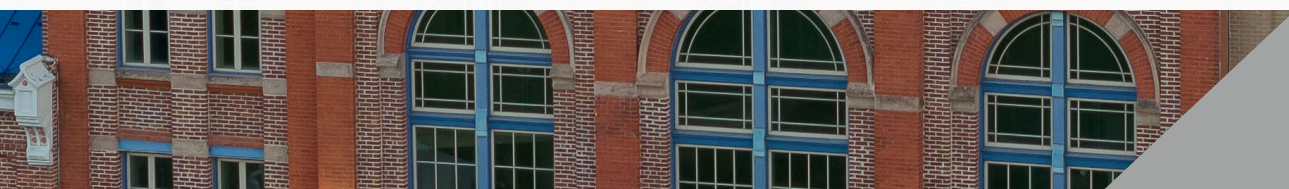




CU Succeed Faculty Liaison Handbook



CU Succeed

UNIVERSITY OF COLORADO **DENVER**

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CU Succeed Overview

CU Succeed is a dual enrollment program that partners with CU Denver academic departments to offer CU Denver courses to high school students. These students earn college and high school credit, which is recorded on a CU Denver transcript when they complete the course.

CU Succeed is comprised of two programs, Gold and Silver. The Gold program utilizes high school teachers that meet the same scholarly qualifications as on campus faculty. Instructors in the Silver program are on or off-campus adjunct faculty that are placed in the high schools.

Each academic department appoints a CU Succeed faculty liaison to oversee all academic aspects of CU Succeed courses to ensure that CU Succeed courses are equivalent to those offered on the CU Denver campus.

The purpose of this handbook is two-fold:

- 1) to acquaint liaisons with the academic framework that guides the academic oversight provided by academic departments and
- 2) to lay out the responsibilities faculty liaisons perform to ensure that CU Succeed courses in their department are equivalent to the same courses offered on the CU Denver campus.



Academic Oversight

The CU Succeed program is committed to upholding the regional standards of the Higher Learning Commission (HLC), the agency that accredits CU Denver, as well as the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP), the national accreditor of concurrent and dual enrollment programs. These standards are designed to guarantee that:

- ▶ curricular programming is of the quality and rigor that prepares students to think critically;
- ▶ the institution has a method by which it determines levels of rigor in its dual enrollment courses;
- ▶ the institution has effective processes for assessing student learning and achievement of learning goals, and uses information to improve teaching and learning; and
- ▶ academic departments and disciplinary faculty provide proper academic oversight, guidance, and professional development necessary for the continuous improvement of teaching and learning (See resources in the Appendix).

NACEP and HLC policies require that dual enrollment (DE) courses meet higher education standards and be equivalent to on-campus course sections. Course equivalency means that:

- ▶ the content of a DE course matches the content of the on-campus course
- ▶ the learning objectives of the DE course are the same as those of the on-campus course
- ▶ students in the DE course are held to the same standards of achievement as on-campus students
- ▶ students' proficiency of learning outcomes is measured using grading standards and assessment methods comparable to those of on-campus sections
- ▶ DE students are assessed at the same level of rigor as campus students, employing equivalent assessment strategies that align with the learning objectives



Academic Framework

CU Succeed uses Bloom's Taxonomy as an academic framework for ensuring course quality, rigor, and course equivalency. The taxonomy provides a common structure for defining rigor, aligning learning activities with outcomes and maintaining consistent academic standards across courses (See resources in the Appendix).

Faculty Liaisons

Academic oversight is provided by faculty liaisons that are appointed by their respective academic departments. Faculty liaisons are the link between high school and college faculty; they help bridge the gap between high school and college classroom experiences. Faculty liaisons help CU Succeed ensure that its courses meet HLC and NACEP standards by:

- ▶ cultivating and maintaining meaningful relationships with CU Succeed instructors;
- ▶ fostering a culture of collaboration that strengthens the individual and collective instructional practices of teachers and department faculty; and
- ▶ promoting continuous improvement of teaching and learning.



Faculty Liaison Responsibilities

The responsibilities of faculty liaisons are oversight activities required by NACEP and HLC to ensure that CU Succeed courses are equivalent to their on-campus counterparts with respect to rigor and quality.

