurrent Instructor Signature: | |

Application for High School Scholars Course and Concurrent Instructor

Part I: Nomination Form (Due Dates: March 15 for Fall semesters/October 15 for Spring semesters)

Proposed Concurrent Instructor: Name of proposed Instructor

Attach letter of interest, current curriculum vita (resume), all graduate & undergraduate transcripts.

Materials must include:

- Education: list degrees/credentials
- Describe other relevant experience and/or coursework
- Additional education/coursework/experiences suggested

Semester Course to be Taught: Semester

Location of Offering: School District and Location

School Phone Number: School Phone

Social Security Number: SSN

Date of Birth (MM/DD/YYYY): Date of Birth

Home Mailing Address (Street/City/State/Zip): Address

Personal Phone Number: Personal Phone **Email:** Email

Number and Title of Proposed Course: Course Information

Applicant should read Part II, and if in agreement, the Concurrent Instructor and School Principal must sign before returning.

Part II: If approved, the Concurrent Instructor agrees to the following

A. Application, Qualifications, and Follow-up:

- Apply to teach in concurrent program (see prior page). Application due date for fall semesters is March 15 and October 15 for spring semesters.
- Meet the academic qualifications. The preferred qualification is a master's degree in the field or a related field from a regionally accredited institution but can vary by program. Minimally, a Concurrent Instructor must have 18 graduate credit hours in the discipline of the course in order to be considered for concurrent instruction. Concurrent Instructors with alternative credentials will be considered, but in these cases, the Instructors must document and/or demonstrate their qualifications. A minimum of five years of teaching experience at the secondary and/or postsecondary level is required. Credentials will be evaluated by the appropriate Academic Department Head for approval. Concurrent Instructors are expected to meet the same qualifications as all other Instructors teaching for CMU.
- Participate in an interview process prior to receiving final approval to teach course.
- Complete a self-evaluation at the end of the term. A CMU program faculty liaison will make a classroom visit each year and the Academic Department Head will meet with the Concurrent Instructor each semester as part of the course evaluation.

- Enroll/audit in same course being taught, at no cost, if available through an on-line format.
- Attend a session at CMU each semester. A mandatory workshop will be scheduled for mid-April for those teaching in the subsequent fall semester; the required session for those teaching in the spring term will be scheduled for mid-November. CMU will reimburse Concurrent Instructors for their mileage to attend these workshops.

B. Course Delivery

- Uphold the goals, policies and procedures of the High School Scholars Program. This includes conducting the course with college-level expectations for academic achievement and demonstrated skills. It is expected that all courses taught in the High School Scholars program will meet the same academic requirements as those courses taught at their on-campus counterparts, and that Concurrent Instructors agree to teach according to the course expectations (e.g., syllabus, schedule, content, assessment of student learning outcomes, pedagogy, grading system, administrative responsibilities) articulated by CMU academic program faculty. At a minimum, students are expected to complete two hours of assigned work outside of class for each hour in class. In so doing, HSS courses will meet the same level of academic rigor, classroom behavior, and curriculum standards as their on-campus counterparts. Texts and other instructional materials are identified by CMU faculty members for each course; a complimentary desk copy can be obtained by contacting the WCCC Director of Student Services. Finally, High School Scholars are expected to follow the CMU Code of Conduct, found at <https://www.coloradomesa.edu/student-services/conduct.html>. Instructors are encouraged to review the code at the beginning of a course with students.
- Use the assigned CMU email address for correspondence with the High School Scholars.
- Understand accountability for maintaining the privacy of student concurrent records as covered by the Family Educational Rights and Privacy Act (FERPA).
- Check the course roster at the beginning of each semester to ensure that students are in appropriate courses. You should sign the roster when you have approved it and return it to the high school liaison or high school counselor.
- Arrange for a course evaluation each semester, either using the University's paper form or arranging to use the online evaluation tool. These will also be considered in the decision for re-appointment in subsequent semesters
- Submit final grades according to CMU's published schedule, following the instructions found later in this document.
- Facilitate visits by Academic Program Liaison and Academic Department Head.

