



**COLUMBIA GORGE**  
COMMUNITY COLLEGE

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**2019-20**

**COLLEGE NOW  
TEACHER HANDBOOK**

<https://www.cgcc.edu/hs-programs>

**Columbia Gorge Community College**

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# BECOMING A COLLEGE NOW TEACHER

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## OREGON DUAL CREDIT STANDARDS

This handbook addresses Oregon College Now standards as adopted by the Higher Education Coordinating Commission on June 9, 2016. College Now teachers should be aware of the standards and work with CGCC to help adhere to these standards (Appendix, p.29-30).

## COLLEGE NOW

College Now is Columbia Gorge Community College's (CGCC) high school based college credit partnership program. It allows high school students to earn college credit for select high school classes at the same time they are earning credit toward their high school diploma.

High school teachers who have been approved by their Principal and CGCC to teach College Now courses will work with a CGCC faculty mentor to align the content of the high school course with the college course. High school teachers will be expected to follow College Now teacher guidelines and expectations.

This College Now Teacher Handbook is for you, the high school teacher; your students have their own College Now Student Handbook which describes student registration requirements and expectations. Both are available online at: <http://www.cgcc.edu/hs-programs/college-now>.

## CGCC DUAL CREDIT CONTACTS

Stephen Shwiff	Dean of Transfer	<a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>	541-506-6045
Mary Kramer	Dean of CTE	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	541-506-6033
Monica Pope	Interim Registrar	<a href="mailto:mpope@cgcc.edu">mpope@cgcc.edu</a>	541-506-6028

## QUALIFICATIONS TO TEACH COLLEGE NOW COURSES

For **Dual Credit** courses in Oregon, the high school teacher is qualified to act as a proxy faculty member for the college when teaching the course. These courses are sufficiently similar to enable the students to be described as "taking a course" from the post-secondary institution.

For **Sponsored Dual Credit** courses in Oregon, a high school teacher partners with a sponsoring faculty member at the college to offer the course. These courses are sufficiently similar to enable the student to be described as "taking a course" from the post-secondary institution.

At CGCC, **Dual Credit** (or College Now) high school teachers have a college faculty mentor to conduct curriculum reviews and classroom visits on an annual basis. **Sponsored Dual Credit** (also College Now) high school teachers and their college faculty mentors are in contact every term for the first year of teaching the college course and, if successful, then move to once a year visits.

### CGCC College Now High School teachers must have:

- Master's degree in the subject area; or
- Master's degree in a related area plus 24 graduate hours of credit in the subject area;  
**or, in the case of Sponsored Dual Credit:**
- Demonstrated competency in the field, including a current and appropriate teaching certification for the course requested **and** either a Master's degree or a minimum of three years' experience teaching the course to be articulated.

High school teachers who meet these qualifications and who are considering teaching a College Now course should review the **Dual Credit High School Teacher Scope of Work** (Appendix p.9) to understand the expectations for teaching a college credit course at the high school.

The **College Now Teacher Approval Process** (Appendix p.11) provides the steps to be approved as a College Now teacher and the role of your assigned CGCC faculty mentor.

## **OUTCOMES AND ASSESSMENT**

Course outcomes are clear statements of what students will learn in a course and what they will be able to do outside of the classroom with what they've learned. How will they apply what they've learned? All CGCC credit courses have course outcomes. They can be found in the Course Content and Outcomes Guides (CCOG) found [here](#).

College Now teachers are required to teach to these outcomes and assess student learning based on these outcomes. An Outcomes Matrix (Appendix p.13) and Assessment Analysis (Appendix p.14) will be completed by each the College Now teacher in collaboration with their mentor.

## **COURSE SYLLABUS**

College Now teachers will work with their faculty mentor to create a course syllabus, which will include the approved course description and outcomes. Again, CGCC's Course Content and Outcomes Guides ([CCOG](#)) provide this information. College Now teachers are required to provide students a copy of the course syllabus at the start of each course. Please use the syllabus template (Appendix p.15) to assist with the format of your syllabus.

## **FERPA**

FERPA stands for the Family Educational Rights and Privacy Act. FERPA is a federal law that protects the privacy of the students' educational records. Under FERPA, CGCC cannot release to anyone but the student the following information:

- Financial records (accounts, financial aid, etc.)
- Grades and GPA information
- Class schedules, times and locations
- Personally identifying information, such as student ID and birth dates

Additional information about FERPA can be found [here](#)

## **STUDENT REGISTRATION**

Please review the [College Now Student Handbook](#) which outlines College Now student admissions and registration procedures. College Now teachers are expected to facilitate the student registration process for their dual credit course. Please ensure that your students have access to CGCC's website to register for college credit classes: <http://www.cgcc.edu>. [Please refer to the latest College Now Schedule provided via email by the CGCC Registrar for important dates.](#)

***Note: Foreign Exchange students or anyone in the United States on a J-1 Visa may not take college level courses from Columbia Gorge Community College.***

## GRADING

College Now teachers are required to submit their students' grades online. To access the Online Services login, go to [www.cgcc.edu](http://www.cgcc.edu).

