

GU
College
in the
**High
School**



Faculty Mentor Guide

2026-2027

gonzaga.edu/chs



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Welcome to Gonzaga University's College in the High School Program

Gonzaga University is committed to the values of a Jesuit education and is proud to offer an opportunity for high school students to experience Gonzaga's exemplary learning community at their own high school. The College in the High School program offers high school students the opportunity to take college classes at their high school, earning college credits and fulfilling high school graduation requirements at the same time.

Gonzaga's College in the High School (CHS) program offers qualified high school students an opportunity to get a head start on their college career. CHS courses are taught at the high school by teachers who have completed an instructor approval process at Gonzaga University and are considered adjunct faculty by GU. The curriculum is designed to match Gonzaga's on-campus course content, and students earn college credit upon the successful completion of the courses.

WHAT IS COLLEGE IN THE HIGH SCHOOL?

Gonzaga's CHS program allows high school students to enroll in college-level courses for credit at a reduced tuition rate, prior to high school graduation. The curriculum is designed to match Gonzaga's on-campus course content, and students earn college credit upon the successful completion of the courses. Tuition for the credits in the CHS program is greatly reduced. The rigor of CHS courses will match the rigor of the on-campus university courses.

Credits earned through Gonzaga's CHS program can be applied to high school graduation requirements and in most cases, also transferred to other colleges and universities. By offering college credit in the high school classes, students are more prepared to succeed in college.

MISSION STATEMENT

The Gonzaga University College in the High School program promotes academic excellence and improves access to college while providing an exemplary and supportive learning community to both high school teachers and students.

VISION STATEMENT

Gonzaga's College in the High School program brings Jesuit pedagogy to high school courses emphasizing critical thinking, social justice and academic excellence. Through collaboration, high school and university faculty support one another in effective teaching methods resulting in high school students graduating with college credit and preparation for college-level work.

BENEFITS OF COLLEGE IN THE HIGH SCHOOL

College in the High School:

1. Eases students' transition to college by preparing them for the demands of college-level coursework.
2. Exposes students to academically challenging material while in the familiar surroundings of their high school.
3. Allows students to begin earning college credits at a reduced cost.
4. Gives high school teachers an opportunity to collaborate with their university colleagues, sharing the resources and expertise of their discipline.

STUDENT ELIGIBILITY

Students must have the appropriate academic qualifications to be considered for Gonzaga's CHS Program. Gonzaga University seeks highly motivated and capable high school students who meet the following criteria:

- Students must have the permission of the high school instructor and counselor.
- Students must complete a brief CHS online application to Gonzaga University.
- Students must meet any pre-requisites for courses.
 - The meeting of language pre-requisites is determined by a placement test or the equivalent, which includes verification from the high school language department chair that the student has completed pre-requisite equivalent coursework.
 - The ECON 202 pre-requisite is met at Gonzaga University via the course, ECON 201. However, at Gonzaga Prep, the year-long course has sufficient time to introduce the topics covered in ECON 201 (supply and demand, comparative advantage, and consumer and producer surplus) and still complete the material for ECON 202. Students completing the class at Gonzaga Prep will have the same content coverage as Gonzaga University students.
- Students may register for credit for any Gonzaga CHS courses they are enrolled in through their high school.

Please note, in a student's senior year, if that student wishes to [apply for admission](#) as an undergraduate, a [Common Application](#) must be submitted by December 1.

COLLEGE IN THE HIGH SCHOOL FACULTY MENTOR ROLES AND RESPONSIBILITIES

Faculty Mentors are Gonzaga University professors who manage the Gonzaga CHS course specifications within their appropriate disciplines. Faculty Mentors review New Instructor applications with the assistance of their department and the Faculty Program Coordinator, lead professional development opportunities for CHS instructors, visit partner high schools, and serve as the primary contact for all course-related information, support, and concerns.

With the help of the Gonzaga CHS Office, Faculty Mentors must ensure that each course offered in high school is comparable to the same course offered at the University. Faculty Mentors develop a collegial relationship with GU CHS instructors and will ask instructors to adhere to discipline-specific course standards as needed to provide course comparability. Standards may vary

significantly across departments. GU's Faculty Mentors must maintain an open line of communication with CHS instructors throughout the year to ensure quality instruction.

