

COLLEGE NOW

HIGH SCHOOL FACULTY GUIDE



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Welcome

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

This guide brings together the resources you need as a College Now instructor, from getting approved to teach a course, to students registering, to entering final grades. We look forward to working with you and your students throughout the school year.

Sincerely,

Kara Rutherford

Director of High School Partnerships

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COCC's Mission

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

Vision

At Central Oregon Community College, we are committed to fostering a culture of excellence in education that empowers all members of our communities to reach their full potential. We strive to promote equity, inclusion and sustainability in all aspects of our College, ensuring every student has access to needed resources and supports. By providing high-quality education and building strong community partnerships, we prepare our students to excel in their chosen fields and contribute meaningfully to the workforce needs of our region.

Program Overview & Benefits

In Oregon, educational experiences that let high school students earn college credit while still in high school are known as "accelerated learning" programs. College Now is a high school–based college credit partnership in which 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 can be transferred to other community colleges, colleges, and universities.

Benefits

- Accessible to students (taught during the school day and no transportation needed)
- Affordable (\$25 per credit and no other fees or books to purchase)
- Students earn both high school and college credit (dual credit)
- Students build confidence in being able to complete college level work
- Students explore new careers and areas of interest
- Students reduce the total cost of college as well as the time to complete a degree

Articulation Agreements

An articulation agreement is prepared by COCC's Director of High School Partnerships and sent to each high school principal annually. It lists every course and instructor approved for dual credit articulation. Modifications, including new articulations, can be made during the academic year; high schools interested in expanding their articulations should reach out to the Director of High School Partnerships to start that conversation.

Course articulations are tied to a specific instructor - both the course and the instructor must be approved. If your high school has a staffing transition (including a long-term substitute) that affects a dual credit course, contact COCC's Director of High School Partnerships right away to explore options.

Split Articulations Are Not Supported

COCC does not support split articulations - situations where the same instructor and course are approved for articulation at multiple institutions (e.g., COCC and SOU) and students choose where to register. This creates unnecessary confusion for students, instructors, and institutions alike.

Course Definitions & Alignment

Definitions

- **Course numbering:** Courses numbered 100-299 (e.g., MTH 111Z Precalculus I: Functions) are college-level and designed to meet program requirements or transfer to a four-year institution.
- **Prerequisites:** Requirements that must be met before a student can register for a course. A student currently registered in a prerequisite course can register for the next course in the series before their grade posts, but if they don't earn a C or higher in the prerequisite, they'll be dropped from the follow-on course.
 - MTH 112Z, MTH 252, MTH 253, and WR 122Z all have prerequisites. If you don't register for college credit in the first course of a series, you won't be able to register for the second course.
 - [MTH 112Z: Prerequisites: MTH 111Z or higher \(except MTH 211, MTH 212, MTH 213, MTH 244, and STAT 243Z\) or minimum placement Math Level 20](#)
 - [MTH 252Z: Prerequisites: MTH 251Z \(or higher\) or minimum placement Math Level 24](#)
 - [MTH 253Z: Prerequisites: MTH 252Z \(or higher\)](#)
 - [WR 122Z: Prerequisites: WR 121Z](#)
- **Prerequisite with concurrency:** A course that must be completed either before or while a student is taking the selected course.
- **Recommended preparation:** Similar to a prerequisite, but not enforced during registration. Refer students to you with questions about registering without completing recommended preparation first.
- **Course description:** A summary of course content.
- **Course outline:** A more detailed summary including learning outcomes, instructional contact hours, topics, and required materials.

Course Alignment

A high school course must be sufficiently similar to the COCC course to be considered for articulation, meaning the course content, student learning outcomes, and academic rigor adequately align with the college course. COCC faculty in the relevant discipline review the high school course syllabus to determine the level of alignment during the approval process (see Instructor Qualifications & Approval, below). COCC offers two types of courses that may be articulated:

Lower Division Transfer Courses

Designed to meet lower-division requirements toward a bachelor's degree and transferable to many community colleges, colleges, and universities - for example, math, writing, and history. Whether and how College Now courses transfer is up to the receiving institution; encourage students to check directly with the college or university they plan to attend.

Career and Technical Education (CTE) Courses

Align with a career pathway within a program of study, leading to a certificate or an AAS degree - for example, allied health, automotive, business, and culinary. While CTE courses aren't designed to meet degree requirements at four-year colleges, most Oregon public universities accept up to 12 credits of CTE coursework; encourage student to check with specific institutions about transferring these credits.