- In the Get Started box to the right, select **Faculty & Staff**.
- Under the **Online** heading there is a link for **Class Roster** and a link for **Grade Roster**. Click on the appropriate link.
- Enter your ID and Password and click **Log In**.
- For your ID, use your Staff ID or Social Security number, entered without any dashes.
- Your password is the month and day of your date of birth entered as MMDD. For security reasons, it is recommended that you change your password to something only you will know but you must do this through the student registration system. Follow the **Changing Your Password** instructions listed below.
- **For Rosters** – select the term you would like to view and click on **Get Sections**. A list of your classes for the selected term will appear. Select a section to view the student names, phone numbers, majors, and e-mail addresses.
- **For Grades** – only your current term classes will appear. Select a section for grading.

Please contact Mary Martin at [mmartin@cgcc.edu](mailto:mmartin@cgcc.edu) or 541-506-6031 if you have any problems accessing the system.

### Changing Your Password

- Go to [www.cgcc.edu](http://www.cgcc.edu)
- Click on **MYCGCC** (located on the right side of the page above the Get Started box).
- Enter your Staff ID or Social Security number and password and click the Log-In button. The system will prompt you to change your password. You will also add a hint question and answer that will be used to 'reset' your pin if you should forget it. If you forget your pin, in the future you will be prompted with the question and you will need to provide the answer.

Grades are due at the conclusion of your College Now course. If a sequence of courses is being taught, grades should be submitted at the end of each course within the term.

Students enrolled in a sequence course (such as WR 121, 122) must pass each course with a minimum grade of "C" prior to enrolling in a subsequent level.

It is CGCC's intention that high school students will succeed in their dual credit courses, however, should factors impede their success, students should consider withdrawing from the course to avoid receiving a "D" or "F" grade and being placed on academic probation at CGCC.

It is the responsibility of the student to withdraw from a course – and to notify their instructor by the stated deadline if they wish to withdraw. Instructors are encouraged to remind students of the withdrawal deadline.

[Please refer to the latest College Now Schedule provided via email by the CGCC Registrar for important dates.](#)

## ELECTRONIC OPTIONS

CGCC uses Moodle for their online course management system. Training is available for high school teachers wishing to utilize this tool. More information about Moodle can be found [here](#), [scroll half-way down the page under **CGCC Online (Moodle)**]. Contact your CGCC mentor if you're interested in a training.

## **TRANSCRIPTS**

All students registered for dual credit courses shall receive a grade. The grade will appear on a CGCC transcript and may be transferred to other academic institutions. Instructors must post their grades by deadlines as indicated in the Grading section above. The College Now Student Handbook provides instructions for students to access and request transcripts.

## **NON-COMPLIANCE**

High school teachers teaching College Now courses at the high school are asked to abide by the requirements of the CGCC College Now Program Handbook and the Oregon Dual Credit Standards for curriculum and faculty. College Now courses can be suspended for many reasons, such as concern over course content or rigor of content, lack of teacher correspondence, and lack of teacher participation in program requirements. Should CGCC determine the high school teacher is in non-compliance with these guidelines, our goal will be to remedy the situation, rather than suspend the course or the teacher. The following process will be followed if non-compliance is a concern:

- CGCC faculty mentor will contact CGCC appropriate Dean of Instruction regarding concerns with high school teacher and/or curriculum alignment.
- High school teacher and their administration will be contacted immediately by CGCC.
- A meeting or phone conference will be held, including high school and CGCC administrators, CGCC faculty mentor, and the high school teacher to discuss concerns and determine possible solutions.
- If concerns cannot be resolved by the high school teacher in collaboration with their CGCC mentor, CGCC will issue a non-compliance letter with a date in which concerns need to be corrected.
- If the concerns are not addressed in a timely manner, CGCC can negate future articulation with the teacher.

# General Information

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## Accreditation

Columbia Gorge Community College is accredited by the [Northwest Commission on Colleges and Universities](#).

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities  
8060 165th Avenue N.E., Suite 100  
Redmond, WA 98052  
(425) 558-4224  
[www.nwccu.org](http://www.nwccu.org)

## Equal Opportunity and Non-Discrimination

Columbia Gorge Community College is an equal opportunity educator and employer. It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Persons having questions about equal opportunity and nondiscrimination should contact:

-Title II Coordinator:

Lori Ufford, VP of Instructional Services, 541-506-6031

-Title IX Coordinator and Section 504 Coordinator for Students:

Mike Taphouse, Dean of Students, 541-506-6026

-Section 504 Coordinator for Employees:

Courtney Judah, Human Resources Director, 541-506-6151

## Equity Lens

The Oregon Equity Lens states "Oregon believes that education is a fundamental aspect of Oregon's ability to thrive" and that "...students from all communities should have the opportunities and support to realize their full potential" (HECC, 2017). CGCC supports the Equity Lens by offering affordable, accessible, high quality dual credit coursework to rural high school students in the CGCC region.