Approved Gonzaga CHS Faculty Mentors are responsible for:

1. Coordinate and provide discipline-specific best practice and topics professional development training with CHS instructor.
2. Providing documentation of all discipline-specific best practices, discipline specific professional development materials, new instructor training, paired syllabi, paired assessments, and Statements of Equivalency to the Faculty Program Coordinator and the CHS office. (See Appendix) Please submit all required evidence to the CHS office (chs@gonzaga.edu) no later than the indicated deadline.
3. Verifying CHS instructor attendance to professional development training with the CHS office, to ensure accurate tracking of participation. A sign-in sheet is included in this guide. (See Appendix) Both CHS instructors and Faculty Mentors should sign in to all training and professional development events.
4. Providing Gonzaga University course syllabi templates of all approved courses to high school instructors, the CHS Faculty Program Coordinator, and the CHS office annually. Ensure that the high school syllabus mirrors the on-campus syllabi. Final submitted syllabi should include institutions' names, course number and name, number of credits, student learning outcomes, course description, course grade categories and weight/percentage, course grade descriptions, calendar with major assignments/assessments, course dates and instructor names.
5. Providing sample exams and other relevant course material to CHS instructors.
6. Providing academic support to high school instructors when requested.
7. Assisting Enrollment Management CHS staff and the Faculty Program Coordinator in the accreditation process by supplying required documentation as requested.
8. Attending relevant CHS meetings.
9. Providing departmental qualifications and expected competencies (if applicable) for all new teaching applicants.
10. Reviewing the academic credentials of High School teachers recommended to teach the CHS Program courses to ensure the instructors meet the requirements to act as an adjunct instructor and to deliver college content.

NON-COMPLIANCE OF FACULTY MENTOR

When a Faculty Mentor does not consistently fulfill the responsibilities mentioned above, the CHS Faculty Program Coordinator, in consultation with the Director of Research and Special Projects in Enrollment Management, will confer with the Faculty Mentor about how to rectify the unfulfilled duties. If there is no improvement in upholding these responsibilities by an established date, the CHS Faculty Program Coordinator will communicate that concern with both the Director of Research and Special Projects in Enrollment Management and the Faculty Mentor's dean about establishing a contract for fulfillment of duties or to replace the Faculty Mentor. The contract will identify the specific items of noncompliance and concern; include a specific date by which the noncompliance items need to be addressed or corrected; state the consequences of not correcting noncompliance items by the above date, which includes replacing the Faculty Mentor. The CHS Faculty Program Coordinator will follow up with the Faculty Mentor to determine compliance or removal.

GONZAGA COLLEGE IN THE HIGH SCHOOL COURSE OBSERVATIONS

Each CHS instructor will be assigned a Gonzaga University Faculty Mentor as a resource.

Gonzaga CHS course observations are completed regularly to maintain the integrity of the program. For the instructor that is teaching with CHS for the first time and/or is a new faculty member in the high school, the Faculty Mentor visits each instructor once during their first year and returning instructors at least once every three years. Mentors will observe/note the following during their classroom visit:

1. Gonzaga University approved syllabus is being followed.
2. Level of student engagement.
3. Type of classroom discussion.
4. Classroom environment meets college expectations.
5. Student assessment is aligned to the on-campus course.
6. Course assignments and requirements meet college expectations.
7. In the case of concerns over the quality of instruction, or instructor compliance with Gonzaga CHS expectations, the following steps should be taken to enable the high school and school district to address the concerns:
 - Document the concern on the Site Visit evaluation form with suggested corrective feedback.
 - Discuss the concern with the CHS instructor and set a reasonable time for the CHS instructor to address the concern and correct the issue within the semester of the site visit.
 - Schedule and conduct a follow-up visit or meeting.
 - A site visit will be repeated the following year to verify improvement or correction of any concerns.
 - If the concerns are not corrected within a reasonable time (i.e., one semester), inform the CHS office so that contact can be made with the high school administrator. A formal notification letter will be sent to the CHS instructor who is in noncompliance with CHS policy and/or procedures.