Instructor Qualifications & Approval

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

Long-Term Substitutes

Long-term substitute teachers must meet College Now qualifications to articulate a course in the absence of an approved College Now teacher, and must go through the same COCC approval process.

Instructor Qualifications

Instructor qualifications mirror COCC's published minimum qualifications for instructors' policy per the HECC Faculty Standards, which require every instructor to meet the minimum qualifications for teaching the equivalent course on campus.

CTE Instructor Qualifications

A degree or credential appropriate to the field of primary teaching assignment (AAS, BS, or MS depending on the program) and/or demonstrated competencies in the professional field, 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

A master's degree in the subject area, or an area closely related to the 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.

Approval Pathways

Option 1: Dual Credit

If an instructor meets the qualifications above and course alignment has been confirmed, they can be approved to articulate the dual credit course directly.

Option 2: Sponsored Dual Credit (SDC)

If an instructor does not meet the qualifications above, they may qualify through an alternative pathway: Sponsored Dual Credit (SDC). Under SDC, COCC faculty provide additional support so the instructor can be approved - often through a summer training followed by participation in a Professional Learning Community (PLC) throughout the academic year. Depending on the discipline, an instructor may be eligible to articulate the course while completing SDC training, or may need to complete training first; COCC faculty make this determination. Instructors who complete SDC training or a PLC through COCC are expected to articulate the related course(s) with COCC rather than another institution.

Regardless of pathway, instructors may be required to teach the high school course for at least one academic year before being considered for articulation, to ensure they're confident with the content before adding a dual credit articulation.

Instructor Approval Process

1. Review COCC's [Course Catalog](#) to identify which COCC course aligns with the high school course you want to articulate. Reach out to COCC's Director of High School Partnerships if you're unsure.
2. Submit the [Teacher Approval and Course Articulation Request Form](#) at least one COCC term before the expected articulation. This initiates the formal approval process. Ideally, submit everything by April 1 so the course is approved by June for the following September.
3. The Director of High School Partnerships works with the department chair and a faculty expert to review instructor qualifications and course alignment. There may be more than one meeting with all parties involved for curriculum alignment. The approval timeline can vary depending on availability, response times and off contract times of faculty and teachers. The department chair signs off on the approval, which is communicated back to you through the Director of High School Partnerships.
4. Once approved, you will then be assigned to a COCC faculty mentor within the discipline for when you are teaching the course. The high school instructor works directly with the faculty mentor to create a COCC syllabus. This can happen during curriculum alignment or shortly after, but it must be reviewed and approved by the faculty mentor before COCC can open registration to students. This is often a pain point as after a course is approved, both the faculty mentor and newly approved instructor don't connect until registration is close to opening, which then creates pressure for everyone.
5. COCC's College Now Program Coordinator will collect additional course details from you to prepare for student registration, including the semester or trimester the course will run and the class period(s) it meets.

College Now Kick-off Orientation

Approved new and returning high school faculty are required to attend an annual College Now Kick-off orientation meeting at the start of each academic year. The first hour is for the Office of High School Partnerships to share program updates and important information in preparation for student registration. During the second hour, you will connect in-person with your COCC faculty mentor to collaborate on curriculum, assessment and to review your COCC syllabi.

Leave of Absence

Course articulations are specific to the approved instructor of record. Approval is based on that individual's academic credentials, qualifications, and subject matter expertise, along with demonstrated curriculum alignment, consistent with HECC Faculty Standards, which require every instructor to meet the minimum qualifications for teaching the equivalent course on campus.

If an approved instructor anticipates an absence exceeding 20% of the total instructional time for a COCC course, the following requirements apply:

- A long-term substitute must be identified prior to the leave
- The substitute must meet all College Now instructor qualifications for the course
- The substitute must complete COCC's instructor approval process before assuming instructional responsibilities

Calculating the 20% Threshold

Multiply the total number of instructional weeks for the COCC course by 0.20. Absences exceeding this threshold require a qualified, COCC-approved substitute instructor to maintain program compliance and protect student access to college credit.

COCC Faculty Mentorship

As part of the articulation process, you will be paired with a COCC faculty mentor in your discipline. Your mentor is a resource for course content, learning outcomes, engaging students, pedagogy, COCC academic policies, and general teaching questions throughout the year. Connect with your mentor early and often, and use that first conversation to settle on what communication method works best for you both. Mentors will reach out to you at least once per term, either in person, via Zoom, by email, or by phone. If you run into challenges working with your assigned mentor, contact COCC's Director of High School Partnerships.

