

COLLEGE NOW

HIGH SCHOOL FACULTY GUIDE



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Welcome Message

Dear High School Faculty,

Thank you for partnering with Central Oregon Community College (COCC) to offer college courses to your students through COCC's College Now program. You play an important role in fulfilling COCC's mission to promote student success and provide quality and accessible educational opportunities to students in Central Oregon.

In this guide you will find the needed resources to support you as a College Now instructor. We look forward to working with you throughout the school year and thank you for being a part of COCC's College Now program!

Sincerely,

COCC's College Now Team

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COCC's Mission

Central Oregon Community College empowers students and engages communities through high-quality, equitable and accessible lifelong education.

Overview and Benefits

In Oregon, educational experiences that provide high school students with an opportunity to earn college credit while in high school are referred to as “accelerated learning” programs. College Now is a high school based college credit partnership program where courses are taught at the high school by approved high school instructors. College Now courses deliver the same course outcomes as a standard COCC course and are transferable to many community colleges, colleges and universities.

Benefits

- Courses are accessible (taught during school hours)
- Courses are affordable (\$25 per credit)
- Students earn both high school and college credit (dual credit)
- Students can build confidence while getting a jump start on college coursework
- Students can explore new careers and/or areas of interest
- Students are more likely to pursue higher education after high school

Articulation Agreements

An articulation agreement is prepared by COCC's Director High School Partnerships and sent to the administrative team at the high school each year. The agreement includes all of the courses and instructors that have been approved for dual credit articulation. On occasion, modifications to the agreement may be made during the academic year. This may include the addition of a new articulation. High schools interested in expanding their dual credit articulations should reach out to COCC's Director High School Partnerships on to initiate this conversation. Please note, course articulations are attached to a specific instructor. Both the course and the instructor must be approved for articulation. If your high school experiences a transition in teaching staff (including long-term substitutes) that impact a dual credit course, please contact COCC's Director of High School Partnerships right away to explore options. Please also note that COCC does not support split articulations; situations in which a high school instructor and course (i.e. WR 121Z with Mrs. Harris) are approved for articulation at multiple institutions (i.e. COCC and SOU) and students are given the option to pick where they register and earn the credit. This approach creates too much confusion for students, instructors and institutions.

Course Alignment

A high school course must be sufficiently similar to the COCC course in order to be considered for articulation. This means that the course content, student learning outcomes and academic rigor adequately align with that of the college course. COCC faculty in the respective discipline will review the high school course syllabus to determine level of alignment during the approval process outlined below. COCC offers two types of courses that may be articulated:

Lower Division Transfer Courses

Designed to meet lower division requirements that guide students toward a bachelor's degree and are transferable to many community colleges, colleges and universities. Examples include: math, writing, history, etc. If and how College Now courses transfer is up to the receiving institution. We recommend students check with the college or university they plan to attend to see how credits earned through COCC will transfer and apply.

Career and Technical Education (CTE) Courses

Align with a career pathway, in a program of study, leading to a certificate or an AAS degree. Examples include: allied health, automotive, business, culinary, etc. While CTE courses are not designed to meet degree requirements at four-year colleges, most Oregon Public Universities accept up to 12 credits of CTE courses. Check with specific colleges and universities about transferring these credits to their institutions.

High School Instructor Qualifications and Approval

To be approved to teach a College Now course, high school instructors must go through COCC's instructor approval process according to [Oregon Standards for Accelerated College Credit Partnerships](#) and meet the same education and training requirements as COCC instructors in the discipline. These requirements are listed below and included in COCC's [General Policies and Procedures Manual](#).

Instructor Qualifications

CTE Instructor Qualifications

Degree or credential appropriate in the field of primary teaching assignment (AAS, BS, or MS depending on the program) and/or demonstrated competencies in professional fields; **or** a minimum of 24 quarter

hours (16 semester hours) of credit in the field of the primary teaching assignment. Plus relevant work and/or teaching experience in the field.

Transfer Instructor Qualifications (required by [OAR 715-017-0005](#))

Master's degree in the subject area or an area closely related to that of primary teaching assignment from an accredited institution; **or** a minimum of 30 quarter hours (20 semester hours) of graduate credit in academic courses in the field of the primary teaching assignment.

Instructor Approval

Option 1: Dual Credit

If a high school instructor meets the required qualifications listed above and course alignment has been confirmed, they can be approved to articulate the dual credit course.

