



COLUMBIA GORGE
COMMUNITY COLLEGE

College Now Program

Teacher & Faculty Handbook 2025- 2026

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Ashley Beardmore, High School Partnership Coordinator

**Any edits that occur past 9/22/25 will appear in red text*



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General Information

Columbia Gorge Community College (CGCC) College Now Program Contacts

To view CGCC’s full directory: cgcc.edu/directory

Name	Title	Department	Contact	Contact me for...
Ashley Beardmore	Dual Credit Coordinator	Enrollment Services Student Services	(541) 506-6024 abeardmore@cgcc.edu	All things not addressed below: quick questions, support, systems related information, etc. cgcc.edu/dual-credit
Cat Graham	Registrar	Enrollment Services Student Services	(541) 506-6012 cgraham@cgcc.edu	Grade posting issues, grade changes
Karly Aparicio	VP of Student Services (VPSS)	Student Services	(541) 506-6232 kaparicio@cgcc.edu	Escalated questions or concerns regarding Student Services Department service,



				Business Office service, or external partner relationships
Dr. Jarett Gilbert	VP of Instructional Services (VPIS)	Office of Instructional Services (OIS)	jgilbert@cgcc.edu	Escalated questions or concerns regarding course content or Instructional Department service
Leigh Hancock	Chair of the Arts, Culture, & Communications Department Title III Faculty Development Coordinator Writing, Literature, and Women's Studies Instructor	Arts, Culture, & Communications Instructional Services	lhancock@cgcc.edu	Escalated questions or concerns regarding the department they preside over Questions or concerns regarding professional development available to College Now teachers
Dr. Zip Krummel	Chair of the Social Science Department Psychology Instructor	Social Science Instructional Services	(541) 308-8217 zkrummel@cgcc.edu	Escalated questions or concerns regarding the department they preside over
Pam Koop M.Ed	Math Department Chair Mathematics Instructor	Math Department Instructional Services	(541) 308-8218 pkoop@cgcc.edu	Escalated questions or concerns regarding the department they preside over
Rob Kovacich	Science Department Chair	Science Department Instructional Services	(541) 506-6174 rkovacich@cgcc.edu	Escalated questions or concerns regarding the department they preside over
Todd Meislahn	Business, Computer Applications, & Web Technologies Department Chair SBDC Advisor Business	Business, Computer Applications, & Web Technologies Department Instructional Services	(541) 506-6124 tmeislahn@cgcc.edu	Escalated questions or concerns regarding the department they preside over



	Administration Faculty			
Jim Pytel	CTE (Tech & Trades) Department Chair Electro-Mechanical Technology Instructor	CTE Department Instructional Services	(541) 506-6000 ext7157 jpytel@cgcc.edu	Escalated questions or concerns regarding the department they preside over
Dr. Ezra Holston	Nursing & Health Occupations Department Director	Nursing & Health Occupations Department Instructional Services	eholston@cgcc.edu	Escalated questions or concerns regarding the department they preside over
Kristen Kane	Academic Assessment Coordinator Psychology Instructor	Instructional Services	(541) 506-6036 kkane@cgcc.edu	COA edit disputes
Marty Fiegenbaum	Accounts Payable	Business Office	(541) 506-6053 mfiiegenbaum@cgcc.edu	Questions regarding teacher payments
Brenda Garcia Lua	Payroll and Benefits Manager	Administration	bgarcialua@cgcc.edu	Questions regarding faculty payments
	IT Department	Administration	support@cgcc.edu	IT support

Campus Information & Contacts

The Dalles Campus (TDC)
400 E. Scenic Drive, The Dalles, OR 97058
(541) 506-6011, option 2

Hood River-Indian Creek Campus (HR-ICC)
1730 College Way, Hood River, OR 97031
(541) 506-6011, option 2

Columbia Gorge Community College Website address: www.cgcc.edu

Accelerated Learning Programs at CGCC

- College Now
- Running Start

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- Expanded Options
- Early College

Advantages of College Credit Programs

- Exposure to college level content
- Increased confidence in college readiness
- Students can earn college level credit before graduation
- Courses are offered at a reduced cost through dual credit programs
 - High school partners have differing payment structures

Considerations related to College Credit Programs

- Generates a separate CGCC transcript
 - When a student applies to college, they will need to pay to send their high school transcript and their CGCC transcript over
 - Transcripts will follow students everywhere in their educational journey after graduating high school
- Can affect financial aid eligibility at higher education institutions
 - Students are limited to financial aid eligibility only for 150% of the published credit length of a selected academic program. All credits on your transcript, including college credits attempted in high school, count toward the 150% limit for your selected program. The limit is approximately 135 credits for a two-year degree.
 - Part of financial aid eligibility hinges on Satisfactory Academic Progress (SAP)
 - SAP is calculated based on GPA and rate of completion (amount of attempted credits divided by completed credits)
 - If a student fails or withdraws from more classes than they pass, they may render themselves ineligible for financial aid until their SAP standing improves
 - *This applies to CGCC and any other high education institution a student may transfer to, SAP requirements may differ from institution to institution <https://www.cgcc.edu/sap>
- For those eligible for Oregon Promise: impacts eligibility
 - The Oregon Promise is a state grant that helps cover tuition costs at any Oregon community college for recent high school graduates and GED® test graduates. Students must apply *during their senior year* or immediately after GED® test completion. Oregon Promise offers aid to *most* Oregon high school graduates, for more information and eligibility requirements, explore the following resources:
 - [Oregon Promise Fact Sheet for New Students and Families](#)