Access to Academic Resources

COCC high school instructors are issued a full COCC email address and account (the same as COCC faculty). Instructors access curriculum resources via COCC's Learning Management System, Canvas. Each instructor is a part of a College Now Canvas course specific to the course you are teaching. Instructors also have full access to COCC's library and databases.

COCC Course Syllabus

Each year, you will work with your faculty mentor to develop your course syllabus using COCC's syllabus template, available on the [College Now High School Instructor webpage](#) and in Canvas. Submit an updated syllabus at the start of each academic year in your COCC Canvas course.

Classroom Observation

As part of the mentorship model, your mentor completes a classroom observation – annually, or every other year depending on the subject and mentor. Additional visits can be added as needed. Your mentor will work with you to schedule a time that fits both your schedules; this may include a pre- and/or post-observation

conversation, a review of student work, or other ways of observing how course content is delivered. After the observation, your mentor provides a written summary and feedback with you and with COCC's Office of High School Partnerships for records and tracking.

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 Student Accessibility Services department 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 [Student Accessibility Services website](#).

Facilitating Registration

Getting Started

Many students don't know they can earn college credit in your course until you tell them. You are critical to sharing information about College Now and helping students register. At the beginning of the course and when [registration opens](#), share the following with students in class, via your LMS (Canvas/Google Classroom) and with parents either via email or ParentSquare. Everything below is on COCC's College Now website.

- ☐ [Introduction to College Now video](#) (3 min) and [How to Register for a College Now Course video](#) (4 min)
- ☐ The College Now student and family guide, and student checklist
- ☐ The COCC course syllabus

- ☐ [Registration and drop deadlines](#)
- ☐ Consider picking a day for interested students to complete the COCC registration form together in class. It takes about 10 minutes and doesn't require payment at the time of registration
- ☐ Send emails from COCC's College Now staff to students and in parent communication. Parents play a big role in whether a student registers, so sharing information with them is strongly recommended.

Reviewing Your College Now Roster

A week before the registration deadline, and again right after the drop deadline, review your class roster - this resolves most problems. Log into your [COCC Bobcat Web Account](#) and check your Summary Class List to confirm the right students are registered. Students from other class periods sometimes register for the wrong section, and some students forget to register altogether. If a student isn't on your roster, they aren't registered to earn college credit. Instructions for logging in and reviewing your roster are on the [College Now High School Instructor webpage](#).

Late Registration

College Now deadlines are firm and aren't subject to the petition process. In some cases, a late registration may be approved if a student has an extenuating circumstance and your support. Email collegenow@cocc.edu if you support a student registering late into your class. This must happen before the student knows their final grade.

Cost and Payment

College Now courses are \$25 per credit and there are no other fees or books to purchase. Fees are non-refundable after the drop deadline. COCC doesn't offer scholarships or fee waivers for these fees, but many high schools we partner with have funding available for students in need. Please encourage students to contact their high school counselor if they need financial support.

Students pay course fees directly to COCC. To pay online, a student first needs to activate their Bobcat Web Account and enroll in DUO. Students and/or their parents can also pay by phone by calling COCC's cashier line at 541-383-7229. Students receive a payment email once registration is processed, and parents or guardians receive the same information if the student listed a parent/guardian email in the release-of-information section of the registration form - this is strongly encouraged. If a student can't pay, they remain registered in the course but won't be able to register for future College Now or standard COCC courses until the balance is paid; an unpaid balance may eventually be sent to collections.

Managing Your Course

Dropping a Course

Encourage students who are not passing (D or F) to drop the course before the stated [drop deadline](#) to avoid a poor grade on their COCC transcript and potential impacts to future financial aid or college admissions. After the drop deadline, students may withdraw instead, 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. If a student changes high schools or drops your high school course after registering for college credit, make sure they complete the drop form so we can drop them from the college course as well.

Financial Aid Implications

Credits With a Purpose

COCC is committed to offering courses that prepare students for their future academic or career goals. Earning college credit in high school is a great opportunity, but those credits need to fit into the student's future plan to provide the greatest benefit.

A D, F, or W grade in a College Now course can affect a student's financial aid down the road. Unsatisfactory academic progress is defined as a cumulative college GPA under 2.0, or a completion rate under 66.67% of attempted credits at the end of any term. When a student later applies for federal financial aid, the Financial Aid office reviews their entire academic history at the college, including every grade and credit from College Now courses.

