



Linn-Benton Community College

High School Partnerships



TEACHER HANDBOOK

High School Partnerships

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Welcome to COLLEGE NOW

College Now is Linn-Benton Community College's free program that offers high school students the opportunity to earn college credit while still attending high school. College Now follows the **sponsored dual credit** accelerated learning state standards and its guidelines for curriculum, faculty, students, tuition and fees, assessments, program improvement, and transcription and transferability of credits. The High School Partnerships Department at Linn-Benton Community College works with area high schools to facilitate how students earn college credit. In College Now, students work toward a high school diploma and college degree concurrently, **all for free**.

High School Partnerships Director's Message

This is the mission statement of Linn-Benton Community College. As a College Now teacher, *YOU* are a critical part of that mission. *YOU* provide a link between your students, your community, and the college. *YOU* are an entry point for students not only to their higher education goals, but also to the cultural richness and economic vitality of the community.

Scan the code
to learn more



College Now benefits include:

- Convenience: students take college courses during the high school day
- Dual credit: earn both high school and college credit at the same time
- Savings: it's free for students
- Exploration: students find new career opportunities and areas of interest

We're excited to have you teaching College Now.

Welcome to LBCC!



PART ONE: Overview

LBCC College Mission

To engage in an education that enables all of us to participate in, contribute to, and benefit from the cultural richness and economic vitality of our communities.

LBCC Values and Core Themes

At Linn-Benton Community College, our values serve as the foundation that inspires our actions and unites us as a community. As responsible stewards, we are committed to:

- **Opportunity:** We support the fulfillment of potential in ourselves and each other by ensuring accessible and consistent opportunity for all.
- **Excellence:** We aspire to the highest ideals in honesty, integrity and accountability, continually striving to uphold high standards in all we do.
- **Inclusiveness:** We honor and embrace the uniqueness of every individual, fostering a sense of belonging and promoting the free and civil expression of ideas, perspectives, and cultures.
- **Learning:** We commit to the lifelong pursuit of knowledge, skills, and abilities to improve our lives and our communities, ensuring that students achieve their learning goals.
- **Engagement:** We actively connect as students, faculty, staff and community, fostering engagement practices that strengthen our collective involvement.

Our core themes are centered around **educational attainment, cultural richness, and economic vitality.**

Sponsored Dual Credit

Linn-Benton Community College is proud to accredit our College Now program under the [sponsored dual credit](#) standard. This allows greater flexibility and opportunity for high schools and for students to earn college credit while taking a parallel course at their local high school, without the traditional barriers to articulation. Sponsored dual credit shifts the focus away from the teacher's credential to the close collaboration of high school teachers and college faculty in professional learning communities. These interactions will not only ensure that course outcomes are met, but will also provide everyone involved with a rich academic experience and stronger student outcomes.

Every licensed high school teacher can qualify as a sponsored dual credit instructor in College Now.

Key tenets of Sponsored Dual Credit

- Ensure that students have a similar experience taking the course in the high school that they would have at LBCC
- Create a culture of collaboration between educators through strong professional learning communities
- Align course outcomes and assessments to ensure similar grading practices

Please contact the Director of High School Partnerships if you have specific questions about qualifying as a sponsored dual credit teacher.

Please see the appendix for the specific standards that the state has written for sponsored dual credit partnerships. The most applicable standards for high school teachers include A1 (aligned assessments), F3 (faculty interaction), and F6 (feedback loop).

Tuition Waivers for Teachers

Sponsored dual credit teachers are eligible for three credits of free tuition each term to take any LBCC course.

Contacts in High School Partnerships and College Now

Virginia Mallory Director of High School Partnerships 541-917-4208 mallorv@linnbenton.edu	Contact Virginia for general questions about College Now articulations, offering new courses, and compliance questions.
Amy Sadowsky College Now Specialist 541-917-4278 sadowsa@linnbenton.edu	Contact Amy for information and questions about student enrollment, course rosters, WebRunner access, College Now term deadlines. .
Brenda Yahraes High School Partnerships – Advisor yahraeb@linnbenton.edu	Students can contact Brenda for general advising questions about coursework and degree plans.
Faculty Liaisons See next page	Contact your discipline faculty liaison for specific questions about course content, syllabus requirements, department policies, and to discuss PLC activities and any questions concerning the academic material. Faculty liaisons support articulation, syllabus review, PLC participation, assessment alignment, and continuous improvement of College Now courses.