# APPENDICES

- ▶ College Now Teacher Scope of Work
  
- ▶ College Now Teacher Approval Process
  
- ▶ Outcomes Matrix
  
- ▶ Assessment Analysis
  
- ▶ Syllabus Template
  
- ▶ Phase 1 Mentoring Process forms:
  1. Pre-Planning Phone call
  2. Curriculum Review
  3. Initial Planning Meeting
  4. Curriculum Approval
  5. Mid-Semester Site Visit and Observation
  6. End of Term Conference
  
- ▶ Phase II Mentoring Process forms:
  1. Curriculum Review
  2. Mid-Year Site Visit
  
- ▶ Oregon Dual Credit Standards
  
- ▶ Oregon Sponsored Dual Credit Standards





# COLUMBIA GORGE

## COMMUNITY COLLEGE

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### Scope of Work

**Position Title:** College Now High School Teacher

**Employee Classification:** Contracted Services

#### GENERAL NARRATIVE DESCRIPTION OF POSITION

The College Now Teacher (whether Dual Credit or Sponsored Dual Credit) is a high school teacher who ensures curricular alignment and academic course integrity of college coursework within a high school course in order to offer high school students college credit.

#### ESSENTIAL PERFORMANCE FUNCTIONS

- Ability to teach one or more eligible courses in the high school setting.
- Conveys by words and action the professional values expected by CGCC and supports the mission and service of the community college as a viable option for all students.
- Submits curriculum and materials as requested by the dual credit office or assigned college faculty mentor.
- Works in partnership with a CGCC faculty mentor to ensure the integrity of college coursework is being met.
- Allows mentor to observe one class session once a term in which the course is being offered.
- Attends a new hire orientation and/or one mandatory professional development event each school year.
- Communicates to students and parents about dual credit opportunities.
- Acts as an advisor and liaison for dual credit students.
- Seeks to establish a strong understanding of the applicability of the dual credit coursework for the student.
- Verifies course roster(s) for accuracy after registration has closed.
- Submits final grades in a timely fashion.
- Provides timely, thorough, and accurate information for students on registration deadlines, including drops, withdrawal, and payment deadlines.
- Performs other dual credit-related duties as assigned.

*The list of essential functions, as outlined herein, is intended to be representative of the tasks performed within this classification. It is not necessarily descriptive of any one position in the class. The omission of an essential function does not preclude management from assigning duties not listed herein if such functions are a logical assignment to the scope of work.*

**MARGINAL FUNCTIONS**

Assists with student and parent questions regarding CGCC and the student matriculation process, referring questions as appropriate to Student Outreach and Recruitment staff.

**EXPERIENCE**

A current and appropriate TSPC teaching certificate and a minimum of three years of high school teaching experience is required for the course being taught/aligned for college credit. Exceptions to this experience necessitate a master's degree in discipline.

**EDUCATIONAL BACKGROUND**

Bachelor's degree (B. A.) from four-year college or university. A master's degree is preferred. Teacher certification for secondary education within discipline is required.

**REQUIRED KNOWLEDGE, SKILLS, AND PERSONAL QUALIFICATIONS**

Ability to effectively present information and respond to questions from students and parents.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**OTHER POSITION INFORMATION**

All teachers of any high school must be obtain permission from their district administration to teach a College Now course.

**WORKING CONDITIONS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this contract. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**TRAVEL**

Travel may be required to attend meetings, trainings, and/or conferences both in-town and out-of-town. All college now high school teachers are required to participate in at least one annual, discipline-specific training provided by the college.