Students are also limited to financial aid eligibility for 150% of the published credit length of their selected academic program (roughly 135 credits for a two-year degree). All transcript credits, including those attempted in high school, count toward this limit. The Oregon Promise scholarship covers up to 90 credits total, including any earned in high school. Students can find more detail on [Oregon Promise here](#).

Petition Process

Registration and drop deadlines are communicated to students through multiple channels, and it's the student's responsibility to meet them. In cases of genuine extenuating circumstances, students can request an exception using the [College Now Petition Form](#), sent to collegenow@cocc.edu, for example, a late drop or withdrawal.

To be considered, a petition must show non-academic circumstances beyond the student's control, serious injury or illness, a death in the immediate family, or employment issues, for example. If the petition is to drop or withdraw beyond the published deadline, we recommend the student include written support from you; providing that support is entirely your choice.

FERPA Privacy Policy

For Instructors - What FERPA Means Day to Day

FERPA (the Family Educational Rights and Privacy Act) rights begin the moment a student enrolls at a postsecondary institution, regardless of age. That means a College Now student's educational records are confidential, and COCC will not release them to anyone, including parents or guardians, without the student's written consent. Students can release protected information to a parent/guardian or other party by completing the "Release of Information" section on the College Now registration form. See [COCC's FERPA policy](#) for full details.

Student Course Evaluation

As part of COCC's commitment to continuous program improvement under [Oregon's Dual Credit Standards](#), students are invited to evaluate their experience in each College Now course via an online survey. The College Now Program Coordinator emails you a link toward the end of the course. Please facilitate the COCC College Now course evaluation in your classroom. The evaluation consists of 10 multiple-choice questions and should take students no more than 10 minutes to complete. A summary of anonymous responses is shared with you once the course concludes and final grades are posted. COCC's Director of High School Partnerships, department chair, and instructional dean may also review the summary. Student responses are recorded as entered and are not edited.

Roles and Responsibilities

High School Faculty Responsibilities

- Attend mandatory trainings as needed before articulating a specific course
- Submit your COCC syllabus annually via the College Now Canvas course for all articulated courses, before the College Now Kick-off Orientation (a template is available there, or email collegenow@cocc.edu for guidance)
- Attend the mandatory College Now Kick-off Orientation each year - typically early September, 3–5pm, once COCC faculty are back on contract
- Respond promptly to communication from your COCC faculty mentor and College Now staff
- Facilitate the registration process and communicate needed information to students and families
- Accommodate classroom observations by your COCC faculty mentor
- Participate in COCC department assessments as applicable (e.g., submitting student work samples)
- Participate in ongoing professional development with your COCC mentor and/or other faculty
- Submit required course documentation according to content-area requirements
- Review your class roster in Bobcat Web Account before the registration deadline
- Enter final grades in Bobcat Web Account before the grade entry deadline
- Facilitate the student course evaluation in class

COCC Faculty Mentor Responsibilities

- Introduce the high school instructor to the curriculum and activities of the articulated course - including outcomes, syllabi, assignments, exams, assessment projects, and measures of outcomes
- Serve as a resource and respond to requests for support in a timely manner
- Connect with your mentees at least once a COCC term.

- Coordinate and conduct a classroom observation at least once per academic year, with additional visits scheduled as needed. Provide feedback to your mentees after the observation.
- Prepare a summary report after the annual observation and share it with the instructor and COCC's Director of High School Partnerships
- Respond to communication and requests from the Office of High School Partnerships in a timely manner

Office of High School Partnerships Responsibilities

Director of High School Partnerships

- Serve as the main point of contact for COCC instructional deans, department chairs, faculty mentors, and high school instructors and administrators
- Process new instructor approvals - collect documents from high school instructors, route them to COCC department chairs and instructional deans, and report results back
- Process course articulation agreements - send the updated agreement to each high school annually, collect signatures, and ensure all parties receive a copy
- Work with department chairs to connect COCC mentors with articulating high school instructors
- Communicate with COCC instructional deans, department chairs, and faculty mentors on new articulation requests, course timing at high schools, classroom observation needs, and similar items

College Now Program Coordinator

- Collect information from high school instructors on what they are teaching, the approximate dates/terms, and class periods
- Communicate registration, drop/withdraw deadlines, student course evaluations, and grade entry information to high school instructors
- Collect COCC syllabi from high school instructors each academic year
- Support high school instructors with student issues, including registration problems
- Support students and families in navigating the College Now program
- Maintain College Now webpages with current-year information and forms

Addressing Non-Compliance

College Now depends on a partnership between COCC and our high school partners which is built on shared expectations, open communication, and a mutual commitment to academic quality. As the dual credit instructor, your COCC faculty mentor is the primary point of contact and support, which also means they are often the first to notice when a course has drifted from alignment (course content, outcomes, grading practices, or another expectation). Our goal is always to work and collaborate with you to correct course.