- [Oregon Promise General Fact Sheet](#)
- <https://oregonstudentaid.gov/grants/oregon-promise-grant/>
- The Oregon Promise grant covers the cost of up to 90 college credits for eligible students. Credits attempted or completed while dual enrolled in high school counts towards this maximum amount. Depending on their goals, it may be important for students to make the most of this grant if eligible and choose courses that will count towards their degree or certification.
 - <https://oregonstudentaid.gov/grants/oregon-promise-grant/>
- Course transferability is not guaranteed
 - If a student knows what college and what major or program they'd like to attend, refer to the corresponding advising guide for that institution and major/program. Advising guides or course guides are typically posted publicly on each institution's websites. If a student is unsure of what they'd like to study, it is typically best to stick to a core or major transfer map.
 - [Core Transfer Maps & Major Transfer Maps](#)
 - If the student plans on transferring to CGCC: utilize our [advising guides](#)

Successful Participants

College credit programs work best for students who:

- Are academically ready for college-level content
- Are ready to commit to the implications of taking dual credit courses and fully understand what they are committing to
 - College courses require a level of responsibility and maturity, as students will be balancing high school and college expectations. They need to grasp how these courses may impact their high school GPA, college admissions, and future plans.
- Are able to make informed academic decisions independently or preemptively reach out for assistance to do so
 - Students who are proactive in seeking advice or guidance when making academic decisions are more likely to succeed in dual credit programs. They should be capable of understanding the long-term consequences of their choices and be willing to take responsibility for them.

Even better if the student:

- Knows what institution they'd like to attend after high school
 - This allows them to choose courses that align with the specific requirements of that college or university, ensuring the courses will be recognized and be beneficial for their future studies.



- Knows what field they would like to pursue
 - Having a clear idea of their desired career or academic focus helps students select courses that are relevant to their goals, giving them a head start in their chosen field while still in high school. This can also provide a sense of direction and motivation throughout the program

About College Now

College Now enables students to earn college credit without the cost of AP exams or leaving their high school campus. High school teachers teach college level content in their classrooms. At the end of the term, teachers assign both a high school and a CGCC grade. College Now allows for college content to be stretched out if needed and provides students with a familiar environment to dip their toe into college level content.

CGCC's College Now program offers two types of delivery methods: Dual Credit and Sponsored Dual Credit. These two terms are how the Oregon state legislature refers to this program. The definitions below are taken from the High Education Coordinating Commission's website:

(Un-sponsored) Dual Credit: These courses are sufficiently similar to enable the student to be described as "taking a course" from the postsecondary institution. The high school teacher is qualified to act as a proxy faculty member for the college or university when they are teaching the course. At CGCC, Un-sponsored teachers are paired with a faculty evaluator and complete course reviews regularly.

Sponsored Dual Credit: These courses are sufficiently similar to enable the student to be described as "taking a course" from the postsecondary institution. The high school teacher for these courses partners with a sponsoring faculty member at a college or university to offer the course.

To learn more about statewide Sponsored and Un-sponsored Dual Credit:

HECC: <https://www.oregon.gov/highered/about/pages/accelerated-learning.aspx>

ODE: <https://www.oregon.gov/ode/learning-options/acceleratedlearning/pages/default.aspx>

OSPI: <https://ospi.k12.wa.us/student-success/support-programs/dual-credit-programs>

Becoming a College Now Teacher

Sponsored versus Un-sponsored Teaching

Un-sponsored teachers must meet faculty minimum qualifications for their respective department. Requirements vary and are outlined in [CGCC's Administrative Rule \(AR\)](#)

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[040.005.000 titled 'Faculty Minimum Qualifications'](#). Incoming College Now teachers are required to submit their resume, unofficial transcripts, and any other supporting documentation to assist in this process during their Step 1 paperwork submission. This documentation is reviewed by the department chair and approved by the Department of Instructional Services. College Now teachers will be notified of their status for each course before they submit their Step 2 paperwork. College Now teachers may teach sponsored for some courses and unsponsored for others due to varying departmental requirements.