2026-27 Gonzaga University CHS Faculty Mentors

Faculty Mentors	Title	Discipline
Monica Bartlett, Ph.D.	Professor	Psychology
Ryan Herzog, Ph.D.	Associate Professor	Economics
David Oosterhuis, Ph.D.	Department Chair & Associate Professor	World Languages
Arturo García Osorio, M.A.	Lecturer	World Languages
Gina Sprint, Ph.D.	Department Chair & Professor	Computer Science

Approved Gonzaga CHS instructors are responsible for:

1. Promoting the CHS course opportunity with their students and parents.
2. Working with a Gonzaga University Faculty Mentor to create a syllabus, based on a CHS syllabus template provided to them by their Faculty Mentor.
3. Working with a Gonzaga CHS Faculty Mentor to select a textbook (if required by the discipline) that reflects current information relevant to the discipline. The high school is responsible for purchasing the course textbooks.
4. Providing information about the Gonzaga CHS opportunity in the course syllabus as well as Gonzaga staff contact information and the CHS website link.
5. Including the Gonzaga Course Learning Outcomes in the syllabus.
6. Ensuring that the courses taught through the Gonzaga CHS program meet the content and rigor requirements and assessment criteria of the same course taught in an on-campus environment.
7. Verifying class rosters of registered Gonzaga CHS students and notifying the CHS office of discrepancies.
8. Reminding CHS students of important deadlines.
9. Supplying Gonzaga content-specific Faculty Mentors with sample graded assessments and current syllabi by annual deadline specified in Appendix: Documentation Checklist for Faculty Mentors.
10. Submitting student grades at the end of the course.
11. Attending a content-specific professional development session each year at Gonzaga. Failure to attend the professional development training session may result in lack of eligibility to teach a CHS course in the upcoming academic year.
12. Reminding CHS students to complete their online course evaluation.

APPROVAL PROCESS FOR HIGH SCHOOL INSTRUCTORS

A high school instructor wishing to be appointed as a CHS instructor at Gonzaga University must:

1. Hold a Master's degree in the field or equivalent. (As determined by department best practices.) Hiring decisions are made by department chairs and the Faculty Program Coordinator.
2. Submit the following documents to Enrollment Management at Gonzaga by July 15:
 - a. New instructor application
 - b. Official transcripts for undergraduate and graduate education
 - c. Curriculum vitae
3. Meet with the Faculty Program Coordinator and Department Chair of hiring department.

At the time of hire, the following will be required:

1. A completed new employee packet.
2. Employment authorization - Federal law requires Gonzaga University to verify a new employee's authority to work in the United States before beginning employment. If offer of employment is accepted, proof of citizenship or documentation that establishes employment authorization must be furnished.
3. Successful passage of a background verification check and sexual misconduct review.
4. To attend New Instructor Orientation with the GU Faculty Mentor in summer prior to the next academic year.

ROSTER VERIFICATION

When the Registrar's Office has completed College in the High School student registration, CHS instructors will receive an email reminder from a Gonzaga University CHS contact advising them to verify their course roster.

At this time, instructors should:

- Inform all registered students of their enrollment status.
- Verify that all students who had applied and registered for the course do, in fact, appear on the course roster.
- Inform the CHS staff of any discrepancies with the roster (missing students, additional students who should not be in the course, etc.).

GONZAGA COLLEGE IN THE HIGH SCHOOL COURSE REQUIREMENTS

Gonzaga CHS courses must be college-level in curriculum and assessments in order to meet Gonzaga University's standards for content, quality, and rigor. Gonzaga CHS courses must be similar to courses offered on-campus at Gonzaga in course content, competencies, and learning outcomes.

Gonzaga CHS courses are required to use texts and resources that are challenging and in alignment with the course content.

CHS students should receive the course syllabus no later than the second day of the CHS class. The syllabus is to include information about the CHS opportunity for students, the contact information for the CHS staff, the Gonzaga CHS website address, and important program dates (all supplied by the CHS staff). The syllabus should be approved by Gonzaga's Faculty Mentor in the respective content-specific departments a month after the annual professional development workshop. Courses should follow the syllabus that was submitted and approved.

Assessments

Examples of course assessments (tests, quizzes, labs, writing prompts, projects, etc.) are required at the time of the Faculty Mentor site visit for all Gonzaga CHS courses. Assessments should mirror those utilized in the equivalent on-campus Gonzaga University course(s).