These oversight activities include:

- ▶ New instructor review and approval
- ▶ New instructor/course-specific training
- ▶ Syllabi review
- ▶ Classroom observations/site visits
- ▶ Assessment of learning
- ▶ Professional development

Documentation and Reporting: Liaisons are responsible for maintaining records of the department's oversight activities and submitting reports on these activities to the CU Succeed Office. All report forms and documents can be found on the [CU Succeed website](#). All reports are maintained in the department and submitted by the end of each **CU Succeed Academic Year**, which begins on **September 1 and ends on August 30**. All yearly required documents are due August 30th for the academic year.

NACEP Standards: Where relevant, we have listed NACEP standards that address course equivalency and improvement of teaching and learning, along with the documentation CU Succeed must present as evidence that the standard is being met. NACEP uses the term *concurrent enrollment* to reference both concurrent and dual enrollment programs.



Faculty Liaison Responsibilities

Responsibility: *New Instructor Review and Approval*

Frequency: As needed when applications are received

Reporting: Return approval form to CU Succeed via email

Teachers who wish to be approved to teach with CU Succeed apply through the Gold or Silver posting on CU Careers. There are links on the CU Succeed website.

CU Succeed will send you teacher applications for review via email. As the liaison, it is your duty to review the application to determine if the teacher meets your department requirements for approval.

You will then fill out the approval form that is sent with the application and obtain your chair's signature if your department deems it necessary. Return the form to cusucceed@ucdenver.edu. Your department's requirements for application and approval are posted on the CU Succeed website along with a list of the approved courses that can be taught for CU Succeed. All department approval criteria must meet HLC and CU Denver requirements.

HLC currently requires all dual enrollment teachers to have a master's degree in the content area, or a master's degree in another field and at least 18 graduate level credit hours in the discipline.

Please notify us immediately if your department changes requirements for approval, or if there are any changes to the approved courses, including changing of course titles, course numbers, availability, or GT Pathway status.

A Note About Approved Courses:

CU Succeed can only offer courses that are approved by the CLAS Educational Policies and Curriculum Committee and are in the course catalog. With some exceptions, CU Succeed is restricted to lower division offerings.



Faculty Liaison Responsibilities

Responsibility: *Course Specific Training*

Frequency: As new instructors are approved or as an approved instructor is teaching a course for the first time

Reporting: Course Specific Training Form

Relevant NACEP Standard:

Faculty Standard 1 (F1): Faculty liaisons provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

Required Evidence:

1. For each discipline, samples of course-specific training materials and agenda
2. Description of how new instructors are trained
3. Attendance tracking report

Course-Specific Training: Faculty liaisons provide course-specific training to all instructors who are teaching a course for the first time. This includes newly appointed instructors and current instructors who are teaching a course other than the one for which they were initially approved. Training takes place prior to the beginning of the semester in which the course is taught. Instructors teaching a year-long course must undergo training prior to the beginning of the fall semester.

The purposes of the training are to 1) introduce instructors to the department's faculty, instructional philosophy, policies and expectations, 2) go over the essential elements of the course, including but not limited to the syllabus, Student Learning Objectives (SLOs), texts and readings, assessment, grading practices, etc., and 3) discuss the use of Bloom's Taxonomy to ensure that CU Succeed courses are equivalent to their on-campus counterparts in their content, rigor, learning objectives, and assessment of learning.

New Instructor Orientation by CU Succeed: Every semester the CU Succeed Office conducts a general orientation session for all newly approved instructors. The purpose of the orientation is to introduce new instructors to the CU Succeed Program and inform them of CU Denver policies, processes, and procedures, as well as their responsibilities as CU Succeed instructors. CU Succeed will notify departments of when the New Instructor Orientation will be taking place so the departments can schedule on the same day if they wish. We do not cover any course content in this training.

Reporting and Documentation: After the training has been completed for a given semester, complete the **Course Specific Training Form** on the CU Succeed website.



Faculty Liaison Responsibilities

Responsibility: *Syllabi Review*

Frequency: Upon course submission each term

Reporting: None

Relevant NACEP Standard:

Curriculum Standard 2 (C2): The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.

Required Evidence:

1. Paired syllabi from on-campus and concurrent enrollment sections
2. A Statement of Equivalency for each discipline, demonstrating adherence to the NACEP Statement of Equivalency Guidelines

Collection of Syllabi: The faculty liaison reviews the syllabi of all instructors every semester to confirm that syllabi comply with department, NACEP, and the CU Denver Core Curriculum Oversight Committee (CCOC) guidelines and requirements.

