



CGCC COLLEGE NOW MIDTERM OBSERVATION FORM

College Now Instructor: _____ Date: _____

High School: _____

College Now Course: _____ Start/End Dates: _____

CGCC Faculty Mentor: _____

Mode of Review: _____

**Mode of review is at the discretion of the mentor. Some examples include classroom observation, assignment review, discussion, virtual meeting, student feedback, etc.*

I reviewed the College Now course progress on the date noted above, and have completed the evaluation according to the rubric here. I affirm that:

- The curriculum, pedagogical, theoretical and philosophical approach in this College Now course is consistent with the college course at CGCC, and that College Now students are held to the same assessment methods and grading standards as those expected in on-campus sections.
- The course is *not* substantially the same. Follow-up recommendations are listed below. A follow-up visit and/or meeting should occur within and issues should be discussed and understood (if not remedied) before the class can be offered again for **College Now**.

















Use this space to offer suggestions for remediation if course does not align substantially to a similar course offered at the campus:

Issues with alignment	Suggestions for change	How/when will this change happen? Timeline to affect change
1)	1)	1)
2)	2)	2)

Signatures required. Mentor and Instructor have reviewed the evaluation and comments.

College Now Instructor: _____ Date: _____

CGCC Faculty Mentor: _____ Date: _____

Performance Level » » »	Exemplary	Standard	Needs Improvement	Unsatisfactory
Assessment Dual Credit standard DC-A1 or SDC-A1 & SDC-C5: Students are held to comparable standards of achievement, are graded similarly and are assessed using comparable methods as students in on-campus classes.	 Assessments and grading methods are exactly like those used on campus.	 Assessments and grading methods are similar to those used on campus.	 Assessments and grading methods are somewhat like those used on campus.	 Assessments and grading methods are not like those used on campus and a revision to these methods is necessary.
NOTES (HIGHLIGHTS / SUGGESTIONS / COMPLIMENTS)				
Course Rigor Dual Credit standard DC-C3 or SDC-C3: Articulated courses must provide the same content, course materials and outcomes as a PCC course.	 Course rigor exceeds CGCC standards.	 Course rigor matches CGCC standards.	 Course rigor slightly below CGCC standards but can be brought to alignment with minor changes.	 Course rigor substantially below CGCC standards and would require major revision to align course rigor at high school level.
NOTES (HIGHLIGHTS / SUGGESTIONS / COMPLIMENTS)				
Pedagogical Alignment Dual Credit standard DC-C3 or SDC-C3: Articulated courses must reflect the pedagogical orientation of the college's academic department.	 Course pedagogical orientation matches that of the CGCC department.	 Course pedagogical orientation somewhat matches that of the CGCC department.	 Course pedagogical orientation does not match that of the CGCC department.	 Course pedagogical orientation is completely different from that of the CGCC department. and a major revision is necessary.
NOTES (HIGHLIGHTS / SUGGESTIONS / COMPLIMENTS)				
Course Delivery Dual Credit standard DC-C3 or SDC-C3: Required software used? Required contact hours/match on campus? Is approved syllabus the one presented to students? Textbook appropriate and relevant?	 Course delivery exceeds CGCC standards.	 Course delivery matches CGCC standards.	 Course delivery slightly below CGCC standards but can be brought to alignment with minor changes.	 Course delivery well below CGCC standards and would require major revision to align course rigor at high school level.
NOTES (HIGHLIGHTS / SUGGESTIONS / COMPLIMENTS)				