C. Agreement

Because the High School Scholars program awards CMU course credit, it is important to understand that courses offered by Concurrent Instructors must be comparable to that offered at all other CMU locations. By signing this agreement, I acknowledge that I have read, understand, and accept the expectations of CMU courses and agree to meet the requirements as described by the CMU Academic Department Head. Failure to comply with these requirements can result in non-approval for future offerings. This form must be returned to the Western Colorado Community College's Office of Student Services, functioning on behalf of CMU, prior to the beginning of the course.

Concurrent Instructor Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Part III: Proposal to Academic Department

Department: Name of Department Head
Department

Date: Request Date

Course Number/Title: CRN, Title

Course Credit Hours: Number of Credits

Location of Offering: School District and Location

**Semester Course
to be Taught:** Semester

Proposed Instructor: **Name of proposed Instructor**
Proposed Instructor is:
 Renewing
If so, semester and year when course taught:
 New

Please check all that apply:

- A meeting with the proposed Instructor and the department head is required prior to approval.
- Approve to teach the course listed above.
- Approve to teach the course listed above on a trial basis, under observation/supervision.
- Not approved to teach the course(s) listed above.

Requested by: _____
WCCC Director of Student Services

Date: _____

Approved by: _____
Department Head

Date: _____

Student and Parent Concurrent Enrollment Memorandum of Agreement

I am enrolling in a Colorado Mesa University (CMU) High School Scholars (HSS) course which is offered at a college level and requires rigorous academic work. Learning outcomes, curriculum, and grading for the course will be at the college level, and no late or makeup work will be accepted unless I have made prior arrangements with my instructor. I am responsible for officially withdrawing by CMU deadlines from the HSS course if I am unable to finish the class; not doing so can result in receiving a grade of 'F' or 'W.' I also understand that a course in which I earn a 'C' or higher will transfer to another public, Colorado institution.

I am responsible for being familiar with the CMU Student Code of Conduct. Because this is a college level course, I will be expected to show the same level of participation and preparation, class attendance, mature behavior, and level of responsibility as that of a college student. Failure to meet expectations may affect my course grade. Some course content may be controversial, and I should engage with the material objectively. If, however, I am uncomfortable with the content for this reason, I can request an alternative assignment from the instructor. I understand, however that the instructor is not required to substitute an alternate activity or assignment.

By enrolling in a HSS course, I am creating a permanent college record that will be available to any higher education institution upon my graduation. This record can affect my future applications for financial aid.

I am responsible for completing all information required by my school district related to both academic and financial matters. I will communicate if I have any disability or special need that may require accommodation to my instructor who will follow CMU policies and procedures regarding appropriate accommodation.

By signing this agreement, I acknowledge that I have read, understand, and accept the terms of the CMU Student Agreement. This form must be returned to the school representative for the High School Scholars Program.

Student Signature: _____ Date: _____

I agree to comply with all rules, regulations, and requirements of Colorado Mesa University. In compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, I give permission to Colorado Mesa University and Western Colorado Community College to report absences and disciplinary issues, and to release grades, transcripts, student identification number, class schedules, and billing information to the School District for the courses covered under the Concurrent Enrollment Program.

Parent Signature: _____ Date: _____

Course Objectives vs. Student Learning Outcomes

Source: Rensselaer Polytechnic Institute

| Objectives | Outcomes |
|---|---|
| <p>Objectives represent valuable skills, tools, or content that enable a student to engage a particular subject. Objectives describe the goals and intentions of the professor who teaches the course.</p> | <p>Student Learning Outcomes catalog the overarching products of the course. Learning Outcomes are statements that describe or list measurable and essential mastered content-knowledge—reflecting skills, competencies, and knowledge that students have achieved and can demonstrate upon successfully completing a course.</p> |
| <p>Objectives focus on content and skills important within the classroom or program. Objectives describe what the staff and faculty will do. Objectives, often termed the input in the course, state the purpose and goals of the course.</p> | <p>Outcomes express higher-level thinking skills that integrate course content and activities and can be observed as a behavior, skill, or discrete useable knowledge upon completing the course. Outcomes are exactly what Assessments show that the student is able to do upon completing the course.</p> |
| <p>Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.</p> | <p>An assessable outcome is an end-product that can be displayed or observed and evaluated against criteria. Outcomes are clear and measurable criteria for guiding the teaching, learning, and assessment process in the course.</p> |