Prior to the beginning of each semester, all instructors are required to submit an updated syllabus for every course they will be teaching. The liaison reviews the syllabus to verify that the instructor's course continues to be equivalent to the course on campus and that the syllabus reflects any changes the department may have made to the course.

Each semester, Gold instructors submit a course notification request on the CU Succeed website and attach their syllabus to the request. The course notification and syllabus are forwarded to the faculty liaison via email.

Silver instructors submit their syllabus directly to their faculty liaison.



Faculty Liaison Responsibilities

Responsibility: *Syllabi Review*

Content of Syllabi: Syllabi should contain the information and inserts required by CLAS and CU Denver, including the department, course number, course title, semester, catalog description, prerequisites if needed, and core course or GT Pathways designation. The syllabus of a CU Succeed course should contain only the CU Denver course number and title. The title of the high school course, for which students are receiving high school credit, should not appear on the CU Denver syllabus. Furthermore, courses that are CU Denver core courses or GT Pathways courses should be identified as such in the CU Succeed course syllabus.

Prerequisites: If a course has prerequisites, please cover this information with teachers in your course specific training. CU Succeed does not have access to transcripts for potential students. We rely on the schools and teachers to ensure that students have the necessary background and courses. The teachers should let the students know about the prerequisite and ask them to confirm that they have taken the required classes. Students should be informed if a course has required prerequisites. If students do not have the prerequisite on a college transcript, they may be required to complete that course at a later date.

Student Learning Objectives (SLO): From the perspective of Bloom's Taxonomy, the SLOs are the most important part of the syllabus. Bloom's Taxonomy will not serve us well as an academic framework unless SLOs are crafted using the language of the taxonomy, action verbs that communicate to students what they will be expected to do and the level of thinking skills the tasks will require. Verbs like learn, explore, and appreciate call for covert behavior that cannot be readily observed or measured. On the other hand, action verbs such as compile and compute call for overt behavior than can be observed and measured. Clear, actionable, and measurable SLOs help instructors design learning activities, assignments, and assessments that are appropriately aligned with the skills students need to develop in order to achieve the SLOs. Clear SLOs also contribute to more valid, reliable, and useful assessment results.

Revisions: If the liaison has asked an instructor to make modifications to their syllabus, the instructor should resubmit the syllabus within one week of the start of the semester. Instructors know that if they fail to resubmit the modified syllabus in a timely manner, their department may prevent them from teaching the course for that semester. If a department does not allow an instructor to teach a course in a given semester, the liaison needs to inform the CU Succeed Office so that the instructor's course may be deleted from the semester's course offerings.



Faculty Liaison Responsibilities

Responsibility: *Site Visits*

Frequency: Ongoing, see below

Reporting: Site Visit Form after each instructor visit

Relevant NACEP Standard:

Curriculum Standard 3 (C3): Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure concurrent enrollment courses are equivalent to the courses offered on campus.

Required Evidence:

1. A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback to concurrent enrollment course instructors
2. A description of how site visits are tracked and how often they are conducted
3. Site visit report from the faculty liaison upon completion of each site visit

Faculty liaisons conduct periodic site visits to:

- ▶ ensure that the educational experiences of students in CU Succeed classes are equivalent to those of students on campus
- ▶ build and maintain close, collaborative relationships with CU Succeed instructors
- ▶ identify best practices that can be shared with other CU Succeed and on-campus faculty to improve teaching and learning

Liaisons should stress to their instructors that site visits are not used as a means of evaluating them or their teaching.

Liaisons should visit the classrooms of all new instructors as early as possible during the instructor's first semester of teaching. Since the purpose of site visits is to verify that an instructor's course is equivalent to its on-campus counterpart, liaisons should visit each of the courses an instructor teaches.



Faculty Liaison Responsibilities

Responsibility: *Site Visits*

Beginning with the 2025-26 academic year, liaisons will observe each of their instructors' classes every three years. To begin this three-year cycle, liaisons should review their records to determine which instructors they need to visit, consistent with the following priorities:

1) new instructors; 2) instructors who have never been visited; 3) current instructors teaching a course they have not taught before; 4) instructors who have not been visited in more than two years.

Site visits may be conducted virtually or in person.