## COLUMBIA GORGE COMMUNITY COLLEGE

### COLLEGE NOW TEACHER APPROVAL PROCESS

<b>INITIAL APPROVAL</b>		
<b>Submit Letter of Interest, Resume/Vita, and Transcripts</b>	<p>Carefully review CGCC’s College Now Teacher Scope of Work. If, after reviewing, you would like to be a College Now teacher, please submit the following to CGCC Instructional Services at <a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>.</p> <p><b>Letter of Interest:</b> List the course(s) you wish to offer and describe how you meet the teacher qualifications (See p.3).</p> <p><b>Resume/Vita:</b> Include all relevant work history, experience, and certifications, as well as contact information, including an email.</p> <p><b>Academic Transcripts:</b> Include all transcripts with college level coursework. Unofficial transcripts will be accepted.</p> <p>For help or information regarding this process, please contact CGCC at (541) 506-6045.</p>	<input type="checkbox"/>
<b>INITIAL APPROVAL</b>		
<b>Hiring Paperwork</b>	<p>Upon receipt and review of the above paperwork by the appropriate academic department, you will receive a welcome email from CGCC. Attached to the email will be a W-9 that must be completed and returned before the curriculum review process will begin.</p>	<input type="checkbox"/>
<b>CURRICULUM ALIGNMENT AND REVIEW</b>		
<b>Mentor Assignment</b>	<p>After initial approval, each College Now applicant (Dual Credit and Sponsored Dual Credit) will be assigned a faculty mentor. Mentors are CGCC faculty from within the academic discipline you wish to teach and have been trained to conduct College Now curriculum alignment reviews. The contact information for your assigned mentor will be sent to you via email.</p>	<input type="checkbox"/>
<b>Curriculum Review</b>	<p>CGCC mentors will work with you to develop, verify, and approve:</p> <p><b>Curriculum:</b> alignment of course content, competencies, and outcomes</p> <p><b>Major Assignments:</b> courses may require common assignments</p> <p><b>Final Assessment:</b> reviewed and approved</p> <p><b>Syllabus:</b> each course will have a syllabus that meets all CGCC requirements, including an approved grading policy</p> <p><b>Textbooks:</b> reviewed and approved</p> <p>The assurance of academic integrity in College Now courses is a critical component of a successful dual credit program.</p>	<input type="checkbox"/>
<b>APPROVAL TO PHASE I MENTORING</b>		
<b>Assignment of Course and Section Numbers</b>	<p>After successful approval of curriculum alignment, the College Now teacher is assigned a section number for the college course and is approved to teach within the requirements of Phase I Mentoring for</p>	<input type="checkbox"/>

	Sponsored Dual Credit teachers and Phase II Mentoring for Dual Credit teachers.	
<b>Phase I and II Mentoring</b>	Your CGCC mentor will walk you through the phases of mentoring. Phase I has six steps and is conducted the first year of a Sponsored Dual Credit teaching experience. Phase II has only 3 steps and is done year 1 for Dual Credit teachers and year 2 and 3 for Sponsored Dual Credit teachers.	
<b>Recommendation Phase I</b>	For Sponsored Dual Credit teachers: At the completion of Phase I Mentoring, the mentor will make a recommendation to CGCC to continue with Phase I Mentoring, move to Phase II Mentoring, or to suspend instructor approval for the College Now course offering. If a suspension is recommended, the College Now teacher may, at the mentor's discretion, have the opportunity to repeat the curriculum alignment review process and re-enter Phase I Mentoring.	<input type="checkbox"/>
<b>APPROVAL TO PHASE II MENTORING</b>		
<b>Recommendation Phase II</b>	Dual Credit teachers and Sponsored Dual Credit teachers moved to Phase II Mentoring will have classroom observations and mid-semester teacher conferences every year with their mentors. Mentors will make a recommendation at the end of each academic year to either continue with Phase II Mentoring or to suspend instructor approval for College Now course offerings. If a suspension is recommended, the College Now teacher (whether Dual Credit or Sponsored Dual Credit) may, at the mentor's discretion, have the opportunity to repeat the curriculum alignment review.  After three years of Phase II Mentoring, Sponsored Dual Credit instructors will return to Phase I Mentoring for a repeat review of their course(s).	<input type="checkbox"/>

\*This document is solely intended as an informational document on the CGCC College Now teacher review and approval process and does not exhaust nor intend to list all responsibilities of those approved for this position.



## Columbia Gorge Community College Student Outcomes Matrix

Course:

High School Faculty:

Year/Term:

Work with your faculty mentor to complete this form during steps 1-4 of the mentoring process.

Course Outcomes (provided from CGCC Syllabus)	Method of Assessment	Met Standard	Did not Meet	Percent Successful
1				
2				
3				
4				
5				
6				



## Columbia Gorge Community College Assessment Analysis

Course:

Section Number:

High School Faculty:

Year/Term:

Work with your faculty mentor to complete this form during step 6 of the mentoring process.

1. Total number of students receiving each of the following grades:

A:

B:

C:

D:

W/I:

2. When evaluating my overall grade distribution, I learned/realized:

3. A goal I have for my class(es) and/or students next time I teach the course(es):

4. The actions I will take to meet the above stated goal are:



## (Course Number) SYLLABUS - (Term &Year)

### (Course Title)

Instructor:

Course Reference Number: (Refer to Current Term Schedule)

Credits:

Meeting times and Location:

Contact Information:

(Instructor Name)

Office Hours:

Phone Number:

College E-mail:

#### **Textbooks and Materials**

- required textbooks or Open Education Resources
- optional textbooks, if applicable
- resources reserved in the library, if applicable
- supply, software, or equipment lists, if applicable

#### **Course Description**

(Insert Course Description from <https://www.cgcc.edu/ccogs>)

#### **Intended Outcomes for the Course**

(Insert Intended Outcomes for the Course from <https://www.cgcc.edu/ccogs>)

#### **Core Learning Outcomes (General Education Courses Only)**

Through their respective disciplines, CGCC students who earn a degree can:

1. communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical thinking and Problem-Solving*)
3. extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

(Insert the applicable major/minor designated core learning outcome(s) for your course from <https://www.cgcc.edu/ccogs>)

(If any questions, please contact Instructional Services.)