LBCC Faculty Liaisons

Discipline	Faculty Liaison	Email
Agriculture	Clay Weber	weberc@linnbenton.edu
Art	Renee McKitterick	mckittr@linnbenton.edu
Biology	Diana Wheat	wheatd@linnbenton.edu
Business	Mindy Schindler	schindm@linnbenton.edu
Chemistry	Beth Hall Ommidala Pattawong	manhatb@linnbenton.edu pattawo@linnbenton.edu
Communication	Hailey Adkisson	adkiss@linnbenton.edu
Culinary Arts	Audrey Anderson	andersau@linnbenton.edu
Drafting	Ric Costin	costinr@linnbenton.edu
Education	Kanoe Bunney	bunneyk@linnbenton.edu
Health/PE	Liv Gifford	gifforl@linnbenton.edu
History, Social Science	Scott McAleer	mcalees@linnbenton.edu
Literature, English	Matt Usner	usnerm@linnbenton.edu
Machine Tool, Manufacturing	Chris Berry	berryrc@linnbenton.edu
Mathematics	Jeff Crabill	crabilj@linnbenton.edu
Medical Terminology	Jerry Coe	coej@linnbenton.edu
Music	Raymund Ocampo	ocampor@linnbenton.edu
Physics	Ralph Tadday	taddayr@linnbenton.edu
Psychology	Darci Dance	danced@linnbenton.edu
Spanish	Margarita Casas	casasm@linnbenton.edu
Visual Communication	Lewis Franklin	frankll@linnbenton.edu
Welding	Cameren Moran	moranc@linnbenton.edu
Writing	Karelia Stetz-Waters	stetzwk@linnbenton.edu

PART TWO: Getting Started with College Now

Teacher Qualifications

In accordance with Oregon Sponsored Dual Credit standards, College Now teachers are approved through a process that considers their preparation, experience, and ongoing engagement with college faculty. Qualification factors include the following:

- High school approval to teach the course
- Administrative recommendation to participate in College Now
- Appropriate academic preparation and/or professional experience in the discipline
- Ongoing participation in professional learning communities and articulation activities
- Commitment to course alignment, assessment practices, and continuous improvement

Teachers are asked to [submit an application](#) detailing their education and experience in the subject area, and should include a rough draft syllabus of the course they intend to teach.

Become a College Now Teacher

High school teachers interested in teaching a College Now course will need to be approved by LBCC, articulate their course content and learning outcomes, and comply with faculty guidelines and expectations. The College Now credentialing process complies with the minimum hiring standards outlined in Linn-Benton Community College Administrative Rule 4010-1 and Faculty Handbook in compliance with Oregon Administrative Rule 589-007-0200. The credentialing process assures all stakeholders that high school students experience the same robust learning environment and student

outcomes in the classes taught at LBCC. More detailed information regarding these processes is noted under [For High School Teachers](#).

We encourage you to apply as a College Now teacher, even if you think you may not have the perfect credentials. Please apply and then we can have a conversation about how sponsored dual credit may be the avenue for you to be approved, work with an LBCC faculty, and become a College Now teacher at your school.

If you have specific questions about your qualification, then please reach out to the High School Partnerships Director for further conversation.

Articulating a Course

Initial Application

Working as a College Now teacher begins with your initial application. Fill out and submit the [form found here](#). Please list your contact information, the courses you wish to articulate, and your educational background on the form. Submit your form to the High School Partnerships office, at the email address on the form.

Schedule an Articulation Meeting

Once your application is received, it will be forwarded to the appropriate faculty liaison at LBCC. The discipline-specific liaison will contact you to schedule an articulation meeting, during which you will have the chance to discuss the course outcomes, course content, assessment expectations, department standards, and any other relevant information. At the end of the meeting, you will have a syllabus template and enough information to complete your LBCC course syllabus (more information about the course syllabus is below).

This first articulation meeting will serve as your orientation meeting as well. Please bring any questions you have and discuss them with your faculty liaison.

Your LBCC faculty liaison will be your main point of contact for anything related to the course you're teaching. You are welcome to contact your liaison anytime you need.

Submit your Syllabus to Your Liaison

Once you complete your LBCC College Now course syllabus, submit the document to your faculty liaison. You'll finalize the syllabus in collaboration with the faculty liaison.

Finish the Articulation

The articulation is finalized through a formal agreement with LBCC confirming the course content, learning experiences, and student outcomes of the high school class are consistent with college-level rigor, as discussed with the LBCC faculty liaison. That paperwork will be signed by the teacher, principal, faculty liaison, LBCC division dean, and LBCC Director.

At this point, you are ready to start teaching your course. Your faculty liaison will be your main point of contact for anything related to course content. Reach out to the High School Partnerships office for questions regarding enrollments, registrations, student IDs, etc.

"An investment in knowledge pays the best interest." – Benjamin Franklin

PART THREE: Teacher Expectations

Teachers are at the center of the College Now experience, providing that critical link between students and the course material that ultimately becomes college credit for a course. College Now teachers will be asked to provide documentation that supports course alignment and program quality, including current syllabi, aligned assessments, examples of student work, participation in PLC activities, and student learning outcome reports.

