



COLUMBIA GORGE
COMMUNITY COLLEGE

2018-19

COLLEGE NOW TEACHER HANDBOOK

www.cgcc.edu/hs-programs

Columbia Gorge Community College

The Dalles Campus (TDC) • 400 East Scenic Drive • The Dalles, OR 97058 • 541-506-6011
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General Information

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

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 Academic Affairs, 541-506-6031

Title IX Coordinator and Section 504 Coordinator for Students:
Mike Taphouse, Dean of Advising, 541-506-6026

Section 504 Coordinator for Employees:
Courtney Judah, Human Resources, 541-506-6151

BECOMING A DUAL CREDIT TEACHER

OREGON DUAL CREDIT STANDARDS

This handbook addresses Oregon College Now standards as adopted by the Higher Education Coordinating Commission on June 12, 2014.

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 sponsor to align the content of the high school course with the college course. High school teachers will be expected to follow College Now instructor guidelines and expectations in the Scope of Work

This College Now Program 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>.

BECOMING A COLLEGE NOW TEACHER

Instructor Qualifications

CGCC College Now High School instructors 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
- Demonstrated competency in the field, including a current and appropriate teaching certification for the course being requested **and** either a Master's degree or a minimum of three years' experience teaching the course being articulated.

High school teachers who meet these qualifications and are interested in teaching a College Now course should review the **Dual Credit High School Teacher Scope of Work** (Appendix p.8) to understand the expectations of teaching a college credit course at the high school.

To apply to CGCC to teach a course, please see the **College Now High School Instructor Application and Approval Process** (Appendix p.11) for instructions.

The high school teacher will work with an assigned CGCC faculty mentor to create a course syllabus, which will include the approved course description and the approved course outcomes. CGCC's course content and outcomes guides (CCOG) provide this information and can be found here: <https://www.cgcc.edu/ccogs>. Please see [CGCC's Syllabus Content Checklist](#) to assist with the format of the 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

<http://www.cgcc.edu/sites/cgcc.us/files/faculty/FERPA-Guidelines-for-Faculty.pdf>

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 each dual credit course. Please ensure that your students have access to CGCC's website to register for college credit classes: <http://www.cgcc.edu>

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.

- 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 or 541-506-6031 if you have any problems accessing the system.

Changing Your Password

- Go to 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 College Now Schedule provided 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. Contact Instructional Services (541-506-6031) for more information.

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.

NON-COMPLIANCE

High school teachers teaching College Now courses at the high school are expected to abide by the requirements of the CGCC College Now Program Handbook and the Oregon Dual Credit Standards for curriculum and faculty. Should CGCC determine the high school teacher is in non-compliance with these guidelines, the high school course will be canceled and the awarding of credit to impacted students will be at the discretion of CGCC’s administration.

APPENDICES

- ▶ Dual Credit High School Teacher Scope of Work

- ▶ College Now High School Instructor Application and Approval Process

- ▶ Phase 1 Course Review 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

- ▶ Oregon Dual Credit Standards



COLUMBIA GORGE

COMMUNITY COLLEGE

Scope of Work

POSITION IDENTIFICATION

Position Title: College Now High School Instructor

Department: Student Services

Employee Classification: Contracted Services

Status: Contract

Reports To: Chief Student Services Officer

Date Written: August 7, 2018

Revision Date(s):

GENERAL NARRATIVE DESCRIPTION OF POSITION

The College Now High School Instructor is a high school instructor 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 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 College Now 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 sit in on 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.
- Acts as an advisor and liaison for College Now students. Seeks to establish a strong understanding of the applicability of all coursework with which they align.
- 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 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 minimum of three years of high school teaching experience is required for the course being taught/aligned for college credit. Exceptions to this experience require a master's degree in discipline or related field.

EDUCATIONAL BACKGROUND

Bachelor's degree (B. A.) from four-year college or university. A master's degree is required for applicants with less than three years of experience teaching the course being articulated. Instructor 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

Annual District Agreements are required. All Instructors of any high school must be represented by their district administration through a current memorandum of understanding between the applying teacher's district and CGCC. Questions about these agreements can be directed to the Chief Student Services Officer at (541) 506-6010.

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.

Physical Demands:

While performing the requirements of this contract, the employee is frequently required to sit, stand, talk and hear. The employee is occasionally required to walk; use hands to finger, handle or operate objects, tool, or controls; and reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

PRESENTED BY:

Eric Studebaker, Vice President of Student Services **DATE**

REVIEWED BY:

Courtney Judah, Director of Human Resources **DATE**

APPROVED BY:

Dr. Marta Yera Cronin, President **DATE**

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 the following persons:

For Employment
Director of Human Resources
Office: Rm. 2.422
Phone: 541-506-6151


For Educational Programs
Dr. Eric Studebaker, Chief Academic & Student Affairs Officer
Office: Rm. 2.103
Phone: 541-506-6031

For Student Programs, Activities, and Services
Mike Taphouse, Director of Advising and Career Services
Office: Rm. 3.224
Phone: 541-506-6026

To Request Accommodations and Contact for Special Needs

Reasonable accommodations and auxiliary aides and services are available upon request to otherwise qualified individuals with disabilities. Please contact CGCC's Students with Disabilities Advisor Shayna Dahl at (541)506-6046 or the Event Coordinator in a timely manner.