Gonzaga CHS courses should incorporate multiple forms of assessments and must include final exams. High school policies allowing certain students exemption from final exams should not apply to CHS courses.

Grading Policy

At Gonzaga University, a C is acceptable for transferable work, and a D is considered a passing grade. The grade is calculated based on the combined results of examinations, assignments, class attendance, and general evidence of regular and consistent participation. The calculation for each discipline is specified in the syllabus.

Standard Letter Grade		Quality Points
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+	Poor	1.3
D		1.0
F	Failing	0.0 (computed in GPA)

Tuition Rate

The 2026-2027 tuition for high school students participating in Gonzaga's CHS program is \$105 per credit hour, which is \$315 for a 3-credit semester course or \$420 for a 4-credit semester course.

Financial Aid

Updated language: CHS students at Gonzaga University are not typically eligible for financial aid. However, students experiencing exceptional financial hardship are encouraged to contact Gonzaga's Student Accounts office to discuss possible payment arrangements or other limited options. Eligibility for future financial aid will not be affected. Please contact Student Accounts at studentaccounts@gonzaga.edu or (509) 313-6812 for assistance.

FERPA

Student's Right to Privacy and Access to Records

CHS students are considered Gonzaga University students in every way as related to their academic record. The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law regarding the privacy of student records and the obligations of the institution, primarily in the areas of release of the records and the access provided to these records.

Education Records: Any record maintained by Gonzaga that contains information that is personally identifiable to a student (in whatever format or medium) is considered to be an education record with some narrowly defined exceptions to include the following:

- Sole possession records or private notes held by a school official that are not accessible or released to other personnel.
- Law enforcement or campus security records created and maintained by a law enforcement agency for a law enforcement purpose.
- Employment records of an individual who is employed by the institution unless the employment is contingent on student status.
- Medical/psychological treatment records.
- Alumni records created after the student has graduated or left the institution.

Student Rights: At Gonzaga, FERPA rights belong to the student who is in attendance beginning with his/her first day of class regardless of age. The definition of a student applies to all students including continuing education students, students auditing a class, distance education students, and former students.

FERPA affords students the following basic rights in respect to their education record:

- Right to inspect and review their education record maintained by the school.
- Right to request an amendment to the record that the student believes are inaccurate or misleading.
- Right to consent to disclosure of personally identifiable information.
- Right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA.

Challenging the Content of Education Records: A student who wishes to challenge information in their records must submit, in writing, a request for a hearing to the appropriate office maintaining the record, listing the specific information in question and the reasons for the challenge. Hearings will be conducted by a university official who has no direct interest in the outcome of the hearing.

Students shall be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge.

The hearing officer will render a decision, in writing, noting the reason and summarizing all evidence presented within a reasonable time frame after the challenge is filed.

Should the hearing be in favor of the student, the record shall be amended accordingly. Should the request be denied, an appeal may be made in writing, and submitted to the University Registrar within 10 days of the student's notification of the decision of the hearing officer. The appeal shall be heard by an appeals board of three senior University officials and a decision rendered, in writing, within a reasonable period of time.

All Gonzaga University students, including College in the High School students, receive an email notifying them of their FERPA rights. Further details regarding FERPA can be found on Gonzaga's webpage, [FERPA Information](#).

ACADEMIC INTEGRITY

As a Gonzaga University student, all CHS students are expected to adhere to the university's Academic Integrity policy. Gonzaga University is committed to supporting and protecting academic integrity in all aspects of what we do. Our Academic Integrity Policy was developed with that commitment in mind. We encourage all students, faculty and staff to familiarize themselves with the policy.

The institution's mission statement expresses Gonzaga University's self-understanding through its Catholic, Jesuit and humanistic heritage and identity. These spiritual and intellectual traditions are expressed in the ideals of reflective and critical thought, ethical discernment, innovation, and commitment to social justice. The ideals imply a deeply held, rigorously maintained, and clearly articulated standard of academic integrity.

We believe that a commitment to academic integrity contributes, not only to a campus climate of trust and community, but also to individual integrity, honesty and well-being. Conversely, violations of academic integrity are detrimental to both the community and to the individual.