Site visits should not be the sole means by which liaisons interact and maintain relationships with instructors. CU Succeed instructors value and appreciate every opportunity they are given to communicate and interact with our on-campus faculty. Liaisons are encouraged to establish times throughout the year when they meet with instructors and on-campus faculty to discuss relevant research in the discipline, exchange teaching and assessment strategies, etc.

Reporting and Documentation: Site visits are documented and reported on the CU Succeed **Site Visit Report Form** located on the CU Succeed website.



Faculty Liaison Responsibilities

Responsibility: *Assessments*

▶ Yearly Assessment

Frequency: Yearly, courses on a rotating schedule

Documentation: Department Yearly Assessment Summary Form

▶ Paired Assessment

Frequency: Every three years

Documentation: Paired Assessment Report Form

Relevant NACEP Standard:

Assessment Standard 1 (A1): The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using grading standards and assessment methods comparable to on-campus sections.

Required Evidence:

1. A Statement of Equivalency from each discipline's faculty liaison demonstrating that the discipline follows the NACEP Statement of Equivalency Guidelines
2. For each discipline, paired student assessment tools from on-campus and concurrent enrollment sections (such as a final exam, lab exercise, essay assignment, etc.)
3. Clear evidence that CE students are being assessed at the same level of rigor as on-campus students and that comparable assessment strategies are employed

Assessment overview: Academic departments conduct assessment of learning in their courses in order to:

- ▶ gather relevant information about student performance to identify gaps or inconsistencies in student learning (**yearly assessment**);
- ▶ determine how the academic performance of CU Succeed students compares with that of students taking the same courses on campus (**paired assessment**);
- ▶ ensure that classroom learning activities, assignments, and assessments align with the levels of cognitive complexity and proficiency students are expected to demonstrate;
- ▶ confirm that CU Succeed students are being assessed at the same level of rigor as on-campus students; and
- ▶ identify effective classroom learning activities and assessment strategies.



Faculty Liaison Responsibilities

Responsibility: *Yearly Assessments*

Yearly Assessment: The yearly assessment is conducted in the same way that CU Denver's Office of Assessment assesses learning in general education core courses.

Process:

- ▶ instructors of a course designated by the faculty liaison are asked to assess learning for one or more learning outcomes. Departments that offer several different courses may choose more than one course to assess each year, and the learning outcomes may be selected by the liaison or by the instructors
- ▶ instructors are allowed to use an assessment instrument or strategy of their own choosing (exam, project, paper, etc.)
- ▶ instructors are responsible for creating their own rubrics and for grading their students
- ▶ instructors submit the results of their assessment to the faculty liaison

Frequency of Assessment: Yearly assessments are conducted once each year. The courses are chosen by the department on a rotating basis.

CU Succeed courses in the CU Denver core will be included in the assessment conducted by CU Denver's Office of Assessment. On years that a CU Succeed course is assessed by the Office of Assessment, departments will not be required to conduct a yearly assessment for CU Succeed, but they may, at their discretion, assess one of their other courses.

Reporting and Documentation: Instructors participating in the yearly assessment will report the results of their assessment to the faculty liaison on the **Instructor Yearly Assessment Report**. Instructors participating in the assessment of the CU Denver core should submit their results to the Office of Assessment and to the faculty liaison, on the form provided by the Office of Assessment. The CU Succeed office does not need this report.

Upon the completion of the yearly assessment by the instructor, the faculty liaison will summarize the results of the assessment using **Department Yearly Assessment Summary** located on the CU Succeed website.



Faculty Liaison Responsibilities

Responsibility: *Paired Assessment*

Paired Assessment: The primary purpose of paired assessment is to determine if CU Succeed students have achieved the learning objectives of a course at a level commensurate with that of their on-campus peers.

Process:

- ▶ based on the results of past yearly assessments, the department liaison selects the course and the learning objective(s) that will be assessed
- ▶ paired assessment must include at least one on-campus section of the course being assessed
- ▶ the department liaison works with a group of CU Succeed and on-campus faculty to develop the assessment instrument, rubric, and scoring procedures

Frequency of Assessment: Paired assessment will be conducted in the 2026-27 academic year and every three years thereafter.

The three-year period between paired assessments gives departments time to address learning issues identified in yearly assessment, and to implement effective teaching strategies to remedy them prior to the following paired assessment.

Reporting and Documentation: Departments will submit a brief narrative report similar in format to the program assessment report departments prepare for the Office of Assessment. The guidelines and format for the report will be provided by the CU Succeed Office prior to the paired assessment.