College Now Teacher Responsibilities

- Submitting Step 1 and 2 Paperwork
- Promoting their College Now course
- Providing students with College Now onboarding material
- Completing Midterm and Final Reviews with their faculty mentor or evaluator (in relation to their status, outlined in the Midterm & Final Review section)
- Completing an annual Course Outcomes Assessment (Parts A and B) assessing one cohort per year
- Providing each cohort of students with the End of Term Student Course Evaluation

Becoming a College Now Faculty Mentor or Evaluator

College Now Mentor Responsibilities

- Initiating contact with teacher after initial pairing email sent by Coordinator
- Conducting a meeting to complete Step 2 paperwork or supporting remotely
- Assisting with any necessary edits during the course approval process
- Initiating contact to coordinate Midterm and Final Reviews
- Coordinating and submitting Midterm and Final Reviews
- Coordinating any additional support/meetings (outlined in Step 2 paperwork)
- Reviewing and approving COA part A and B (if applicable to assignment)

College Now Evaluator Responsibilities

- Coordinating and submitting Midterm and Final Reviews for assigned courses
- Reviewing and approving COA part A and B (if applicable to assignment)



Course Articulation

Course Information

Teachers who are interested in creating a CGCC College Now course, should utilize the following resources for content related requests:

- [CCOGs](#) and [College Catalog](#)
- Their faculty mentor (if already matched, if sponsored)
- Department Chair that corresponds with the department of their course
- Office of Instructional Services

Syllabi

All College Now courses must have an updated syllabus for each term the course is taught. [College Now Syllabus Template](#)

Course Alignment

All College Now courses are required to be sufficiently similar to their CGCC counterparts (comparable grading standards and assessment methods). The faculty mentor (if applicable), Chair, and Office of Instructional Services provide insight requirements on alignment during the course approval process. Mentors or Chairs may share a sample Moodle shell with incoming College Now teachers. It is recommended (but not required) that College Now teachers share the same syllabi and or assessments with their CGCC counterparts.

Course Approval Process

Step 1 Submitted by Teacher	
	Checks
Coordinator	<ul style="list-style-type: none">• Term alignment accuracy• Departmental designations



	<ul style="list-style-type: none"> • Basic syllabi requirements <p>Teacher is notified and must resubmit if any edits are necessary</p>
Chair	<ul style="list-style-type: none"> • Course feasibility • Thorough syllabi check (content, rigor, alignment) • Sponsored vs Unsponsored recommendation • Mentor/Evaluator assignment recommendation <p>Teacher is notified and must resubmit if syllabi edits are needed</p>
Office of Instructional Services	<ul style="list-style-type: none"> • Reviews Chair feedback • Submits final feedback for teacher: <ul style="list-style-type: none"> ○ Request Denied ○ Approved, Unsponsored ○ Approved, Sponsored <p>Teacher is notified and must resubmit if syllabi edits are needed If approved, teacher is sent Step 2 paperwork, College Now Portal access Sponsorship status, and faculty match.</p>

Sponsored Step 2 Submitted by Teacher	
Mentor	<ul style="list-style-type: none"> • Ensure all information is reflective of agreed upon partnership • Review and approval of submitted course content <p>Teacher is notified and must resubmit if edits are needed</p>
Chair	<ul style="list-style-type: none"> • General review of Step 2 paperwork <p>Teacher is notified and must resubmit if edits are needed</p>
Office of Instructional Services	<ul style="list-style-type: none"> • General review of Step 2 paperwork • Submits final feedback for teacher <ul style="list-style-type: none"> ○ Denied ○ Approved <p>Teacher is notified and must resubmit if edits are needed. If approved, teacher receives W-9 and MyCGCC portal credentials. Once step 2 is approved, the course will now be available on the MyCGCC portal</p>



	(meaning it will be an assigned course upon login and students can view the class when the registration window is open).
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Un-sponsored Step 2 Submitted by Teacher	
Chair	<ul style="list-style-type: none"> • Review and approval of all submitted course content • General review, ensure all paperwork is complete <p>Teacher is notified and must resubmit if edits are needed</p>
Office of Instructional Services	<ul style="list-style-type: none"> • Review and approval of all submitted course content • General review, ensure all paperwork is complete <p>Teacher is notified and must resubmit if edits are needed. If approved, teacher receives W-9 and MyCGCC portal credentials. Once step 2 is approved, the course will now be available on the MyCGCC portal (meaning it will be an assigned course upon login and students can view the class when the registration window is open).</p>

Term Alignment

CGCC operates on the quarter system (Fall, Winter, Spring, Summer terms). Partner high schools use either the Semester or Trimester system. CGCC needs to know when course content was delivered to produce an accurate and cohesive transcript. This is especially vital when delivering a sequence of courses that build on each other.

College Now course content must be delivered within CGCC's 11-week term limit at a minimum. However, high school teachers have the flexibility to extend the course duration to suit their students' needs. For example, while a CGCC MTH111Z course typically starts and ends within an 11-week term, a high school teacher might extend that same content to span an entire semester, providing additional practice time.

College Now courses can begin and end at any time during the school year as long as they meet the minimum 11-week requirement. The course content start date and end date determines the timeline for paperwork due dates and term designation.