Option 2: Sponsored Dual Credit (SDC)

If a high school instructor does not meet the required qualifications listed above, they may have the option for alternative approval via Sponsored Dual Credit (SDC). With SDC, COCC faculty provide added support for the high school instructor so that they may be approved. Often, this route includes a summer training followed by participation in a Professional Learning Community (PLC) throughout the academic year. In some cases, the high school instructor may be eligible to articulate the dual credit course while participating in the SDC training. In other cases, the high school instructor may be required to fully complete the SDC training prior to articulating the course. This determination is made by the COCC faculty. Please note that by participating in an SDC training/PLC through COCC, the expectation is that the high school instructor will articulate the respective course/s with COCC and not another college or university.

Regardless of which approval option is applied, high school instructors may be required to teach the high school course for at least one academic year before being considered for articulation. This is intended to ensure the instructor is confident with the high school course content prior to layering on a dual credit articulation.

Instructor Approval Process

Step 1: Review COCC's [Course Catalog](#) to identify the COCC course/s you believe align with the high school course for which you are interested in articulating. Reach out to COCC's Director of High School Partnerships for assistance in determining alignment if you are unsure. COCC's Director of High School Partnerships may involve a faculty member within the discipline for assistance as well.

Step 2: Submit a resume, unofficial transcripts and course syllabus, along with the Instructor Approval Request form (see [College Now webpage](#)) to COCC's Director of High School Partnerships. This initiates the formal approval process.

Step 3: COCC's Director of High School Partnerships will work with the respective department chair and faculty expert to review course alignment and instructor qualifications. Once that review is complete, the department chair will make the formal decision on the request which will then be communicated to the high school instructor via COCC's Director of High School Partnerships.

Step 4: If/when approved, the high school instructor will then be assigned to a COCC faculty mentor within the discipline. See COCC Faculty Mentorship below for more details on this piece.

Step 5: COCC's College Now Team will collect additional course information from the high school instructor in order to prepare our systems for student registration. This information includes the semester or trimester in which the course will be taught as well as the class period/s the course will be taught.

COCC Faculty Mentorship

You will be paired with a COCC faculty mentor in the respective discipline as part of the articulation process. Your mentor will serve as a resource to provide support around course content, learning outcomes, engaging students, COCC academic policies, and general teaching related questions throughout the academic year. Connect with your mentor early and often to ensure you have the information and support you need to be successful. This also provides an opportunity to determine what communication methods (phone, email, etc.) work best for you and your mentor. If you encounter any challenges working with your assigned mentor, please contact COCC's Director of High School Partnerships.

Course Syllabus

Each year, College Now instructors will work with their faculty mentor to develop their course syllabus using COCC's syllabus template located on the [College Now High School Instructor webpage](#). An updated syllabus must be submitted to the College Now Office at the beginning of each academic year.

Classroom Observation

As part of COCC's faculty mentorship model, your mentor will complete a classroom observation. Classroom observations are typically done on an annual basis, however, additional observations may be utilized as needed. Your faculty mentor will work with you directly to schedule classroom visits that

work with both of your schedules. This may also include a pre and/or post observation conversation, review of student work, and/or other methods of observing how course content is being delivered. Following a classroom observation, your mentor will provide a brief written summary of their experience in your classroom which will be shared with you. A copy of this summary will also be sent to the College Now Office for COCC's records.

Facilitating Registration

Getting Started

Many students do not know that they can earn college credit in your course until information is shared by you. High School instructors are critical in sharing information about College Now and helping facilitate registration. [Once College Now registration opens](#), share the following materials with all students. All materials listed below are on COCC's College Now website.

- Play the [Introduction to College Now Video](#) (3 min) and [How to Register for a College Now Course Video](#) (4 min)
- College Now student/parent guide and student checklist
- COCC syllabus for the course
- [Registration and drop deadlines](#)
- Prompt interested students to complete the COCC College Now registration form on COCC's website. We recommend dedicating time to do this in class. The online registration form takes 5 minutes to complete and does not require payment at the time of registration.
- Send any email templates from COCC's College Now team to students and in parental communication. Parents are critical to whether or not a student decides to register. Sharing any info with parents is highly recommended.