Gonzaga University believes that a commitment to academic integrity contributes, not only to a campus climate of trust and community, but also to individual integrity, honesty and well-being. Conversely, violations of academic integrity are detrimental to both the community and to the individual. This belief entails just sanctions for violations of these ideals, the details of which are contained herein. Just sanctions require that all students and faculty be aware both of the sanctions, and of the policies that they enforce. Therefore, the University publishes the AIP in its catalogues; students are informed of the policy as part of the student handbook; advisors are encouraged to discuss the AIP with their advisees; and all faculty members should indicate on each course syllabus how the University policy applies to their course and they are strongly encouraged to discuss academic integrity and honesty in their classrooms. Documents and resources which guide the faculty's work with students are available through the Center for Student Academic Success (CSAS) and the Center for Teaching and Advising (CTA).

Acknowledgment of the Policy All members of the Gonzaga community are expected to adhere to principles of honesty and integrity in their academic endeavors. While students will not be asked to affirm their understanding of this policy, it is the expectation that students be familiar with this policy and the potential sanctions for violations of this policy. As with all other University policies, by virtue of enrollment every student at Gonzaga University (with the exception of Law students) abides by the policy outlined herein. Under no circumstances shall ignorance of this policy serve as a defense against any violations.

For more information about Gonzaga University's Academic Integrity policy and resources, including due process for students, visit the [Academic Integrity](#) webpage.

COLLEGE IN THE HIGH SCHOOL INSTRUCTOR RESOURCES

Course Evaluations

At the end of each CHS course, CHS students are asked to complete an online course evaluation. Course evaluations are emailed to students by the Office of the Registrar three weeks prior to the last day of classes and closes the Sunday prior to the last day of classes, which is the same schedule as on-campus courses, and CHS instructors are responsible for encouraging all enrolled students to complete the course evaluation. Instructors are emailed from the Office of the Registrar with

instructions on how to access their individual course evaluation results. Results are not made available until after the grades are submitted.

University Libraries

All Gonzaga University CHS instructors are welcome to use the University library. The Gonzaga University Foley Library facilitates the pursuit of knowledge and creativity through user-focused services and collections in an inviting, collaborative, and innovative learning environment. To use any of the library materials, instructors are required to present their Gonzaga Campus Card. Simply visit [here](#) to begin.

Campus ID Cards

All Gonzaga University CHS instructors are eligible to receive a Gonzaga ZagCard, which will provide access to the Foley Library and the John J. Hemmingson Center. Any additional access to campus resources, including athletic tickets, residence halls, and additional campus buildings, is not available for adjunct instructors.

The ZagCard is Gonzaga's official identification card and identifies all members of the Gonzaga community. Instructors can contact the [Campus Card Office](#) to be issued their ZagCard once they have received their Gonzaga ID number.

SUPPORTING STUDENTS THROUGH THE APPLICATION AND REGISTRATION PROCESS

Step 1: Student Application

CHS instructors will receive a link to an online application before the start of each registration period. Instructors are asked to email the application link to interested and approved students, who may choose to complete the application to the CHS program. Submitting an application to the program does not commit students to actually enrolling in the CHS course and there is no fee to apply.

Students will be notified of an admission decision via the email address provided in the application.

Step 2: Student Registration

Accepted students, who have received approval from their high school teacher and/or counselor, will be registered for classes by Gonzaga University. Once registration for Gonzaga's CHS course is completed, students will receive a confirmation email from Gonzaga University. Students who wish to register after the registration deadline must contact the [Registrar's Office](#) to file a late registration appeal.

Logging Into ZAGWEB

Once students receive their acceptance email, students will be asked to sign in to their [Zagweb](#) and [Zagmail](#) accounts with Gonzaga University. After receiving their username - which will be provided via email - the student should visit zagmail.gonzaga.edu, enter their Zagmail email address at the prompt, click next, and then select "Forgot my password" on the following screen. A verification email will be sent to their personal email account to reset their password and be able to login.

Withdrawing from Classes

As College in the High School students, although still in high school, they are beginning their official college transcript, regardless of where they attend college in the future. Grades earned in CHS courses will be part of their records throughout their college career. It is important to consider their readiness to enroll in and successfully complete CHS courses. Please remind students to be especially aware of drop dates and procedures to avoid a transcript with a negative grade.

Students who decide, after registering for a CHS class, that they no longer want to be enrolled in the class for Gonzaga University credit, must either drop or withdraw by the specified deadlines. To receive a full tuition refund, registered students must drop a course by the [course drop deadline](#).

