



# College in the Schools Course Review

**Instructions: Follow course review procedure from handbook.  
Attach reviewed syllabi and assessment examples.  
Return completed form to mentee and to CITS Coordinator.**

## Part A: Details

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Date of Visit/Review: \_\_\_\_\_

High School Name: \_\_\_\_\_

High School Instructor Name: \_\_\_\_\_ LSC Faculty Mentor Name: \_\_\_\_\_

High School Course Name and Number: \_\_\_\_\_

LSC Course Name, Prefix, and Number: \_\_\_\_\_

High School text/program(s)/resources used: \_\_\_\_\_

LSC text/program(s)/resources used: \_\_\_\_\_

## Part B: Alignment (check all that apply)

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LSC faculty mentor and HS teacher paired assignments and/or exams to grade norm or match to learning outcomes.

LSC faculty mentor reviewed and approved syllabus and textbook used for the high school course.

Potential LSC academic support resources specific to course content were discussed and exchanged.

LSC faculty mentor provided tips, strategies, and suggestions for improvement.

D2L professional development was discussed (content and topics suggestions, feedback, etc).

Content of high school course reflects a level of academic rigor appropriate for college level coursework.

Course syllabus meets current LSC learning outcomes and minimum course alignment requirements.

Course assessments meet the LSC course's learning outcomes.

## Part C: Course Review (for new courses, new mentors, or course changes)

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Course Status: (check one)      New Course Review      New Mentor Review      Course Alteration Review

HS teacher received example syllabus, course outline, assignments and/or exams, and textbook ideas.

LSC faculty mentor and HS teacher discussed overview of mentor/mentee relationship and expectations.

For course alterations, please explain the changes. For new courses, describe your process to ensure the CITS course assessments met LSC's learning outcomes. Also detail the information you provided the CITS teacher regarding the pedagogical, theoretical, and philosophical orientation of the on-campus course.

## Part D: Approvals

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To maintain standards set by Lake Superior College for the above named CITS course, to maintain the integrity of the CITS program, and to meet NACEP accreditation standards, the faculty mentor asserts that after review:

**Approval:** the LSC faculty mentor agrees the above course aligns with the LSC course.

**Provisional approval:** additional changes/meeting/discussion needed. Mentor will review course again next year.

Comments: \_\_\_\_\_

**Denial:** the LSC faculty mentor **does not agree** that the above course aligns with the LSC course.

Comments: \_\_\_\_\_

***If a course review status is “provisional approval” or “denial,” mentors must contact the College in the Schools Coordinator to discuss next steps.***

This form completed and signed by \_\_\_\_\_  
(name)