**Classroom Expectations**

- Teacher expectations
- attendance, absences, & tardiness expectations
- missed assignments/exams & 'make-up' policy

**Evaluation and Grading**

- types of graded activities (how learning will be assessed)
- the criteria or standards will be used to grade assignments.
- specific weighting of assignments toward the final grade description of major assignments and activities (projects, essays, exams, etc.)
- grading scale

**Tentative Activity/Assignment Schedule**

Week	Weekly Schedule	Note
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		



# Phase 1

## Pre-Planning Phone Call



Faculty Sponsor: \_\_\_\_\_

HS Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

**Date of call:** \_\_\_\_\_

**Verify the following during phone call:**

**Comments:**

- |                          |   |  |
|--------------------------|---|--|
| <input type="checkbox"/> | Discuss course # and description of course teacher plans to teach. Please indicate course # in box to the right.                                    | <div style="border: 1px solid black; height: 50px;"></div> |
| <input type="checkbox"/> | Review CGCC's course outcomes with the HS instructor. Are there any immediate concerns between CGCC's outcomes and the teacher's course objectives? | <div style="border: 1px solid black; height: 50px;"></div> |
| <input type="checkbox"/> | Confirm the term during which the HS instructor will offer the course (e.g., is it a year-long or a term long course)?                              | <div style="border: 1px solid black; height: 50px;"></div> |
| <input type="checkbox"/> | Discuss any questions the HS instructor may have about the curriculum packet they will submit to you for the initial planning meeting.              | <div style="border: 1px solid black; height: 50px;"></div> |

Additional comments and suggestions:

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Check here if ok to proceed to step 2



\_\_\_\_\_  
Faculty Sponsor Signature                      Date

# Phase 1 Curriculum Review

Faculty Sponsor: \_\_\_\_\_ Term/year-long: \_\_\_\_\_

HS Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

Course Number: \_\_\_\_\_

## REVIEW before Initial Planning Meeting:

### Comments:

Current high school syllabus and sample assignments.

Current textbooks & list of supplemental materials.

Grading Rubrics (or other explanation of how student work is evaluated).

Copies of major tests & assignments. Do they demonstrate alignment with CGCC outcomes?

Calendar & bell schedule – to ensure adequate seat time for covering course objectives.

## Notes for Initial Planning Meeting:

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Check here if ok to proceed to step 3



\_\_\_\_\_  
Faculty Sponsor Signature

\_\_\_\_\_  
Date

# Phase 1

## Initial Planning Meeting

Faculty Sponsor: \_\_\_\_\_ Term/year-long: \_\_\_\_\_

HS Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

Course Number: \_\_\_\_\_

### REVIEW during Initial Planning Meeting:

### Comments:

- Ask for HS Instructor's content area expertise and experience.
- Share options for alternate textbooks And other resources (if needed)
- Training on department specific Expectations and requirements
- Explain Outcomes and Assessment Matrices and CGCC syllabus checklist

Please describe provisional changes HS Instructor needs to make to his/her curriculum (if any):

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### Those in attendance of Meeting:

Check here if ok to proceed to step 4



\_\_\_\_\_  
Faculty Sponsor Signature                      Date

\_\_\_\_\_  
High School Instructor Signature                      Date

# Phase 1 Curriculum Approval

4 of 6

Faculty Sponsor: \_\_\_\_\_ Term/year-long: \_\_\_\_\_

HS Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

Course Number: \_\_\_\_\_

The faculty sponsor will work with the high school instructor to communicate expectations regarding course curriculum and alignment. When all documents below are collected and approved, faculty sponsor will submit signed form and requested documents to the dual credit liaison and a course section number will be created for the high school instructor.

### Please check if reviewed and approved:

An approved course syllabus (on CGCC's syllabus template) for distribution to dual credit students - including CGCC course objectives

A course schedule or calendar that includes due dates of major assignments and tests

An approved copy of the course OA Matrix with "Methods of Evaluation" section completed

Additional Notes: \_\_\_\_\_

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**Check here if ok  
to proceed to step 5**

The faculty sponsor acknowledges that he/she has reviewed the documents on this checklist and approves the high school instructor to teach the named course for the duration indicated. above named course for the duration indicated.