Reviewing/Checking Your College Now Roster

A week before the registration deadline and right after the drop deadline, PLEASE REVIEW YOUR CLASS ROSTER. This step is very important. Login into your [COCC Bobcat Web Account](#) and verify your roster (called the Summary Class List) to ensure the correct students are registered. Students from different classes may have accidentally registered for your course on the registration form. Also, some students may have forgotten to register. If they are not on your roster then they are not registered for college

credit through College Now. Please prompt students to register if they are not on your roster. Instructions on how to log into your Bobcat Web Account and how to review your roster are on the [College Now High School Instructor webpage](#).

Late Registration

College Now deadlines are firm and are not subject to the petition process. In some cases, a late registration may be approved if the student has your support. Please email collegenow@cocc.edu if you support a student registering late into your College Now class.

Cost and Payment

College Now courses are \$25 per credit (i.e. \$100 for a four-credit class). College Now fees are nonrefundable after the drop deadline. While COCC does not have scholarships available to support these fees, many high schools have funding available for students in need. We encourage students to contact their high school counselor if in need of financial support to participate in a College Now course.

Students pay College Now course fees directly to COCC. To pay online, students will first need to activate their Bobcat Web Account and enroll in DUO. Students and/or their parents can also pay over the phone by calling COCC's cashier line at 541-383-7229. Students will receive an email with payment information once their registration has been processed. Parents or guardians will receive program and payment information if the student entered a parent/guardian and their email on the release of information section on the registration form which is highly encouraged. In the event a student cannot pay the College Now fee, the student will remain registered in the course but will be unable to register for future COCC College Now courses or standard COCC courses until the balance is paid. In addition, any unpaid balance may result in a student being sent to collections after an extended period of time.

Dropping a Course

Please prompt students not passing your course (D or F) to drop the COCC College Now course before the stated [drop deadline](#) to avoid a poor grade on their COCC transcript and potential negative impacts to their future financial aid or college admissions. After the drop deadline has passed, students may withdraw from the course, resulting in a W on their transcript, until the [withdraw deadline](#). In both cases, a College Now drop form with your signature must be emailed to collegenow@cocc.edu. There is no refund for withdrawing from College Now courses. If a student changes high schools or drops your high school course after signing up for college credit, please ensure they complete the drop form so we can drop them from the college course as well.

Financial Aid Implications

“Credits with a Purpose” means that COCC is committed to only providing courses that will prepare students for either their future career and/or educational goals. The ability to earn college credits while in high school is a great opportunity for many students, but those credits need to fit into the student’s future plan of study or major to provide the greatest benefit.

There may be future financial aid implications for unsatisfactory academic progress (grade of D, F or W) in a College Now course. Unsatisfactory academic progress includes a cumulative college GPA below 2.0 and a cumulative completion rate below 66.67% of calculated credits at the end of each term. When the student applies for federal financial aid, the Financial Aid office at the college evaluates all grades and credits on their transcript. That will include grades and credits attempted in COCC College Now courses.

In addition, students are limited to financial aid eligibility only for 150% of the published credit length of a selected academic program. All credits on the student’s transcript, including college credits attempted in high school, count toward the 150% limit for their selected program. The limit is approximately 135 credits for a two-year degree. It is also important to note that the Oregon Promise scholarship only covers up to a maximum of 90 credits attempted, this includes any credits earned while in high school. Students can find more information on Oregon Promise [here](#).

Petition Process

College Now’s registration and drop deadlines are communicated to students via multiple methods and it is the student’s responsibility to adhere to the published deadlines and policies. In cases of extenuating circumstances, students can request an exception to a published academic policy by submitting the [College Now Petition Form](#) to collegenow@cocc.edu. Such policies may include but are not limited to late drop or withdraw.

In order for a petition to be considered, the student must demonstrate that there were non-academic extenuating circumstances beyond their control which prevented them from complying with published dates and deadlines. These may include but are not limited to: serious injury or illness, death in the immediate family, and/or employment issues. If the petition is to drop/withdraw from a course beyond the published deadlines, we recommend the student include written support from the instructor. It is the instructor’s choice whether or not to provide this support.

FERPA Privacy Policy

FERPA stands for the Family Educational Rights and Privacy Act of 1974. FERPA rights begin when a student enrolls at a post-secondary institution, regardless of age. Therefore, a student's educational records are confidential and COCC will not release this information to anyone, including parent(s)/guardian(s) without a student's written consent. On the College Now Registration Form, students can release protected information to their parents/guardians or other non-COCC entities by completing and signing the "Release of Information" section of the form. Please see [the COCC FERPA policy](#) for additional information.