If a student chooses to withdraw from a course after the course drop deadline, they must do so by the [withdrawal deadline](#), by contacting the Registrar's Office at registrar@gonzaga.edu and CHS office at chs@gonzaga.edu with a request to withdraw. In the email, they should include their name, Gonzaga ID #, and course name. It is important to officially drop a class to avoid an "F" on the transcript. Students withdrawing from a course by the withdrawal deadline will receive a W (withdrawal) on their college transcript, which will not affect their GPA. It should be noted that, if the course drop deadline has passed, students will not receive a tuition refund.

Student Transcripts and Transfer Credit

Credit earned for courses taken through Gonzaga's CHS Program is recorded on an official Gonzaga University transcript. These credits are generally transferable to other accredited colleges and universities across the nation. However, the receiving institution will always make the final decision on the transferability of courses.

Students are encouraged to consult with any institution they are considering inquiring directly regarding their policy for accepting transfer credit.

To request a copy of official transcripts, students should follow the directions outlined [here](#).

CHS INSTRUCTOR NON-COMPLIANCE PROCEDURE

Gonzaga University has established procedures for instructors including guidelines for non-compliance with expectations.

College in the High School (CHS) instructor expectations include, but are not limited to, the following:

1. Participating in Gonzaga University's professional development and orientation session activities and ongoing collegial integration to further enhance the instructor's pedagogy and breadth of knowledge in the discipline.
2. Communicating no less than quarterly with their assigned Gonzaga University Faculty Mentor. The CHS Faculty Program Coordinator will assign mentors based on the courses taught by individual CHS instructors.
3. Determining the eligibility of students to participate in the program. Students must be enrolled in 9th-12th grades and meet any pre-requisites.
4. Submitting and using a Gonzaga University approved syllabus for CHS courses.
5. Advising CHS students on all policies and procedures required for admission to Gonzaga University and enrollment in CHS courses.
6. Providing Gonzaga's Office of the Registrar a grade for each student within 7 days after the end of each course.

If concerns arise regarding a CHS instructor's compliance with Gonzaga CHS instructor expectations and/or quality of instruction, the following steps will be taken:

1. The CHS Faculty Program Coordinator will notify the Gonzaga University chair of the department in which the CHS course is normally taught at Gonzaga University, who will communicate with the CHS instructor about any identified performance deficiencies and provide direction on correcting the deficiencies.
2. The Department Chair will evaluate whether the CHS instructor has made sufficient progress in resolving deficiencies over the course of the CHS instructor's adjunct faculty contract period.
3. The Department Chair will make recommendations to the Dean regarding whether Gonzaga University should offer the CHS instructor a subsequent adjunct faculty contract.
4. The Dean will make the determination as to what follow-up is needed, if any, and will make the final determination as to the offer of a subsequent adjunct faculty contract.

CHS IMPORTANT DATES

CHS Spring Semester 2027 Dates	
November 9, 2026	Application opens
January 11, 2027	Last day to apply to Gonzaga's College in the High School Program
January 25-29, 2027	Gonzaga completes registration for CHS classes and students receive a confirmation email.
February 1, 2027	Registration deadline: Appeals must be filed through the Registrar's Office for any late registrations after this date
February 1, 2027	Billing statements available to view and pay
February 16, 2027	College in the High School tuition due & last day to drop spring courses and receive a tuition refund
April 9, 2027	Last day to withdraw from a course, no tuition refund, and a W on transcript (<i>will not affect GPA</i>)
June 16, 2027	Last day of classes

Faculty Mentor Guide updated and revised August 2026

APPENDIX

Gonzaga University's Faculty Mentors should use the forms provided in the Appendix for documentation of professional development, new instructor orientation, and course observations. Completed forms should be submitted to the CHS office (chs@gonzaga.edu) along with any supporting materials or other requested documentation.

Discipline Specific Training Checklist	A
Professional Development Sign-In	B
Site Visit Evaluation Form	C
Document and Deadline Checklist	D

Discipline-Specific Training Checklist for New CHS Instructors

Each Faculty Mentor should use the following checklist to ensure that new CHS instructors are aware of departmental expectations, protocol, and philosophy. The items on the checklist must be completed before an applicant is fully approved to begin offering courses through CHS.