Each College Now class has a parent term (Fall, Winter, Spring), trimester or semester designation (T, Sem), and letter according to cohort length (a, b, c).

Each term has a group of corresponding due dates tailored to the length of the course. It is important for teachers and mentors to keep track of due dates associated with each of their cohorts. The [Term Alignment Calculator](#) is available to assist in identifying what term your cohort lies within.

Trimester Alignment Chart

CGCC Quarters

Summer	Fall	Winter	Spring
--------	------	--------	--------

High School Trimester

Fall T(a)		
	Winter T(a)	
Winter T(b)		
		Spring T(a)
	Spring T(b)	
Spring T(c)		

Semester Alignment Chart

CGCC Quarters

Summer	Fall	Winter	Spring
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High School Semesters

Winter Sem(a)	
	Spring Sem(a)
Spring Sem(b)	

Midterm & Final Reviews

Format

Midterm and Final Reviews may be conducted in the following formats:

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- In person observation
- Zoom observation
- Recorded observation
- Student work sample submissions

The Midterm Review paperwork accommodates all of these formats and contains instructions for each.

Process

Midterm reviews should take place approximately at the midpoint of each cohort (official deadlines posted on the current Deadline Calendar). These reviews allow the mentor or evaluator to ensure that the elements outlined in Step 1 and Step 2 paperwork are being implemented in the classroom.

The mentor or evaluator is responsible for completing and submitting the Midterm and Final Review paperwork. The mentor or evaluator is responsible for setting an appropriate date and time to meet based on deadlines outlined. Once completed, these documents are forwarded to the teacher for their review and approval.

Whenever possible, it is recommended that the teacher and mentor or evaluator meet after an observation to discuss feedback and address any concerns collaboratively.

- If no significant issues are identified during the Midterm review, and Final review is not required (but can be conducted if the faculty would like to).
- If substantial concerns or issues are identified during the Midterm Review, a Final Review is required to ensure resolution and compliance.

The Mentor or Evaluator will notate whether or not a Final review is needed on the Midterm Review paperwork.

New, Un-sponsored Teacher with their Evaluator
Completes a Midterm Review for all courses and cohorts Completes a Final Review (if needed) for any cohorts flagged in the Midterm Reviews
New, Sponsored Teacher with their Mentor
Completes a Midterm Review for all courses and cohorts



Completes a Final Review (if needed) for any cohorts flagged in the Midterm Reviews
Returning, Un-sponsored Teacher with their Evaluator
Completes a Midterm Review for one cohort annually Completes a Final Review (if needed) for the cohort that was reviewed in the Midterm Review
Returning, Sponsored Teacher with their Mentor
Completes a Midterm Review for each course (1 cohort each) annually Completes a Final Review (if needed) for any cohorts flagged in the Midterm Reviews
Returning, Un-sponsored Teacher, 1 or more new courses with their Evaluator
Completes a Midterm Review for each new course, each cohort Completes a Final Review for for any cohorts flagged in the Midterm Reviews
Returning, Sponsored Teacher, 1 or more new courses with their Mentor
Completes a Midterm Review for each new course, each cohort, and one Midterm Review for each returning course Completes a Final Review for for any cohorts flagged in the Midterm Reviews

Final Grades

Final grades for each cohort must be submitted via the MyCGCC faculty portal. The grades assigned must be in accordance with the grading policy outlined in the approved College Now syllabus for that term. CGCC uses a basic letter grading system, meaning students can only be awarded an A, B, C, D, or F letter grade without the + or - modifiers. College Now students are not eligible for Withdraw 'W' or Incomplete 'I' grades. All students must be awarded a letter grade by the grade submittal deadline. In the event of a D or F, teachers must enter in a last date of attendance for that student. **Any students who appear on a roster in error should be left a blank grade.** The College Now teacher is the sole grading authority for their course/s unless otherwise specified during a **complaint report**.

Grade Tracking

College Now teachers are responsible for keeping track of students' College Now grades throughout the term. While teachers choose how to differentiate their high school and College Now courses during the Step 2 paperwork process, CGCC only requires the final



College Now grade to be submitted. However, teachers must keep a record of how College Now grades were calculated in case of a grade dispute or petition. If no record is available, the student's College Now grade will default to the grade listed on their high school transcript. Grading differences for College Now courses should be clearly outlined in the College Now syllabus.

Grade Changes

All grade changes must be sent to CGCC's Registrar by the teacher on record, from an authorized email address (high school or CGCC), before July 31st of that academic year. High school transcripts are not considered valid evidence for a grade change, as the grading standards utilized by CGCC differ from those employed in high schools. In the event that a student disputes a final grade, teachers will receive an email prompting feedback and or approval.

Accommodations

College Now students who do not attend a state, public, or government school are able to request accommodations at CGCC for their College Now courses. High schools and colleges operate under different guidelines for students with disabilities. If accommodations are needed, students should notify CGCC's Student Support Services Coordinator to determine reasonable accommodations for a student in a College Now class. Any accommodation plan created at CGCC will only apply to teachers of the College Now courses that are notified of the plan. Unlike high school, not all teachers or guardians will automatically see the student plan. It is up to the student to decide who it is shared with and when.