Annual College Now Responsibilities

College Now teachers are expected to:

- Maintain an approved course syllabus
- Participate in annual articulation/PLC activities
- Administer required aligned assessments
- Submit grades by published deadlines
- Report student learning outcomes
- Provide student work samples when requested

As such, teachers have a responsibility to participate and remain connected with the following:

Course Articulation

Teachers must meet with the LBCC faculty liaison with the goal of articulating the high school course to the college course. These meetings occur during initial articulation and at least annually thereafter as part of the ongoing professional learning community process. Topics will include the content of the college course, rigor of assignments, grading expectations, and college and department policies that are relevant. During these meetings, both teachers and faculty can discuss changes to their courses and make decisions about how to maintain the articulation in light of any changes.

Course Syllabus

The course syllabus is the core document for the course, and all College Now teachers must write and distribute a course syllabus. For your convenience, teachers have access to an accessible syllabus template to use for all College Now classes. Your faculty liaison may have a specific version of the template for you to use, so please check with them first.

The course syllabus must list several important items, including course name, name of the articulated LBCC course, grading policy,* aligned assessments, and your course policies. Major assignments and assessments should support the articulated course outcomes and provide evidence of student learning. (*Keep in mind that your syllabus may likely have two grading policies – one for your high school course grade and another for the LBCC grade. Check with your faculty liaison if you have questions about LBCC or department grading standards.)

Each student must receive a copy of the syllabus at the beginning of the course.

You will be asked to use the LBCC College Now Syllabus Template, however your faculty liaison may provide you with a template more tailored to the course you're teaching. **Ask your faculty liaison for a copy of the syllabus template.**

Ongoing Contact with Faculty Liaison

College Now teachers are expected to be in regular contact with their faculty liaison, and vice versa. The liaison is the primary point of contact for all things academic. Questions about course content, grading, assessment, rigor, and department policies should be directed to the liaison.

Aligned Assessments

Your faculty liaison will discuss with you any necessary aligned assessments. These are assignments and assessments that are intended to be given to students in both College Now courses and in on campus courses for the purposes of comparing student work, assessment norming work, and general discussion of student learning outcomes. Please make sure you ask your faculty liaison about aligned assessments to be given in each course.

These assessments come in many forms. Make sure to discuss this with the faculty liaison when you meet throughout the time your course is running. Examples of aligned assessments may include common exams, writing assignments, speeches, laboratory activities, projects, portfolios, or other signature assignments identified by the department.

Professional Learning Community (PLC) Expectations

One key component of sponsored dual credit is the PLC. The PLC encompasses the entirety of the teacher/faculty relationship through the time the course is offered. The work starts with the articulation meeting and concludes with an end-of-the-year meeting to discuss a variety of topics.

Check with your faculty liaison about the format of the PLC, as it could take on many forms. PLC participation may include articulation meetings, department meetings,

assessment discussions, review of student work, professional development activities, or other collaborative opportunities identified by the discipline.

However the PLC is conducted, teachers are expected to participate with the goal of continuous improvement. During PLC meetings, you can expect that the faculty liaison will want to discuss your course experience, look at student work, discuss grading, scope & sequence of topics, frequency of assessments, ratio of summative to formative assessments, and other discipline-specific topics.

Teachers are equal participants in the PLC and your input is important! College faculty and high school teachers collaborate to ensure that students experience comparable learning outcomes, academic rigor, assessment practices, and grading expectations as students taking the course at LBCC.

Student Enrollment, Grades, and Reporting Outcomes

Teachers must keep an accurate record of students enrolled in the College Now course. Submit names of enrolled students to the High School Partnerships by the requested deadlines.

Teachers must also **submit grades on WebRunner** before the deadline at the end of each LBCC academic term. (Keep in mind that your high school course may end several weeks before an LBCC term ends, so teachers must be aware of deadlines for grade entry.)

In addition to grades, LBCC requires all faculty members to **submit a report of student achievement of course outcomes**. The link for reporting outcomes is also on WebRunner. Please contact the High School Partnerships office or your faculty liaison if you have questions about submitting grades or outcomes. Student learning outcome data may be used to support program improvement, faculty discussions, and ongoing course alignment efforts.

Please consult the [CN Teacher Quick Reference Guide](#) for details about registration, drop/withdraw, and grading processes. Teachers are encouraged to set up access to WebRunner and to DUO multifactor authentication well ahead of grading deadlines.