Below is the process for addressing a concern about a College Now course.

1. **Notification.** The faculty mentor will bring the concern to the Director of High School Partnerships. This should include specifics about what expectation isn't being met and what's already been communicated to the high school instructor about it. The Director of High School Partnerships will then communicate the issue in writing to both the high school instructor and building administrator, outlining specifically what expectation isn't being met.
2. **Build a plan together.** The high school instructor will work with their faculty mentor and the Director of High School Partnerships to develop a reasonable plan to address the concern, typically within one term. The faculty mentor will be the high school instructor's main point of ongoing contact during this window - checking in with you, offering guidance, and reporting progress back to the Director of High School Partnerships.
3. **Continued non-compliance.** If the concern isn't resolved within the agreed timeline, approval to articulate the course is reviewed by the COCC faculty mentor, the department chair/program director, the Director of High School Partnerships, and the Instructional Outreach Dean. This review can result in continued monitoring, revised conditions for approval, or revocation of approval to articulate the course. The high school instructor and building administrator are notified of the outcome in writing by the Director of High School Partnerships.

Approval to articulate a COCC course is not indefinite. It reflects the ongoing alignment with COCC's expectations, and COCC reserves the right to revoke that approval if issues cannot be resolved through this process.

All stakeholders identified in the Roles and Responsibilities section are expected to meet their respective responsibilities. Questions or concerns about these roles should be directed to the Director of High School Partnerships.

Grading

College Now Grading Policy

High school faculty certify student course completion based on student mastery of the required articulated course outcomes. COCC and high school faculty meet to align course outcomes and grading requirements for each articulated course, and all course requirements are agreed upon before the course is offered. Students are graded according to these pre-determined outcomes using COCC's grading policy, not the high school's grading policy. Your course grading should be explained on your COCC course syllabus; reach out to your COCC faculty mentor with any questions. See the [COCC Grading Policy](#) for the full grading scale and additional information.

Grade Changes

You, as the high school teacher, are responsible for assigning grades in College Now courses. If a student disputes a final grade (A–F, W), they should first meet with you to review it. If they are not satisfied, they can meet with the College Now faculty mentor or department chair for further review. If a student believes a grade reflects discrimination in some form, they have recourse through the College's grade appeal procedure. Call 541-504-2930 with questions.

Incomplete Grade Policy

An Incomplete/I grade is assigned when a student successfully completes approximately 75 percent of course requirements, but for reasons acceptable to the instructor, the student is not able to complete remaining requirements during the given term. An “I” grade is not a substitution for a failing grade, but indicates that there is a reasonable expectation that the student will pass the course. An incomplete grade will not count towards academic warning.

Students may request an Incomplete/I grade by contacting the instructor before the end of the term. Students must complete the remaining requirements within one quarter after the end of the original course (summer term excluded) unless the instructor designates a later completion date. Instructors will submit a grade change to the College Now Office within one week of the student completing the course requirements; if no grade is submitted, it is assumed the student did not complete the requirements and the “I” grade will convert to an “F”. (Note that if the student has earned a different grade without completion of these requirements, the instructor has the option to submit that letter grade instead). Before an Incomplete/I is issued the instructor must submit an Incomplete Grade Contract to the College Now office.

Entering Final Grades

At the end of the course, enter grades for each College Now section via your [COCC Bobcat Web Account](#). End-of-term grades are available through the student's Bobcat Web Account only. They are not mailed or given out by phone. Let your students know they won't receive grades in the mail, and refer them to the [College Now website](#) for instructions on checking grades or ordering official transcripts.

Resources & Quick Links

- [COCC College Now Website](#)
- [College Now High School Instructor Webpage](#)
- [Non-Discrimination Policy](#)
- [Title IX Statement](#)
- [Consumer Information](#)
- [College Now Contact Information](#)

Questions about anything in this guide? Contact the Office of High School Partnerships at collegenow@cocc.edu or 541-504-2930. We are happy to help!