Students can request accommodations at any time during the school year, but they won't apply to work that was done prior to the request. To make sure support is ready from the beginning of class, students should request accommodations at least two weeks before the class starts.

Reasonable accommodations in teaching methods and/or assessment delivery, consistent with college policy and that do not alter the essential content of a course or program, may be available to students with a documented disability. All students must meet the [course outcomes](#) in order to be eligible for college credit. Any accommodation plan implemented by the high school that involves content modification or specialized instruction will not be used for College Now content and grading. Examples of modifications that are not permitted include shortened assignments, shorter tests or exams, or makeup exams given solely to improve a low grade. If you have questions about whether a specific



accommodation can be applied in a College Now course, please contact CGCC's Support Services Coordinator.

Best Practices

a.) Required Syllabi Statement

Every College Now syllabi should have the following accommodations policy statement listed. It is recommended this statement be read out loud, with messages of encouragement. Emphasizing that resources & accommodations are available to them.

CGCC is committed to providing support to students with disabilities. College Now students who do not attend a state, public, or government school are able to request accommodations at CGCC for their College Now courses. Students requesting assistance related to a disability should contact the Student Support Services Coordinator at (541) 506-6046 or by email at sdahl@cgcc.edu as early in the term as possible for information and assistance regarding accommodations specific to College Now classes. Once your plan is in place, accommodations must be requested each term and a "letter of accommodation" will be provided to assist you in communicating these needs with your instructor. All students are welcome to contact the Student Support Services Coordinator for questions, concerns, and resources.

b.) General Communication and Letters of Accommodation (LOA)

- Sit down together privately and review the accommodations as they relate to your class. You may ask how the disability may affect specific tasks required in your class, but it is inappropriate to ask what is "wrong" or for details about the disability.
- Helpful to ask: "Is there anything else you would like me to know about this?" OR "Would you like to share anything else about this?" "Is there anything else I can do to help you?"
- If approached by SWD without an LOA, refer them to Student Support Services and the process described in this document.
- Accommodation requests can happen ANY time during the term. However, accommodations approved late in the term are NOT retroactive.
- Consider any communication confidential and private. Destroy any written communication you receive at the end of each term (shredders on campus).

c.) Setting a Positive Tone: (Dis)Ability Etiquette



- Use appropriate language when addressing/describing SWD's. Their disabling conditions are secondary to their personhood. i.e. "student with a disability" rather than "disabled student." Avoid terms such as handicapped, etc.
- Be aware that many students may be uncomfortable in approaching instructors to discuss consideration for academic needs. Beginning college-level classes may be a new experience where they first have to begin advocating for themselves. Some may fear the stigma and being labeled "disabled." Many often dislike USING their accommodations and feel guilty that they can't be "like everyone else."
- Always speak directly to the person, not to an interpreter or other person accompanying him/her. Never turn to others and ask, "what does he want?"
- Be sure that discussions with students about their needs are done in private and are discrete
- Ask if there are any other ways that you can help them be successful unrelated to their disability. Show an interest in their general success.
- Attitude is KEY: Students share stories of instructors being suspicious of SWD's and that they are requesting things they don't need or are somehow "getting out of" something "normal" students are required to do, or are "getting off easy." Please be sensitive to the fact that they have gone through a process and have extra challenges to succeed.

Accommodations Request Process for College Now Courses

- [Schedule a 'Disability Intake Appointment'](#) with the Student Support Services Coordinator
 - Please list that you are a College Now student in the notes section
 - Students may bring a parent, guardian, or other support person to this meeting
 - Bring/provide related documentation of an existing disability
 - Adequate documentation is required for a request to be processed
 - During this meeting, students will create an accommodations plan and identify which College Now teachers they would like it to be sent to
- CGCC College Now Accommodations Plan is sent and should be implemented by the next class period or as soon as possible if the accommodation requires more time to make arrangements *if class is already in session
 - Students should contact the Student Support Services Coordinator if accommodations are not being implemented as needed or expected
 - If accommodations cannot be implemented by the next class period, teachers should provide the student with written documentation outlining the date by which the plan will be implemented



- Students can request that their accommodations plan be sent to as many College Now teachers as they would like while participating in College Now
 - If accommodations have already been established, email the Student Support Services Coordinator to request your accommodation letter be sent if/when enrolling in a new College Now course and to whom the letter(s) should be sent.

Teacher & Faculty Resources

- <https://www.cgcc.edu/disability>
 - Please note that accommodations offered to College Now students may not be as expansive as those given to students who are enrolled at CGCC full time
 - Please do not refer to the Disability Resources page for instructions on how to request accommodations as this process differs for College Now students
- Contact the Student Support Services Coordinator if you have questions, concerns or need additional assistance and resources to support your students in the classroom.