\_\_\_\_\_  
Faculty Sponsor Signature

\_\_\_\_\_  
Date

# Phase 1 Mid-Semester Site Visit

Faculty Sponsor: \_\_\_\_\_ Term/year-long: \_\_\_\_\_

HS Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

Course Number: \_\_\_\_\_

**Date of visit:** \_\_\_\_\_

## Conference

### Comments:

<input data-bbox="89 884 209 926" type="checkbox"/> What is your initial impression of how the course is going? Discuss signs of success, areas to improve, etc.	<div style="border: 1px solid black; height: 60px;"></div>
<input data-bbox="89 1064 209 1106" type="checkbox"/> To what extent are the syllabus, outcomes and content representative of the on-campus course?	<div style="border: 1px solid black; height: 60px;"></div>
<input data-bbox="89 1245 209 1287" type="checkbox"/> Ask to see samples of assignments, activities and Tests with instructor's grading Methods to ensure work is comparable to on campus course.	<div style="border: 1px solid black; height: 80px;"></div>
<input data-bbox="89 1455 209 1497" type="checkbox"/> Ask for feedback regarding registration processes, communication with CGCC staff and faculty, etc.	<div style="border: 1px solid black; height: 60px;"></div>

# Teaching Observation (Phase 1, Step 5)

*This section is to document and communicate feedback for Dual Credit teacher development. Instructors of record are encouraged to select areas for professional improvement in cooperation with CGCC.*

## 1. COURSE PREPARATION AND ORGANIZATION; TEACHING RESOURCES AND TECHNIQUES

### 1.1 KNOWLEDGE OF SUBJECT

Instructor demonstrates understanding of the subject matter and concepts being taught, and provides accurate information.

### 1.2 PLANNED LESSONS

Lessons show evidence of goals, sequence, and connection to previous and future lessons; Instructor provides opportunities for large group, small group, and self-paced learning.

### 1.3 TIME MANAGEMENT AND PACE OF INSTRUCTION

Instructor starts and ends class on time, presents appropriate content amount for available time limits, and provides breaks in accordance with department policy; Instruction tools set up in advance of course start time.

### 1.4 VARIETY OF MODALITIES

Instructor delivers interesting and captivating lessons and tasks. New material is presented, explained, and discussed in several modalities (aural, visual, or kinesthetic) as needed to meet varied learning styles.

### 1.5 LAB AND CLASSROOM SAFETY

Where applicable, safety precautions are observed and proper lab procedures are followed

## 2. INSTRUCTOR COMMUNICATION SKILLS AND MANAGING STUDENT INTERACTION

### 2.1 INSTRUCTOR PROFESSIONALISM

Instructor demonstrates a professional appearance, manner and attitude at all times.

**2.2 CLASS/STUDENT MANAGEMENT**

Instructor maintains a positive environment conducive to teaching and learning, discourages and responds effectively to disruptive students, and demonstrates strategies for handling very shy and excessively talkative students, so that all may benefit from the class.

**2.3 PERSONAL DELIVERY**

Instructor uses effective voice and body language. Instructor is able to adapt lessons and delivery, as necessary.

**2.4 STUDENT ENGAGEMENT AND FEEDBACK**

Instructor sets the stage for student discovery, critical thinking, and deduction; encourages student participation and sets an interactive tone with the students; demonstrates understanding of student questions and gives immediate, clear, accurate, and level-appropriate responses.

**2.5 RESPECT FOR STUDENTS**

Instructor relates to students as adults, shows awareness of and respect for their cultural and learning style differences, and appreciates their individuality.

**2.6 CLASSROOM ATMOSPHERE**

Instructor creates a supportive environment so students are willing to take risks, make mistakes, express their opinions and actively respond to instruction.

Check here if ok to  
Proceed to step 6



\_\_\_\_\_  
High School Teacher Signature      Date

\_\_\_\_\_  
Faculty Sponsor Signature      Date

# Phase 1 End of Term Conference

Faculty Sponsor: \_\_\_\_\_ Term/year-long: \_\_\_\_\_

HS Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

Course Number: \_\_\_\_\_

At the end of the term, the faculty sponsor will be available to answer questions about grading, OA matrices, final exams and other discipline related issues.

The faculty sponsor will also hold a phone or face-to-face End of Term Conference; at which they can discuss plans for future dual credit classes. At this meeting, the faculty sponsor will make a recommendation on whether to repeat the course evaluation process, continue with Phase 1 mentoring, or move the high school instructor to Phase 2.