CHS Instructor Name: _____

CHS Course: _____

- ☐ Candidate's credentials meet or exceed adjunct faculty status to teach this course on-campus.
- ☐ Role of Faculty Mentor has been explained to new CHS instructor.
- ☐ Faculty Mentor has reviewed specific course objectives and outcomes with new CHS instructor.
- ☐ Faculty Mentor has reviewed any discipline-specific philosophies and/or pedagogy for the course with the new CHS instructor.
- ☐ The new CHS instructor has received requirements and expectations for the course syllabus.
- ☐ Faculty Mentor has explained the textbook considerations/requirements
- ☐ The new CHS instructor has been provided the course grading scale and understands the grading standards.
- ☐ Faculty Mentor has reviewed required assignments and the rigor of the assignments, assuring standards of achievement are the same as expected in on-campus sections.
- ☐ Faculty Mentor has reviewed required assessments and rigor of the assessments.
- ☐ The new CHS instructor feels prepared to offer this course as a match for the on-campus sections.

Faculty Mentor Signature

Date

CHS Instructor Signature

Date

Annual Professional Development Attendance

Date:_____

Faculty Mentor Name (Please Print)	Faculty Mentor Signature
Instructor Name (Please Print)	Instructor Signature

CHS TEACHING EVALUATION

Department of _____ | Gonzaga University

High School: Gonzaga Preparatory

Instructor(s): _____ CHS Course Number(s): _____

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree	5	4	3	2	1
The CHS course is consistent with the on-campus course.					
The CHS instructor is following the GU syllabus (objectives and outcomes are representative of the on-campus course).					
The depth and rigor of the CHS course is equivalent to the on-campus course.					
The CHS instructor is using an approved textbook and/or course materials.					
The CHS instructor's evaluation of student work is comparable to on-campus evaluation (i.e., grading criteria, rubrics).					
Students showed interest and/or involvement in the CHS course.					

6 -18 pts. = Follow-up visit recommended/ 19 -30 pts. = Follow-up visit not required, unless specified

Comments and/or concerns about visit, course, or instructor.

Summary of feedback provided to instructor during the visit OR following the visit.

Please attach additional pages if needed.

Faculty Liaison Signature: _____ Date: _____

Documentation Checklist for Faculty Mentors

Please submit all required documentation to the CHS office (chs@gonzaga.edu) or upload to the CHS Faculty Mentor Sharepoint (<https://gonzaga.sharepoint.com/sites/CHSFacultyMentors>) no later than the indicated deadline.

Evidence Needed	Notes/NACEP Instructions	Deadline	Submitted
For each discipline, evidence of course-specific training materials and agenda for new concurrent enrollment instructor training.	Suggested items: PowerPoints, handouts, email communication (forward emails or capture screenshots) with CHS instructors, meeting agenda/notes, sample assignments shared, etc. Distributing a syllabus, a list of internet websites, articles, or books to new instructors may be part of instructor training but it alone does not suffice as training.	November 3	☐
Written description of new instructor training by the faculty liaison for each discipline. Explain how materials provided as evidence are used.		November 3	☐
A description written by the faculty liaison for each discipline of how the example of the concurrent enrollment program's annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in the field.	This description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training.	November 3	☐

Statement of Equivalency		November 3	☐
For each discipline, course-specific training materials used during the annual professional development workshop and summary (How did the PD breakout session expand your knowledge and enhance the course?)	Provide all individualized meeting summaries and training materials from each discipline's annual professional development activity. For ongoing professional development, separate from new instructor training.	November 3	☐
Attendance tracking report for new instructor training.	Confirm date(s) of training and who was in attendance	November 3	☐
Paired Assessments from GU and GPrep	Should be in comparable format and assess the same topics.	November 3	☐
Paired Syllabi from GU and GPrep and summary (How did you engage the topic of the importance of maintaining the level of rigor being the same? Including grading standards.	Concurrent enrollment syllabi must include the college's name, course title, course number, course description, and any required syllabus policy elements. Syllabi should provide information on expectations of level of rigor, learning objectives, course objectives, or performance level descriptions.	November 3	☐
Site visit(s)/observation form	Signed (typed is acceptable) and dated	April 1	☐