

COLLEGE NOW



COCC FACULTY MENTOR GUIDE



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Welcome Message

Dear COCC Faculty, Department Chairs and Program Directors,

Thank you for partnering with the Office of High School Partnerships (OHSP) to support COCC's College Now program. The Office of High School Partnerships provides support, facilitates collaboration and guides strategic planning efforts around accelerated learning opportunities for Central Oregon high schools. Your participation in the College Now program plays an important role in fulfilling COCC's mission to promote student success and provide quality and accessible educational opportunities to students in Central Oregon.

As the U.S. Department of Education notes, *“Dual enrollment is a proven, evidence-based strategy to increase high school achievement and completion and to boost post-secondary enrollment and credential attainment, the use of which has grown rapidly in recent years. These opportunities can be most beneficial to students when they include core academic courses—such as a first-year English or mathematics course—as well as courses aligned to careers.”* Your involvement in College Now directly contributes to this strategy, helping students build a strong academic foundation and clear pathways to their future goals.

The information listed in this guide is intended to provide an overview of the framework, roles and responsibilities associated with the College Now program. Please do not hesitate to reach out if you have any questions.

Sincerely,

Kara Rutherford

Director of High School Partnerships

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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 and universities.

Benefits to Students

- Courses are accessible (taught at the high school)
- 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 of High School Partnerships and sent to the administrative team at the high school each year. The agreement includes all of the courses and high school instructors that have been approved for dual credit articulation. Note, course articulations are attached to a specific high school instructor. Both the course and the instructor must be approved for articulation. 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, assessments 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. Course articulations may include both CTE and lower division transfer courses. Note, it is up to COCC and the academic department and/or program to determine whether or not a course is suitable for articulation. Not all COCC courses can be effectively delivered in a high school environment. Therefore, it is at COCC's discretion that a course articulation request be approved or declined.

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 Model

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

Option 2: Sponsored Dual Credit (SDC) Model

If a high school instructor does not meet the required qualifications listed above, they may have the option for alternative approval via the Sponsored Dual Credit (SDC) model. Under this model, COCC faculty provide added support for high school instructors to support their approval. Often, this route involves a cohort of interested high school instructors participating in a training/professional learning community (PLC) designed around a specific course or set of courses (i.e. WR 121Z and WR 122Z). In some cases, the high school instructor may be eligible to articulate the course(s) while participating in the training. In other cases, the high school instructor may be required to fully complete the training prior to articulating. This determination is made by the respective COCC faculty. Contact COCC's Director of High School Partnerships for additional details on the SDC model and/or how COCC faculty are compensated for their development and/or facilitation of an SDC training.

Regardless of the approval model, high school instructors may be required to have taught the high school course for at least one academic year prior to articulation. This is intended to ensure the instructor is confident with the high school course content and the teaching environment prior to layering on an articulation. This determination is made by the respective COCC faculty.

Instructor Approval Process

Step 1: Course Alignment

COCC's Director of High School Partnerships works with the high school faculty and the respective COCC department to determine which COCC course the high school course best aligns with. An initial review of the high school course syllabus is done to assist in making this determination.

Step 2: Instructor Qualifications

High school faculty submit a resume, unofficial transcripts and a course syllabus (if not already submitted), 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: Department Review

COCC's Director of High School Partnerships will work with the respective department chair and/or program director to formally review course alignment and instructor qualifications. The department chair and/or program director will then make a formal decision on the request.

Step 4: Faculty Mentor Assignment

If/when approved, the high school instructor will then be assigned to a COCC faculty mentor within the discipline. Faculty mentor assignments are determined each year by the department chair or program director. Please see COCC Faculty Mentorship below for more details on this piece.

Step 5: Section Set-up

COCC's College Now Team will collect additional course information from the high school instructor in order to prepare COCC's systems for student registration. This information includes the high school semester or trimester in which the course will be taught, the start and end date of the course and the class period(s) the course will be taught.

COCC Faculty Mentorship

Approved high school faculty will be assigned to a COCC faculty mentor in the respective discipline. Faculty mentor assignments are determined each year by the department chair or program director. The COCC faculty mentor provides support around curriculum, learning outcomes, COCC's academic policies, and general teaching related questions throughout the academic year. COCC faculty receive a stipend when serving as a mentor to one or more high school faculty. Contact COCC's Director of High School Partnerships for additional details regarding stipends. The framework for mentorship is outlined below.