Non-Compliance

High school instructors must abide by articulation agreements for several reasons. Linn-Benton Community College has similar articulation agreements with other colleges and universities. Since there is no differentiation on the students' records whether the classes were held at the high schools or the college, the high school instructors must align College Now classes with the college curricula and expected student outcomes. If the high school College Now classes are not taught in alignment with the LBCC curricula, then the college's articulation agreements can come into question. In addition, the College Now courses prepare students for additional college classes. Students who do not experience the rigor of a college class or learn the required content may not perform well in subsequent courses.

High school teachers who do not communicate regularly with the college now faculty liaison, attend required meetings/PLC's, report Student Learning Outcomes, or provide student assessments/samples of work when asked by the College Faculty Liaison will risk having their articulation agreement nonrenewed. If a question arises about a College Now high school instructor not following the articulation agreement by straying from the specified college curriculum or not meeting the level of rigor expected of the students, the appropriate LBCC College Now articulation instructor and the Director of High School Partnerships will work together with the high school instructor to bring about compliance. The instructor's students' assessments will be evaluated during the term. If the instructor continues to fall below the required expectations by the end of the term, the Director will contact the high school principal and/or high school College Now Liaison/designee to discuss a second strategy for improvement. The Director and articulation faculty will work with the instructor for an additional term. However, if the

instructor still cannot meet college teaching standards, the articulation agreement will be voided.

The goal of the compliance process is support, collaboration, and continuous improvement while maintaining the integrity of LBCC credit.

PART FOUR: Important Academic Policies

LBCC Academic Calendar

LBCC operates on academic terms (sometimes called “quarters.”) Classes are held on campus during one of Fall (September - December), Winter (January - March), or Spring (April - June) terms.

Click here to go to the [College Now Academic Calendar](#).

Your course will be graded during one of the academic terms. Usually the grades are submitted at the end of the term listed in the following table:

High School Course	LBCC Grading Term
Fall semester courses	Winter term (mid-March)
Spring semester and full year courses	Spring term (early June)
Trimester courses	Usually the corresponding LBCC term

Consult with your faculty liaison if you have questions about the term in which you'll be submitting LBCC course grades.

Drop vs. Withdraw

When students enroll in an LBCC course, they have two options to remove themselves from the course. These are “drop” and “withdraw.”

The drop and withdrawal process is done by students completing the term's form by assigned deadlines. Submissions come to me for actual processing, not completed by teacher or student. Teachers are provided a link to drop/withdrawal form on their term rosters to share with students.

The result of a “drop” is the same as the student never having registered for the course.

The result of a “withdraw” is a W on the transcript. The W has no effect on the student’s GPA, but could impact future Financial Aid.

Please consult the [College Now Academic Calendar](#) for the drop and withdraw deadlines for the term during which you’ll be grading your students.

Student Questions Regarding Drop VS Withdraw

Address this right at the beginning of the class and include information about both in the course syllabus. Stress to students that their choice to register in the College Now course comes with a commitment. If they stay in the course beyond the “drop” date, then the attempt at the course remains on their transcript either as a course grade or as a “W.”

Students often worry about the long-term consequences of a drop or a withdraw. There are NO consequences at all for a drop. If a student drops, then it was as if they never were enrolled in the course.

However, if a student remains registered after the drop deadline, then there will be a record on their transcript – either a course grade or a W. For the vast majority of students who have one or two Ws on their transcript, there are no serious long-term consequences. If students have specific concerns or questions, please encourage them to contact an LBCC advisor to discuss their specific situation.

Remind students that many of their instructors probably have a W or two on their own transcripts and we encourage you to share your own experiences. The key with taking

college courses is to remember that they've made a commitment and must see it through.

FERPA

In higher education, we are bound by the Family Educational Rights and Privacy Act of 1974 (FERPA). This federal law grants students the right to have some control over the disclosure of personally identifiable information from the education records. **For students who have enrolled at LBCC, this privacy extends to students who are under 18 as well.**

Generally speaking, we cannot release any information about student enrollment, grades, course progress, etc. For College Now, students are considered LBCC students and are therefore protected by FERPA.

Academic expectations

Expectations of students in College Now courses is the same as students taking the course at LBCC. Consult with your faculty liaisons to learn about important department or course policies specific to your discipline.

You may want to share the LBCC student handbook with your students.

Additional Resources for Teachers

- College Now [Available Courses](#)
- [LBCC Single Sign-On Reference Sheet for College Now Teachers](#)
- [LBCC Multifactor Authentication "DUO" instructions](#)
- [College Now Teacher Name Change Request](#)
- [College Now Student Handbook](#)
- [CN Student/Parent quick reference guide](#)
- [College Now Application Instructions for Students](#)

Syllabus Template

Appendix One: State Sponsored Dual Credit Standards

[Sponsored Dual Credit Standards](#)