Course Outcomes Assessment

All CGCC instructors participate in the Course Outcomes Assessment (COA) process. College Now teachers must complete a COA Part A and B for one of their cohorts per academic year. Teachers must submit their Part A before they are midway through their course/the cohort they are assessing. Teachers must submit Part B on or before 1 week after final grades are submitted for that cohort.

The assigned mentor or evaluator for the selected course/cohort will review and approve both the Part A and Part B submissions. Edits may be required before approval. In the event that the teacher and faculty member disagree on the edits needed, contact the Academic Assessment Coordinator.

[COA Exemplary Submission](#)

*College Now teachers should not use the CGCC Course Outcomes Assessment page (posted on the CGCC website) for reference materials, deadlines, or other guidance, as the process for College Now instructors differs from that outlined on the referenced page.



Complaint Procedure

Faculty and teachers have the option to address concerns through a formal complaint process, if needed. Complaints shall follow the established college procedures (AR 070.010.0000 and OP 070.010.0001), unless a procedure specific to Dual Credit is established and/or communicated. Nothing in this section of the handbook will supersede discipline and due process as outlined in the CGCC-UECGCC collective bargaining agreement.

Content Complaint

The Midterm and Final Review process provides faculty with an opportunity to address content related concerns. For a content complaint procedure to continue, the Midterm Review must clearly demonstrate that content standards were not met.

Midterm Review

- The Midterm Review must be submitted no more than 10 days before or after the designated deadline
- The Midterm Review contents must:
 - Indicate whether the course can continue with stipulations or recommend its discontinuation for the term
 - If the course can continue, outline explicit changes required to align the course with its CCOGs and departmental guidelines
- The submission will be reviewed and approved by the The Office of Instructional Services

Outcome A: Continue to Final Review

If the faculty member sees fit, the course will proceed to the Final Review. Principal is notified with a course update. Teacher is responsible for providing an update for students and parents/guardians.

Outcome B: Course Discontinued

The course can be cancelled if it is determined that Part 2 paperwork, CCOGs, and/or departmental guidelines are drastically out of alignment with current classroom practice. Principal is notified with a course update. Teacher is responsible for providing an update for students and parents/guardians.



Final Review

- If the teacher meets stipulations outlined in Midterm Review, students receive credit for the course.
- If the teacher does not meet stipulations outlined in Midterm Review, students will not receive credit for the course. Principal is notified with a course update. Teacher is responsible for providing an update for students and parents/guardians.

Grading Complaint

If a teacher and faculty member disagree on grading rigor, dispute can be escalated to the related Department Chair for resolution. The Office of Instructional Services may also be contacted in the event resolution is not found. Irreconcilable differences over grading rigor may result in non renewal for the upcoming academic year. Communications related to the grievance should be documented in full via email. In person meetings pertaining to the matter should be recorded or alternatively documented (meeting notes sent afterwards via email, meeting transcript, etc).

Conduct Complaint

Conduct concerns regarding Student Services staff or high school partners may be escalated to the VPSS. Conduct concerns regarding Instructional Services staff may be escalated to the VPIS. Communications related to the complaint should be documented in full via email. In person meetings pertaining to the matter should be recorded or alternatively documented (meeting notes sent afterwards via email, meeting transcript, etc).

Non Compliance Policy

Teachers

- If Step 1 and Step 2 paperwork are not submitted by the specified deadlines, the course will not be allowed to run
- Failure to complete either COA Part A or Part B will result in a suspension of teaching status for the upcoming school year (until submitted)
- If it is determined that the required course content is not being taught, the **grading compliant** procedure may be initiated



- Irreconcilable differences in grading rigor or conduct may result in non renewal for the upcoming academic year

Faculty

- If three paperwork deadlines are missed during their tenure, the faculty member's mentor or evaluator status will be suspended

Compensation

Teacher Compensation

All high school teachers will receive a \$450 stipend per course, which covers Step 1 and Step 2 paperwork, engagement with CGCC faculty, and support for up to 40 students (the average College Now enrollment per teacher). Teachers who support more than 40 students in a cohort will receive additional compensation calculated as 10 times the course credits for each student above the 40-student threshold.

Example: 60 students in a cohort - 40 = 20.

$20 \times 10 \times \# \text{ of credits} + \$450 = \text{compensation}$

To ensure timely payment, teachers must submit their final grades and have a completed W-9 on file by the term's final grade submission deadline (cgcc.edu/academic-calendar). If final grades are submitted late, payment may be deferred to the following term's processing cycle.

For teachers who fail to submit a W-9 by the Spring term's final grade submission deadline, CGCC will not be able to retroactively process compensation for prior years.

Copies of the W-9 form are available through the [College Now portal](#) or by contacting Accounts Payable in CGCC's business office (cgcc.edu/business-office). Completed copies of your W-9 should be sent to Accounts Payable with the current College Now Coordinator cc'ed.

In the event of a course cancellation, teachers will not receive compensation.