Curriculum Updates

COCC faculty mentors are responsible for providing high school mentees with any applicable curriculum updates each year. Once changes have been approved through COCC's curriculum committee in the spring, COCC faculty mentors are responsible for sharing any relevant curriculum changes with their high school mentees in preparation for the following academic year.

Orientation

Approved high school faculty are required to attend an annual orientation meeting at the start of the academic year to receive needed program updates. COCC faculty mentors are responsible for attending a portion of the orientation to connect with their high school mentees and answer any questions they might have. For large disciplines like math and writing, departments may choose to simply identify one or two COCC faculty mentors to attend the orientation on behalf of the department.

Course Syllabus

High school instructors are required to submit a course syllabus that mirrors that of a COCC course syllabus for the respective course at the beginning of each academic year. Course syllabi must include

the COCC course description, learning outcomes, academic policies, etc. COCC faculty mentors are responsible for supporting high school instructors in developing their syllabi to ensure needed alignment. To further ensure alignment and to create better efficiency, high school instructors will be provided with a COCC syllabus template to build their syllabus from. Starting AY 2025-2026, high school instructors will be required to upload their course syllabus into Canvas, COCC's learning management system (See Canvas details below.)

Canvas

Starting in Fall 2025, the College Now program will use Canvas as a part of mentorship for sharing resources with high school instructors, to collect required course syllabi and for storing Sponsored Dual Credit (SDC) training materials. Each subject area will have a Canvas course shell and high school instructors articulating a specific course (i.e. MTH 111Z) will be added to the corresponding College Now Canvas course shell as a *student*. COCC faculty mentors will be added to the Canvas course shell for which they provide mentorship as a *teacher*. This will allow COCC faculty mentors to confirm that their mentee(s) have submitted a course syllabus and that it aligns with that of a COCC course syllabus for the respective course. The College Now Canvas courses were designed in conjunction with eLearning to be a collaborative environment where you can share resources, assignments, curriculum, and other materials that you might typically email to your mentees. It is also a great space if you are interested in creating a professional learning community for your mentees. Departments are encouraged to collaborate with their faculty mentors to identify a consistent way in which they intend to use Canvas as it relates to supporting high school College Now instructors.

Communication and Support

COCC faculty mentors should be available to respond to any questions that a high school mentee might have throughout the academic year. Questions may include those regarding curriculum/pedagogy, COCC's academic policies, student expectations, etc. COCC faculty mentors are encouraged to share with their high school mentees what method (email, phone, etc.) of communication work best for them and their schedule.

Classroom Observation

COCC faculty mentors are responsible for completing classroom observations for their high school mentees. A minimum of one classroom observation is required during a mentee's first year of articulation, additional observations may be utilized as needed. Beyond the first year of articulation, a classroom observation is required every other year, additional observations may be utilized as needed.

COCC faculty mentors work with their high school mentees directly to schedule classroom visits that work with both schedules. This should include a pre and post observation conference and a review of materials as applicable (syllabus, lesson plans, student work, etc.). Following a classroom observation, the COCC faculty mentor will provide a brief written summary of their classroom observation (see classroom observation template linked on College Now COCC Faculty [webpage](#)) which will be shared with the high school instructor. Once the COCC faculty mentor and high school mentee have signed the written summary, the COCC faculty mentor is responsible for emailing a copy of the signed written summary to COCC's Director of High School Partnerships.

Roles and Responsibilities

High School Faculty Responsibilities

- Attend mandatory trainings as necessary to articulate
- Respond promptly to communication from COCC faculty mentor and College Now team
- Accommodate classroom observations by COCC faculty mentor
- Participate in COCC department assessments as applicable (i.e. submitting student work samples utilizing a common final exam, etc.)
- Participate in ongoing professional development with COCC mentor and/or other faculty
- Submit syllabi to Canvas site annually for all articulated courses using the COCC syllabus template provided
- Submit required course documentation according to content area requirements
- Facilitate registration process and communicate needed information to students as well as parents/guardians
- 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 high school faculty to outcomes and activities of the articulated COCC course, including but not limited to, syllabi, assignments, exams and assessment projects, and measures of outcomes