### Notes from final conference:

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### I recommend that the dual credit instructor referenced above:

- be moved to Phase 2 mentoring
- continue with Phase 1 mentoring using approved course
- repeat the course evaluation process before receiving a new section

\_\_\_\_\_  
Faculty Sponsor Signature

\_\_\_\_\_  
Date



# Phase 2 Curriculum Approval

Faculty Sponsor: \_\_\_\_\_ Term/year-long: \_\_\_\_\_

HS Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

Course Number: \_\_\_\_\_

The faculty sponsor will work with the high school instructor to communicate expectations regarding course curriculum and alignment. When all documents below are collected and approved, the instructor of record will submit signed form and requested documents to CGCC and a course section number will be created for the high school instructor.

### Please check if reviewed and approved:

- An approved course syllabus (on CGCC's syllabus template) for distribution to dual credit students - including CGCC course objectives
- A course schedule or calendar that includes due dates of major assignments and tests
- An approved copy of the course OA Matrix with "Methods of Evaluation" section completed
- Department specific training, including changes or updates to department specific information

Additional Notes:

**Check here if ok  
to proceed to step 2**

The faculty sponsor acknowledges that he/she has reviewed the documents on this checklist and approves the high school instructor to teach the above named course for the duration indicated.

\_\_\_\_\_  
Faculty Sponsor Signature                      Date

# Phase 2 Mid-Semester Site Visit



Faculty Sponsor: \_\_\_\_\_ Term/year-long: \_\_\_\_\_

HS Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

Course Number: \_\_\_\_\_

**Date of visit:** \_\_\_\_\_

## Conference

Comments:

- What is your initial impression of how the course is going? Discuss signs of success, areas needing improvement, etc.
- To what extent are the syllabus, outcomes and content representative of the on-campus course?
- Ask to see samples of assignments, activities and tests with instructor's grading methods to ensure work is comparable to on campus course.
- Ask for feedback regarding registration process, communication w/ CGCC staff and faculty, etc.

## Teaching Observation

*This section is to document and communicate feedback for Dual Credit professional development. Faculty sponsors are encouraged to select areas for faculty professional improvement in cooperation with CGCC.*

### 1. COURSE PREPARATION AND ORGANIZATION; TEACHING RESOURCES AND TECHNIQUES

#### 1.1 KNOWLEDGE OF SUBJECT

Instructor demonstrates understanding of the subject matter and concepts being taught, and provides accurate information.

**1.2 PLANNED LESSONS**

Lessons show evidence of goals, sequence, and connection to previous and future lessons; Instructor provides opportunities for large group, small group, and self-paced learning.

**1.3 TIME MANAGEMENT AND PACE OF INSTRUCTION**

Instructor starts and ends class on time, presents appropriate content amount for available time limits, and provides breaks in accordance with department policy; Instruction tools set up in advance of course start time.

**1.4 VARIETY OF MODALITIES**

Instructor delivers interesting and captivating lessons and tasks. New material is presented, explained, and discussed in several modalities (aural, visual, or kinesthetic) as needed to meet varied learning styles.

**1.5 LAB AND CLASSROOM SAFETY**

Where applicable, safety precautions are observed and proper lab procedures are followed

**2. INSTRUCTOR COMMUNICATION SKILLS AND MANAGING STUDENT INTERACTION****2.1 INSTRUCTOR PROFESSIONALISM**

Instructor demonstrates a professional appearance, manner and attitude at all times.

**2.2 CLASS/STUDENT MANAGEMENT**

Instructor maintains a positive environment conducive to teaching and learning, discourages and responds effectively to disruptive students, and demonstrates strategies for handling very shy and excessively talkative students, so that all may benefit from the class.

**2.3 PERSONAL DELIVERY**

Instructor uses effective voice and body language. Instructor is able to adapt lessons and delivery, as necessary.

**2.4 STUDENT ENGAGEMENT AND FEEDBACK**

Instructor sets the stage for student discovery, critical thinking, and deduction; encourages student participation and sets an interactive tone with the students; demonstrates understanding of student questions and gives immediate, clear, accurate, and level-appropriate responses.

**2.5 RESPECT FOR STUDENTS**

Instructor relates to students as adults, shows awareness of and respect for their cultural and learning style differences, and appreciates their individuality.

**2.6 CLASSROOM ATMOSPHERE**

Instructor creates a supportive environment so students are willing to take risks, make mistakes, express their opinions and actively respond to instruction.