Columbia Gorge Community College is an equal opportunity educator and employer.

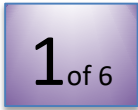
 <h2 style="text-align: center;">COLUMBIA GORGE COMMUNITY COLLEGE</h2> <h3 style="text-align: center;">COLLEGE NOW INSTRUCTOR APPLICATION AND APPROVAL PROCESS</h3>		
APPLICATION		
<p>Submit Letter of Interest, Resume/Vita, and Transcripts</p>	<p>Carefully review the CGCC College Now Courses and Instructor Qualifications document. This document is available online or by contacting the CGCC Dual Credit Office, www.cgcc.edu/collegenow. After reviewing this document, interested applicants should apply by email to estudebaker@cgcc.edu. Please include in your email:</p> <p>Statement of Interest: detail the course(s) you wish to offer and describe how you meet the teacher qualifications outlined in the CGCC College Now Courses and Instructor Qualifications document.</p> <p>Attachment 1 - Resume/Vita: Include all relevant work history, experience, and certifications. Please be certain to include accurate contact information, including a preferred email address.</p> <p>Attachment 2 - Academic Transcripts: Include all transcripts with college level coursework. Unofficial transcripts will be accepted.</p> <p>For help or information regarding this process, please contact CGCC College Now at (541) 506-6010.</p>	<input type="checkbox"/>
INITIAL APPROVAL		
<p>Hiring Paperwork</p>	<p>The CGCC College Now Office will send a welcome email to approved applicants. Attached to this email will be a W-9 that must be completed and returned before the curriculum review process will begin.</p>	<input type="checkbox"/>
CURRICULUM ARTICULATION AND REVIEW		
<p>Mentor Assignment</p>	<p>After initial approval, each College Now applicant will be assigned a mentor. Mentors are department approved CGCC faculty from within the academic discipline and have been trained to conduct College Now curriculum alignment reviews. The information for the assigned mentor will be sent via email to the College Now instructor.</p>	<input type="checkbox"/>
<p>Curriculum Review</p>	<p>Mentors will work with College Now instructors to develop, verify, and approve the following:</p> <p>Curriculum: alignment of course content, competencies, and outcomes.</p> <p>Major Assignments: specific courses may require common assignments between sections.</p> <p>Final Assessment: must be discussed and approved.</p> <p>Syllabus: each course must have a syllabus meeting all departmental requirements, including an approved grading policy.</p> <p>Textbooks: course textbooks must be reviewed and approved.</p>	<input type="checkbox"/>

	The protection and assurance of academic integrity in College Now courses is a critical component of a successful concurrent enrollment program.	
APPROVAL TO PHASE I MENTORING		
Assignment of Course and Section Numbers	After a successful and approved curriculum articulation and review, the College Now instructor is assigned a section for the college course and is approved to teach within the requirements and structure of Phase I Mentoring.	<input type="checkbox"/>
Phase I Mentoring	<p>In Phase I Mentoring, College Now instructors are provided with high levels of mentor guidance, course review, classroom/teaching observations, and instructional support. Phase I Mentoring will include:</p> <p>Orientation/Training Workshop: mandatory and both large group and individual options will be available.</p> <p>Mentor as Resource: the mentor serves as a constant resource for curricular questions</p> <p>College Now Office as Resource: supports the non-curricular functions (i.e. grading, registration, scholarships, payroll, etc.)</p> <p>Site Visit and Mid-Term Teacher Conference: discussion between mentor and instructor reviewing course progress, student success, departmental requirements.</p> <p>Departmental Outcome Assessments: mentor will assist in completing departmental OA's.</p> <p>Student Evaluations: completed online by students outside of class time</p> <p>End-of-Term Teacher Conference: this discussion will be the final conference by which the mentor will make the mentoring recommendation.</p>	<input type="checkbox"/>
Recommendation	At the completion of each course offering using Phase I Mentoring, the mentor will make a recommendation to the College Now Office as 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 instructor may, at the mentor's discretion, have the opportunity to repeat the curriculum articulation review process and be allowed to re-enter Phase I Mentoring.	<input type="checkbox"/>
APPROVAL TO PHASE II MENTORING		
Phase II Mentoring	<p>In Phase II Mentoring, College Now instructors are provided with less guidance than in Phase 1. They are treated similarly to CGCC Adjunct-faculty and are therefore personally responsible for fulfilling the requirements of a College Now instructor as set by the College Now Office and the CGCC Academic Department of the course being taught. It is the responsibility of the College Now instructor to utilize CGCC resources, including their assigned mentor and the College Now Office, to complete the following:</p> <p>Submit Approved Syllabus: a syllabus must be submitted annually for to the College Now Office after approval by CGCC faculty mentor, this would include information on textbooks, grading policies, major assessments, and policies for final exams.</p> <p>Outcome Assessments: the College Now instructor will be personally responsible for maintaining communication with their mentor and assuring that all departmental requirements are being met.</p> <p>Student Evaluations: approved student evaluations must be completed and submitted.</p> <p>Non-Curricular Functions: the College Now instructor will be responsible for overseeing the scholarship, registration, advising, and grading of all students in their course(s).</p>	<input type="checkbox"/>
Recommendation	Instructors moved to Phase II Mentoring will be required to have classroom observations and mid-semester teacher conferences every year. Mentors will make a recommendation at the end of each course offered to either continue with Phase II Mentoring, move back to Phase I Mentoring, or to suspend instructor	<input type="checkbox"/>