- Review high school faculty syllabi to ensure alignment with COCC syllabi for the respective course, provide any necessary feedback to high school faculty and approve the syllabi once complete and accurate
- Provide curriculum updates each year to high school faculty as applicable
- Attend College Now orientation each year to connect with high school faculty
- Communicate at a minimum once per term either via in-person, via Zoom or by email or phone. Ideally, once per term meeting dates can be set with your mentees at the College Now orientation. An efficient way would be to meet with your mentees as a group once per term.
- Serve as a resource for high school faculty and respond to their requests for support in a timely manner
- Coordinate and conduct a classroom observations of the high school faculty once in the first year of articulation and every other year after that and/or more often if necessary
- Prepare summary report after classroom observation and share the report with the high school faculty as well as COCC's Director of High School Partnerships
- Respond to communication and requests from the College Now Team in a timely manner

COCC Department Chair and/or Program Director Responsibilities

- Review new College Now instructor requests and work with COCC faculty within the discipline to determine whether or not to approve the request
- Assign COCC faculty mentors to College Now instructors within the discipline
- Collaborate with COCC's Director of High School Partnerships to develop a strategy for which courses to extend to the high schools ensuring the department has the needed faculty capacity to support those course articulations
- Assist Director of High School Partnerships in considering Sponsored Dual Credit training opportunities and facilitating the necessary faculty involvement
- Assist Director of High School Partnerships in navigating situations in which there is a compliance issue and/or an individual falls short of their expectations

COCC College Now Program Coordinator

- Serve as the main point of contact for high school instructors after approval to articulate
- Collect needed information from high school instructors for section set-up annually
- Ensure each high school instructor has submitted an updated syllabi for each articulated course annually

- Update College Now webpages including dates and deadlines calendar
- Manage College Now online registration form and process
- Communicate needed information to high school instructors including information around registration, drop/withdraw deadlines, student course evaluations, grades, etc.
- Serve as a point of contact for College Now students and their families.

COCC Director of High School Partnerships Responsibilities

- Serve as the main point of contact for COCC instructional deans, department chairs, faculty mentors, and high school administrators
- Communicate needed information to COCC instructional deans, department chairs and faculty mentors
- Manage new instructor approval process and communication
- Update and distribute articulation agreements annually
- Work with COCC department chairs and program directors to facilitate faculty mentor assignments annually
- Work with COCC department chairs and program directors to consider and develop Sponsored Dual Credit trainings
- Work with COCC Instructional Specialist to facilitate COCC faculty mentor stipend payments each spring
- Provide reports to high school administrative teams summarizing accelerated learning activity annually
- Work with COCC department chairs, program directors and/or instructional outreach dean to navigate situations in which there is a compliance issue and/or an individual falls short of expectations

Compliance

High school instructors approved to articulate COCC courses must comply with all college expectations for courses offered through College Now. Instructors who do not comply with these expectations as well as COCC policies will have their approval reviewed by the COCC faculty mentor, department chair/program director, 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.

In addition, all stakeholders outlined in the Roles and Responsibilities section above are expected to meet their respective responsibilities. Any concerns or questions related to the roles and responsibilities are encouraged to contact the Director of High School Partnerships and/or the Instructional Outreach Dean.

Students Requesting Accommodations

Students who choose to register for college credit available via a College Now course at their high school are expected to meet COCC's standards and expectations for the course. As such, the student must follow COCC's process for pursuing and identifying allowable accommodations at the college level.

If a student has one or more of the following accommodations identified on their IEP or 504 plan, they are welcome to work with their instructor to implement these accommodations, as applicable, without going through COCC's formal accommodations process:

- 1.5x (50%) extra time for testing
- Reduced distraction testing
- Audio books
- Note taking

If a student wishes to pursue accommodations beyond these standard allowances, they will need to submit the [College Now Request for Student Accommodations form](#) available on the [College Now website](#). Once this form has been processed, the student will be connected with COCC's Services for Students with Disabilities team to begin the process. Students who are considering participation in a College Now course, and intend to pursue accommodations, are encouraged to submit the [College Now Request for Student Accommodations form](#) in advance of the academic year to ensure adequate time to complete the process.

Please note the above policy and process is specific to the College Now program. If a student chooses to take COCC courses outside of the College Now program, either while in high school or upon graduation therefrom, the student will need to go through COCC's formal accommodations process to determine any accommodations allowable. This process is outlined on the [Disability Services website](#).

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 using COCC's Grading Policy. The high school grading policy cannot be used for students opting in to earn college credit. COCC's course grading should be explained on your COCC course syllabus.