



HLC Accreditation Evidence

Title: Course Binder Development Process

URL:

Office of Origin: Vice President of Instruction

Contacts:

- Coordinator of Assessment
- Coordinator of Community Education

- High school faculty are utilizing the same final examination for each CEP course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit.
- High school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.

As such, although CEP faculty should be included in the process, they should not have final say on the materials. Clearly we cannot have CEP faculty establishing their own standard upon which they will be evaluated. **As such a peer review of any CEP materials by non-CEP faculty should take place to ensure appropriate quality and rigor.**

Process:

1. Identify respective faculty:

Once it has been decided to develop a Course Binder for a course, recognize that several faculty may teach the course. Using the Scheduling Matrix, identify faculty who have influence on the course from all venues, locations, instructional areas, and departments where a given course is taught.

2. Survey for resources:

Using email, SharePoint, Canvas, etc. reach out to the respective faculty and begin to collect resources they are willing to share. The following videos may be helpful to include for context:

- Overview video: <https://www.screencast.com/t/nHKpOeVxn9t> (10:38)
- Professional Development Presentation: <https://docs.bartonccc.edu/pd/Training%20Opportunities/CougarTALEs/Fall2021/CourseBinderProject.mp4> (27:36)

Examples:

- Exams
- Reviews
- Homework
- Projects
- Pacing schedules
- Sample papers (“A” paper vs “C” paper)
- Writing prompts
- Presentation topics
- Grading rubrics
- Syllabus (all parts filled in)

- General expectations and ranges for length/number/time (papers, speeches, words)
- A letter from the faculty welcoming the recipients
- Course Assessment
- Final Activity

Note that publisher provided content is most likely copyrighted and should not be included unless appropriate permissions are acquired. This includes printing off exams using publisher test banks and online homework systems.

3. Determine if resources are sufficient:

At a minimum the following resources should be included:

- Completed syllabus with acceptable ranges with regards to grading standards
- Course assessment activity
- Final activity (exam, paper, project, etc.) with applicable rubrics

If not, then collaborate with faculty to develop these resources at a minimum.

The initial binder may be minimal, but the Course Binder can always be added to in later reviews (recommended every two years). Providing resources, even as a starting point, can help establish expectations for a course. If you show someone a syllabus, they may not have a good idea of the expectations for rigor behind the course, but if you show them a copy of the Final Exam, now they have a better understanding of the course as a whole. Even a minimal set of resources can go a long way towards giving a new faculty member confidence that they are teaching a course at or above the minimum level of quality expected of them.

4. Determine if resources are an acceptable level of quality/rigor:

Faculty should review the collected resources and determine if they collectively represent the minimum level of quality/rigor expected of the course. Based on the resources provided, a faculty member should reasonably be able to comprehend the learning expectations of the course and the appropriate quality and rigor to present and assess them consistent with the overall expectations of their peers.

If the accumulated resources do not meet an acceptable level of quality/rigor, then the respective faculty should collaborate to develop resources representing an acceptable level of quality/rigor.

5. Finalize the Course Binder

Resources should be made available in a digital format. A jump drive can be used and included in a binder to meet this end. If materials are placed in a SharePoint or Canvas shell, instructions and/or links should be written out and included in the course binder.