	<p>approval for Dual Credit course offerings. If a suspension is recommended, the dual credit instructor may, at the mentor's discretion, have the opportunity to repeat the curriculum articulation review process and be allowed to re-enter Phase I Mentoring. After three years on Phase II, instructors will be placed back into Phase I for a regular, intensive review of their course(s).</p>	
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*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.

Phase 1 Pre-Planning Phone Call



Faculty Sponsor: _____

HS Instructor: _____ High School: _____

Date of call: _____

Verify the following during phone call:

Comments:

- | | | |
|---|---|---|
| <input style="width: 50px; height: 20px;" type="text"/> | <p>Discuss course # and description of course teacher plans to teach. Please indicate course # in box to the right.</p> | <div style="border: 1px solid black; height: 50px; width: 100%;"></div> |
| <input style="width: 50px; height: 20px;" type="text"/> | <p>Review CGCC's course outcomes with the HS instructor. Are there any immediate concerns between CGCC's outcomes and the teacher's objectives?</p> | <div style="border: 1px solid black; height: 50px; width: 100%;"></div> |
| <input style="width: 50px; height: 20px;" type="text"/> | <p>Confirm the term during which the HS instructor would like to offer the course (e.g.- is it a year-long or a term long course?)</p> | <div style="border: 1px solid black; height: 50px; width: 100%;"></div> |
| <input style="width: 50px; height: 20px;" type="text"/> | <p>Discuss any questions HS instructor may have about curriculum package they will submit to you for the Initial Planning Meeting.</p> | <div style="border: 1px solid black; height: 50px; width: 100%;"></div> |

Additional comments and suggestions:

Check here if ok
to proceed to step 2



Faculty Sponsor Signature

Date

Phase 1 Curriculum Review

2 of 6

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:

**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 Assessment Matrix & CGCC syllabus template

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

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

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: _____

**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 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 type="checkbox"/>	What is your initial impression of how the course is going? Discuss signs of success, areas needing improvement, etc.	
<input type="checkbox"/>	To what extent are the syllabus, outcomes and content representative of the on-campus course?	
<input 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.	
<input type="checkbox"/>	Ask for feedback regarding registration processes, communication with CGCC staff and faculty, etc.	

Teaching Observation

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.

Additional Comments:

High School Teacher Signature Date

**Check here if ok to
Proceed to step 6**



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:

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

State Dual Credit Standards

Curriculum 1 (C1)	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.
Curriculum 2 (C2)	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.
Curriculum 3 (C3)	College or university courses administered through dual credit programs reflect the pedagogical, theoretical and philosophical orientation of the colleges' and universities' sponsoring academic departments.
Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary institutions as stipulated by the respective academic departments.
Faculty 2 (F2)	The postsecondary institution 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/university courses.
Faculty (F3)	Instructors teaching dual credit sections are part of a continuing collegial interaction, through professional development, seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Students 1 (S1)	High school students enrolled in courses administered through dual credit programs are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring postsecondary institution.
Students 2 (S2)	Postsecondary institutions outline specific course requirements and prerequisites.
Students 3 (S3)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Assessment 1 (A1)	Dual credit students are held to the same standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	Every section of a course offered through dual credit is regularly reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet or exceed those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed using similar methods (e.g., papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Sponsored Dual Credit Standards

Approved June, 2016 by Higher Education Coordinating Commission

Curriculum	
C1	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.
C2	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.
C3	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.
C4	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.
C5	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	
F1	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.
F2	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.
F3	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.
F4	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 authorizing them to teach the college or university courses.
F5	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.
F6	High school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college's or university's course, as determined by institutional policies, procedures and practices.

F7	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.
Tuition and Fees	
T1	The college's or university's tuition and fee structure for Sponsored Dual Credit programs is transparent and accessible to participating students, teachers, faculty, and staff. Costs for participating are determined by the college or university and may include the cost of such things as faculty compensation, professional development, materials and equipment, assessment, archiving, and transcribing.
Students	
S1	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.
S2	The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs.
S3	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.
Assessment	
A1	The sponsoring college or university ensures that Sponsored Dual Credit students are held to comparable standards of achievement of student learning outcomes as those expected of students in other sections of the course offered by the sponsoring college or university.
A2	The sponsoring college or university ensures that Sponsored Dual Credit students are held to comparable grading standards as those expected of students in other sections of the course offered by the sponsoring college or university.
A3	The sponsoring college or university ensures that Sponsored Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) to those used in other sections of the course offered by the sponsoring college or university.
Program Improvement	
E1	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.