Faculty Liaison Responsibilities

Responsibility: *Professional Development*

Frequency: Yearly

Reporting: Professional Development Report Form

Relevant NACEP Standard:

Assessment Standard 4 (F3): Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing college interaction to enhance and further instructors' pedagogy and breadth of knowledge in the discipline.

Required Evidence:

1. For each discipline, a description of the format, content, delivery method of each professional activity, as well as a description of how the professional development activity further enhances course content and delivery knowledge and/or addresses research and development in the field
2. Policy and/or procedures describing how the concurrent enrollment program ensures and tracks professional development participation

Professional Development: Departments provide annual interactive, discipline-specific professional development that provides an opportunity for CU Succeed and on-campus faculty to engage in meaningful discussions concerning improvement of teaching and learning.

Departments are encouraged to structure professional development around learning gaps and issues identified in yearly and paired assessments. However, departments are free to structure their professional development activities around topics, issues, pedagogy, etc. relevant to their discipline.

Reporting and Documentation: Professional development activities are documented and reported to the CU Succeed Office via the CU Succeed **Professional Development Report Form**.



Appendix

Assessment

Assessment: Colorado College

<https://www.coloradocollege.edu/other/assessment/how-to-assess-learning/learning-outcomes/index.html>

Bloom's Taxonomy Explained

Video: Bloom's Taxonomy Explained with Examples

https://www.youtube.com/watch?v=2hE_XjCekfs

Bloom's Taxonomy: Northern Illinois University Center for Innovative Teaching and Learning

<https://www.niu.edu/citl/resources/guides/instructional-guide/blooms-taxonomy.shtml#:~:text=Bloom's%20Revised%20Taxonomy%20is%20one,activities%3B%20and%20develop%20authentic%20assessments>

Bloom's Taxonomy: An Academic Framework

Bloom's Taxonomy is a framework that categorizes learning objectives into different cognitive levels, ranging from lower-order thinking skills (recall, understanding) to higher-order thinking skills (analyzing, evaluating, creating). It can be used in the following ways to measure rigor, ensure course equivalency, improve quality, and enhance teaching and learning:

1. *Measuring Rigor in Courses*

- Bloom's Taxonomy provides a structured way to assess the cognitive complexity of course content, assignments, and assessments.
- By ensuring that courses include higher-order thinking tasks (analysis, evaluation, and creation), educators can ensure academic rigor.
- Course objectives and assessments can be aligned with Bloom's levels to ensure that students are being challenged appropriately.

2. *Ensuring Equivalency of Dual Enrollment and On-Campus Courses*

- Dual enrollment and on-campus courses should have equivalent learning objectives, assignments, and assessments.
- Using Bloom's Taxonomy, instructors can compare course objectives across different settings to ensure that they target similar cognitive levels.
- Examining assessment tasks (e.g., multiple-choice questions vs. essay-based analysis) helps determine whether both versions of a course require the same level of critical thinking and rigor.



Appendix

3. *Improving Course Quality*

- Course quality improves when learning objectives are clearly defined and structured using Bloom's levels.
- Educators can revise curriculum design to incorporate a balanced mix of lower- and higher-order cognitive skills.
- By scaffolding learning experiences from basic knowledge recall to complex problem-solving, students engage in deeper learning.

4. *Enhancing Teaching and Learning*

- Instructors can design activities that encourage critical thinking, creativity, and real-world application of knowledge.
- Bloom's Taxonomy helps educators diversify instructional strategies, ensuring students progress through different cognitive levels.
- Formative assessments aligned with Bloom's Taxonomy allow educators to gauge student progress and adjust teaching methods accordingly.

Critical Thinking

8 Elements of Critical Thinking: Educator's Technology

<https://www.educatorstechnology.com/2023/05/the-8-elements-of-critical-thinking.html>

The Classroom Visit

Issue Brief: The Classroom Visit. NACEP

<https://www.nacep.org/resource-center/issue-brief-the-classroom-visit/>

Syllabus Requirements

<https://clas.ucdenver.edu/faculty-staff/policies-procedures/syllabus-requirements-inserts>

GT Pathways

<https://cdhe.colorado.gov/guaranteed-transfer-pathways-general-education-curriculum>

CU Succeed Faculty Liaison page and Report Forms

<https://clas.ucdenver.edu/cusucceed/cu-succeed-faculty-liaisons>