Student Course Evaluation

As part of our commitment to continuous program improvement as defined by [Oregon's Dual Credit Standards](#), students are invited to evaluate their experience in each College Now course for which they participate via an online survey. The College Now Program Coordinator will email you a link to the survey towards the end of the course. Please share this link with your students and encourage them to complete it. Best practice is to facilitate the course evaluation in class. A summary of anonymous student evaluations will be shared with you and your College Now mentor once the course concludes. Results are available after final grades are posted. COCC's Director of High School Partnerships, department chair and instructional dean may review the summary as well. Student responses on the evaluations are not edited and are recorded "as entered."

Roles and Responsibilities

High school instructors approved to articulate COCC courses must comply with all college expectations for courses offered through College Now. These expectations are listed on page 10-11 of this handbook. Instructors who do not comply with these expectations and College Now policies will have their approval reviewed by the COCC faculty mentor, department chair, Director of High School Partnerships, and Instructional Outreach Dean. COCC faculty and staff will work with instructors to resolve compliance issues, but if they cannot be resolved, COCC can revoke approval to articulate courses.

High School Faculty Responsibilities:

- Facilitate registration process and communicate needed information to students and parents/guardians
- Attend mandatory trainings as necessary before articulating a specific course
- Respond promptly to communication from COCC faculty mentor and College Now staff

- Accommodate classroom observations by COCC faculty mentor
- Participate in COCC dept assessments as applicable (i.e. submitting student work samples)
- Participate in ongoing professional development with COCC mentor and/or other faculty
- Submit syllabi annually for all articulated courses using the COCC syllabus template
- Submit required course documentation according to content area requirements
- Review class rosters in Bobcat Web Account before the registration deadline
- Enter final grades in Bobcat Web Account before the grade entry deadline
- Facilitate student course evaluation

COCC Faculty Mentor Responsibilities:

- Introduce the high school instructor to outcomes and activities of the COCC articulated course, including but not limited to outcomes, syllabi, assignments, exams and assessment projects, and measures of outcomes.
- Serve as a resource for high school instructor and respond to their requests for support in a timely manner.
- At a minimum, coordinate and conduct a classroom observations of the high school instructor once per academic year. Other classroom visits can be scheduled as needed.
- Prepare summary report after annual classroom observation and share the report with the high school instructor as well as COCC's Director of High School Partnerships.
- Respond to communication and requests from the College Now Team in a timely manner.

College Now Team Responsibilities:

- Serve as the main point of contact for COCC instructional deans, dept chairs, mentors, and high school instructors and administrators.
- Process new instructor approvals—collect documents from high school instructors, send all documents to COCC dept chairs and instructional deans, and report results back to high school instructor and/or admin team.
- Process Agreements for Course Articulations—send updated agreement to each high school annually for review and signature, collect necessary COCC signatures, and ensure all parties receive a copy of completed agreement.
- Work with dept chairs to connect COCC mentors with articulating high school instructors.

- Communicate needed information to COCC instructional deans, dept chairs and faculty mentors including information on new articulation requests, timing of courses in the high schools, need for classroom observation, etc.
- Communicate needed information to high school instructors including information around registration, drop/withdraw deadlines, student course evaluations, grades, etc.
- Collect syllabi from high school instructors each academic year.

College Now Grading Policy/Points/Scale

High school faculty certify student course completion based upon student mastery of required articulated course outcomes. COCC faculty and high school faculty meet to align course outcomes and grading requirements for each articulated course. All course requirements must be agreed upon before the course is offered. Students are graded according to these pre-determined course outcome requirements. Course grading is explained on the course syllabus. Please see the [COCC Grading Policy](#) for a list of grades, the grading scale and additional information.

Entering Final Grades

At the completion of a course, high school instructors enter grades for each College Now course via their [COCC Bobcat Web Account](#). End-of-term grades are available via the student's online COCC Bobcat account and are not mailed or given out over the phone. Be sure your students know they will not receive their grades in the mail. Refer them to the [College Now website](#) for instructions on how to check their grades or order official transcripts.

Resources

- [COCC College Now Website](#)
- [Non-Discrimination Policy](#)
- [Title IX Statement](#)
- [Consumer info](#)
- [College Now Contact Information](#)