Mentor & Evaluator Compensation

All participating faculty members will be compensated in accordance with the current



Collective Bargaining Agreement. Payments will be processed after the final grade submission deadline for the corresponding term and will be issued by the end of the following month.

Accountability & Feedback

Dual Credit Standards:

CGCC's College Now program is dictated by the current Dual Credit and Sponsored Dual Credit set by the [Higher Education Coordinating Commission](#)

Program Improvement:

The following forms of feedback are integrated into CGCC's annual program improvement cycle:

- All College Now students are sent an End of Term Course Evaluation
- All other program stakeholders are invited to submit feedback using the [High School Enrollment Program Feedback Form](#)

Spotlight Submissions:

Any students who are or have participated in CGCC's high school enrollment programs are invited to submit their story to the [High School Enrollment Spotlight](#).

Resources

Orientation

All College Now teachers and faculty members must complete their respective orientations annually before the start of their courses. The orientation is conducted online in an asynchronous format, with all necessary resources available for review on the [College Now Portal](#).

Professional Development

CGCC offers College Now teachers opportunities to engage in professional development at the college. These events and resources are optional, and will be sent out via email



periodically by the Coordinator. For questions, comments, or concerns regarding professional development at CGCC, contact the Title III Faculty Development Coordinator.

[College Now Portal](#)

The College Now portal is a resource available to all College Now teachers and faculty members. This view is password protected, email the Coordinator if access is needed.

Tech Troubleshooting

Registration

If students encounter registration errors, please have them reach out to the Coordinator.

Password Resets

If the faculty portal prompts you to change your password, do not click reset. This pop up occurs when you enter your login credentials incorrectly. If you need a password reset: email support@cgcc.edu from your institutional email account.

General

For all other issues, please contact support@cgcc.edu with screenshots if possible. For additional support cc collegenow@cgcc.edu in your request.

25-26 Deadline Calendars

Access current deadline calendars by [clicking here](#).

Glossary of Terms

Contact the Coordinator if there's a term that would be helpful to add to this list!

Accelerated Learning: Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases, students earn both high school and college credit. Accelerated Learning has many forms in Oregon. Some examples include high school students taking courses at the college/university independently or as part of Expanded Options or other programs, Dual Credit, and Advanced Placement.



Accommodations: Supports provided to help students with disabilities to access curriculum. Accommodations do not change what the student is expected to learn.

Apply/Application: Students must indicate that they consent to becoming a student at CGCC. The application is how students indicate interest and share basic information about themselves with the college. Completing an application creates a student account, but does not automatically enroll you in courses or guarantee college credit.

CLO: Shorthand for 'Course Learning Outcome/s'. Expected outcomes from students who receive a passing grade. CLO's for every CGCC course are listed here:

<https://www.cgcc.edu/ccogs>

Cohort: Any group of students awarded grades at the same time, for the same course, under the same high school teacher.

College Now: College Now is a program that allows students to earn college credit in their high school classes, taught by high school teachers. CGCC's College Now program offers both Sponsored Dual Credit and Unsponsored Dual Credit. It is a form of Accelerated Learning in the state of Oregon and it falls under the category of 'high school based college credit partnership'.

College Credit: Proof of completing a college level course on your transcript. Typically, earning college credit means being awarded a passing grade for a course at a higher education institution.

Coordinator: aka High School Partnership Coordinator at CGCC

Credits: All college courses have a credit amount attached to them. Credits typically range from 1-5. Credits indicate the amount of time students spend in class or on work for the class. The higher the credit amount, the more time spent. Typically, 1 credit hour is equivalent to 1 hour in class and 2 hours of study time per week.

Credit Limit: This is a limit on the total number of college credits you are able to attempt per term or per year.

Dual Credit: As defined by the standards, Dual Credit refers to a course that is

a.) Offered as part of the high school program,

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- b.) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university,
- c.) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university.” Dual credit students enroll in the college course, and grading and transcription are consistent with those of like courses at the college or university.

The Oregon Dual Credit Standards align with nationally recognized practices and very specifically focus on replicating, to the greatest extent possible, the college or university course in the high school. This includes requiring the participating high school teacher to meet the qualification to teach the course for the college/university.

Dual Enrollment: A student who attends two institutions at the same time. In the case of College Now, a student is enrolled at their high school and at CGCC.

Enrollment/Registration: To enroll or register for a course means you are signing up to take the course. Once enrolled or registered for a course, it appears on your transcript and you will be responsible for payment.

FERPA: FERPA gives the student “the right to have some control over the disclosure of information from educational records.” An education record is defined as any record that directly identifies a student and is maintained by the institution. The student has a right to inspect and review any departmental or college records you maintain on him/her except for ‘sole possession records’ (sole possession record is a record you never share with anyone else and is maintained solely by you. Sole possession records are not subject to FERPA). Under FERPA, parents cannot access a student’s record without the student’s consent (even if they are under 18). <https://www.cgcc.edu/ferpa>

Financial Aid: Financial aid from the federal government to help you pay for education expenses at an eligible college or career school. Grants, loans, and work study are types of federal student aid. You must complete the FAFSA form to apply for this aid. High school students are not eligible for financial aid, but their actions while enrolled in college classes while in high school can affect their financial aid status once they graduate high school.