**Additional Comments:**

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High School Instructor Signature Date

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Faculty Sponsor Signature Date

## Oregon Dual Credit Standards

<b>Curriculum</b>	
<b>Curriculum 1 (DC-C1)</b>	College or university courses administered through a Dual Credit Program are catalogued courses and approved through the regular course approval process of the sponsoring college or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions.
<b>Curriculum 2 (DC-C2)</b>	College or university courses administered through a Dual Credit Program are recorded on the official academic record for students at the sponsoring college or university.
<b>Curriculum 3 (DC-C3)</b>	College or university courses administered through Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the colleges' and universities' sponsoring academic departments.
<b>Faculty</b>	
<b>Faculty 1 (DC-F1)</b>	Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.
<b>Faculty 2 (DC-F2)</b>	The college or university provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements before certifying the instructors to teach the college or university courses.
<b>Faculty 3 (DC-F3)</b>	Instructors teaching Dual Credit sections are part of a continuing collegial interaction, through professional development, access to essential academic resources, seminars, site visits, and ongoing communication with the college's or university's faculty and Dual Credit administration. This interaction must occur before teaching the course and at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
<b>Faculty 4 (DC-F4)</b>	Dual Credit Program policies address instructor non-compliance with the college's or university's expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities).
<b>Student</b>	
<b>Students 1 (DC-S1)</b>	The college or university officially registers or admits Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Dual Credit Program on official sponsoring college or university transcripts.
<b>Students 2 (DC-S2)</b>	College or universities outline specific course requirements and prerequisites for students.
<b>Students 3 (DC-S3)</b>	High school students are provided with a student guide that outlines students' rights and responsibilities as well as providing guidelines for the transfer of credit and credits with a purpose.
<b>Assessment</b>	
<b>Assessment 1 (DC-A1)</b>	The college/university ensures Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
<b>Continuous Improvement</b>	
<b>Continuous Improvement 1</b>	The college or university conducts and end-of-term student course evaluation for courses offered through the Dual Credit Program. The course evaluation is intended to

(DC-C11)

influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.

## Oregon Sponsored Dual Credit Standards

Curriculum	
<b>Curriculum 1 (SDC-C1)</b>	College or university courses administered through a Sponsored Dual Credit Program are catalogued courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions and student learning outcomes.
<b>Curriculum 2 (SDC-C2)</b>	College or university courses administered through a Sponsored Dual Credit Program are administered in a manner that is consistent with like courses at the sponsoring college or university and recorded similarly on the official academic record for the sponsoring college or university.
<b>Curriculum 3 (SDC-C3)</b>	College or university courses administered through a Sponsored Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college or university department/program where the credit will be awarded.
<b>Curriculum 4 (SDC-C4)</b>	The syllabi for college or university courses administered through a Sponsored Dual Credit Program are consistent with the syllabi from the sponsoring college or university and include clearly defined learning outcomes and student expectations. Syllabi are reviewed and approved by the academic faculty in the partnership from the sponsoring college or university department/program where the credit will be awarded.
<b>Curriculum 5 (SDC-C5)</b>	Credits for college or university courses administered through a Sponsored Dual Credit Program are awarded based on documented student achievement consistent with the student learning outcomes and course content.
Faculty	
<b>Faculty 1 (SDC-F1)</b>	High School teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or university in accordance with its institutional policies, procedures and practices.
<b>Faculty 2 (SDC-F2)</b>	The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before they begin to teach the college or university courses.
<b>Faculty 3 (SDC-F3)</b>	The sponsoring college or university has a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs at least once a quarter/semester*. *College or university faculty partners may determine that more interactions are appropriate, based on the high school teacher's level of expertise, teaching experience, and experience working in Sponsored Dual Credit Programs. However, in all cases, the interaction must occur at least once a quarter/semester.

<b>Faculty 4 (SDC-F4)</b>	Sponsored Dual Credit Program policies at each sponsoring college or university address teacher non-compliance with the college's or university's expectations for courses offered through Sponsored Dual Credit Programs (for example, non-participation in Sponsored Dual Credit Program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit.
<b>Faculty 5 (SDC-F5)</b>	Teaching partnerships within Sponsored Dual Credit Programs demonstrate that the aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, based upon clearly stated criteria, qualifications and procedures. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval and implementation of the teaching partnerships.
<b>Faculty 6 (SDC-F6)</b>	The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy and Sponsored Dual Credit administrative requirements before they begin to teach the college or university courses.
<b>Faculty 7 (SDC-F7)</b>	High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded.
<b>Student</b>	
<b>Student 1 (SDC-S1 )</b>	The sponsoring college or university officially registers or admits Sponsored Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Sponsored Dual Credit Program on official sponsoring college or university transcripts. Registration, grading, and transcription procedures and timelines are reasonably consistent with those for other students taking the same courses from the sponsoring college or university.
<b>Student 2 (SDC-S2)</b>	The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs.
<b>Student 3 (SDC-S3)</b>	High school students in Sponsored Dual Credit Programs are provided with a student guide that outlines students' rights and responsibilities and provides guidelines for the transfer of credit.
<b>Assessment</b>	
<b>Assessment 1 (SDC-A1)</b>	The college/university ensures Sponsored Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
<b>Continuous Improvement</b>	
<b>Continuous Improvement 1 (SDC-C11)</b>	The sponsoring college or university conducts an end-of-term student course evaluation for courses offered through a Sponsored Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.