GPA: GPA or Grade Point Average counts from your first term. It builds upon itself and is hard to improve if it becomes low. Grade points are computed on the basis of four points for each credit of “A”, three points for each credit of “B”, two points for each credit of “C”,



one point for each credit of "D" and zero points for each credit of "F". Grades with "P" and "NP" and grades with "SC", "NCS", "I", "W", "CIP" and "AUD" are disregarded in the computation of the grade point average. The grade point average is the quotient of total points divided by total credits in which "A", "B", "C", "D" and "F" are received.

High school based college credit partnerships: Accelerated learning opportunities are offered as part of the high school education program through partnerships between high schools and institutions of higher education utilizing dual or concurrent enrollment or other early college credit opportunities to enable students to earn and transcript college credit while in high school. This does not include courses that students take directly from the college/university while in high school, whether by coming to the college/university or having college/university faculty teach the course at the high school.

HSI: Abbreviation for 'Hispanic Serving Institution'. CGCC is an HSI, learn more here: <https://www.cgcc.edu/hsi>

ILO: Shorthand for 'Institutional Learning Outcome/s'. Expected outcomes from students who graduate from CGCC. CGCC's ILO's can be viewed here: <https://www.cgcc.edu/ilo-assessment>

Modifications: Modifications change the content, performance expectations, and or the curriculum of the course. Modifications are not allowed in College Now courses.

Office Hours: Dedicated time teachers make available to meet with students outside of regular class time. This is typically used for additional academic support. Office hours for each College Now class should be listed on the College Now syllabi.

Orientation/Onboarding: All students are required to complete a set of tasks to prepare for College Now. These tasks are required to review each year in order to keep up with policy and program updates. Orientation for College Now students includes the review of Dual Enrollment Programs, the current College Now handbook, and reviewing the current College Now orientation material.

Program Version: CGCC students have different program versions. Some have a couple over time while attending CGCC, others have a couple at the same time. College Now is considered a program version. You may have another program version if you have taken a different type of class with us before (for example: Community Education or Running Start).

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It is important students understand which programs they are taking courses under as it affects their student record and billing processes.

Satisfactory Academic Progress or SAP: A school's standards for satisfactory academic progress toward a degree or certificate offered by that institution.

Sponsored Dual Credit: As defined by the standards, Sponsored Dual Credit refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- c) Sufficiently similar to the college/university course to enable the student to be described as "taking a course from the college or university." Sponsored Dual credit students enroll in the college course, with grading and transcription consistent with those of like courses at the college or university.

While the proposed Sponsored Dual Credit standards are modeled after the Oregon Dual Credit Standards, they broaden the options for offering college or university courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight, and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even though the high school may not have teachers who meet the higher education institution's qualifications for teaching the college or university courses.

Sponsoring college or university: The sponsoring college or university is the institution that is awarding and transcribing the postsecondary credit. The sponsoring college or university is responsible for ensuring compliance with accreditation, and institutional rules, standards, laws, and regulations, as well as upholding the Dual Credit and Sponsored Dual Credit agreements with partners. If there are multiple college or university partners, each higher education institution is considered a sponsoring college or university for the courses for which it is awarding and transcribing credit.

Sponsoring faculty member: The sponsoring faculty is a faculty member from the sponsoring college or university who is responsible for the college course offered and the credit awarded, and who oversees the orientation, oversight, training and implementation to ensure that Sponsored Dual Credit courses align with a college's or university's courses. The sponsoring college or university is responsible for identifying a sponsoring faculty

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member who has the qualifications and experience to provide appropriate leadership and oversight, and who is committed to connecting, communicating, and collaborating with the high school teachers and other faculty in the partnership.

Syllabus/Syllabi: The syllabus is a collection of information about the course. It usually contains the following: course description, goals and objectives of the course, reading assignments and due dates, an outline of the course that usually includes course requirements including what will be evaluated and how the evaluation will take place. This is the key to the course.

Quarter: Columbia Gorge Community College offers classes on a quarterly term timeline. Each course is 11 weeks long unless otherwise specified. College Now courses are required to span at least 11 weeks, but often are longer to accommodate high school Trimester and Semester schedules. Quarters are also referred to as 'terms'

Transcript: A transcript is a copy of a student's permanent academic record at Columbia Gorge Community College (CGCC) including all courses taken, all grades received, and all degrees and certificates conferred. To be considered official, most colleges, universities, and employers require transcripts to be submitted in the original sealed envelope or via an electronic transfer system compatible with both schools.

Unregister/Drop: College Now students have a window available each term to unregister from or drop a course/s for that term. When you unregister from a course, it removes the course from your record and any charges will be refunded.