



**Clatsop
Community
College**

CCC Dual Credit Programs

COLLGE NOW & COASTAL COMMITMENT



INSTRUCTOR

PROGRAM MANUAL

2021 - 2022

1651 Lexington Ave. Astoria, OR 97103 www.clatsopcc.edu

An affirmative action, equal opportunity institution

Accredited by the Northwest Commission on Colleges & Universities

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Non-Discrimination Statements

Non-Discrimination Declaration

It is the policy of Clatsop Community College that there will be no discrimination or harassment on the grounds of race, color, sex, gender, marital status, religion, national origin, age, sexual orientation, gender identity or expression or disability in any educational programs, activities, or employment. Questions or complaints should be directed to Desiree Noah, Affirmative Action/Gender Equity (Title IX) Officer, Lower Library, Suite 103, dnoah@clatsopcc.edu (503) 338-2450; TDD (503) 338-2468. For Student Access Services, contact Christine Riehl at criehl@clatsopcc.edu.

Accommodations

Students having questions about or a request for classroom accommodations should contact Christine Riehl at criehl@clatsopcc.edu.

Community members having questions about or a request for special needs and accommodation should contact Desiree Noah, Lower Library, Suite 103, dnoah@clatsopcc.edu (503) 338-2450; TDD (503) 338-2468. Please send special needs and accommodations requests here. Contact should be made at least two business days in advance of the event.

Declaración de no-discriminación

Es la política de Clatsop Community College que no habrá ningún tipo de discriminación o acoso por razón de raza, color, sexo, género, estado civil, religión, origen nacional, edad, orientación sexual, identidad de género o expresión de discapacidad en los programas educativos, actividades o en la contratación. Preguntas o quejas deben ser dirigidas al Desiree Noah, Oficial de Acción Afirmativa / Título IX localizada en la biblioteca, oficina número 103 dnoah@clatsopcc.edu número de teléfono (503) 338-2450, TDD (discapacidad auditiva) (503) 338-2468. Para servicios de acceso para estudiantes, comuníquese con Christine Riehl en criehl@clatsopcc.edu.

Ayuda a personas discapacitadas

Estudiantes que tengan preguntas o una requieran solicitud de adaptaciones en el aula deben comunicarse con Christine Riehl en criehl@clatsopcc.edu.

En cuanto a los miembros de la comunidad, se les pide que se comuniquen con Desiree Noah, localizada en la biblioteca, oficina número 103 dnoah@clatsopcc.edu número de teléfono (503) 338-2450, TDD (discapacidad auditiva) (503) 338-2468. Haga el favor de notificar a la oficina para que se le pueda proporcionar apoyo. La comunicación debe tomar lugar por lo menos dos días de trabajo antes del evento por el cual se requiera tal ayuda. Para más información, vea la página Web de Clatsop Community College bajo Información en Español.

COLLEGE NOW & COASTAL COMMITMENT

PROGRAM MANUAL FOR HIGH SCHOOL INSTRUCTORS

INTRODUCTION

This program manual is designed to clarify and inform high school teachers and training center instructors about the process and requirements necessary to participate in the program. Please note that there are four different dual credit programs available through Clatsop Community College:

College Now (primarily Career Technical Education (CTE) taught by high school teachers and training center instructors in the high school environment, and

Coastal Commitment (primarily Lower Division Transfer (LDT) classes taught by high school teachers in the high school environment.

Two additional dual credit programs are offered for students attending college classes, on campus or online, taught by college faculty:

Simultaneous Enrollment (for high school students attending CCC classes on campus or online, taught by CCC faculty), and

Running Start (for Washington State high school students attending CCC classes on campus or online, taught by CCC faculty).

This program manual defines requirements for COLLEGE NOW & COASTAL COMMITMENT classes.

There are two categories of teacher and training center instructor credentials in the Coastal Commitment program.

- **Dual Credit** classes are taught by high school teachers or training center instructors who meet the CCC instructor qualifications by having a Master's Degree in the subject area being taught (i.e. a Master's Degree in Chemistry or an MFA in Creative Writing).
- **Sponsored Dual Credit** classes are taught by high school teachers and training center instructors who may have a Master's Degree in another area than the subject (i.e. a Master's in Education) but not in the subject area being offered. In some cases, an instructor may have a Bachelor's Degree with master level classes in the subject area or work experience that demonstrates proficiency and meets the criteria for an Instructor Waiver.

STATE DEFINITIONS

Dual Credit

In Dual Credit courses, the high school teacher is qualified to act as a proxy faculty member for the college or university when teaching the course. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution. Through ORS 340.310, HECC was charged with developing [standards for dual credit](#) and other high school based college credit partnership programs.

Sponsored Dual Credit

In Sponsored Dual Credit courses, a high school teacher partners with a sponsoring faculty member at a college or university to offer the course. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution. Through ORS 340.310, HECC was charged with developing [standards for these sponsored dual credit programs](#).

HOW TO BECOME A COLLEGE NOW or COASTAL COMMITMENT INSTRUCTOR

If you are a high school teacher or training center instructor in Clatsop, Columbia, or Tillamook Counties and are interested in becoming a Coastal Commitment instructor, please follow these steps:

- Review the Coastal Commitment website and familiarize yourself with the program: <https://www.clatsopcc.edu/student-type/high-school-student>. Additional statewide information about dual credit programs can be found on the oregon.gov website.
- Discuss the possibility of participating in the Coastal Commitment program with your Principal and School Counselor(s).
- Contact the Coastal Commitment Program Director for additional information and to discuss how to participate in the program. Identify possible course(s) you are interested in offering as Coastal Commitment course(s).
- All dual credit courses must align with current, state-approved CCC courses.

- Remember, the high school course and corresponding community college course must cover the same content, assessments, and learning outcomes. The course must meet college level standards.
- Apply to CCC as an Articulated instructor and meet CCC’s qualifications associated with the classes you request to teach as a Coastal Commitment Instructor.

Please note that all Coastal Commitment classes take place at the local high school. Students are enrolled in their high school classes that are also approved by CCC as college credited classes.

INSTRUCTOR QUALIFICATIONS

There are two separate categories of dual credit instructors.

Dual Credit high school instructors must meet Clatsop Community College instructor qualifications prior to teaching any college-level course. High school teachers and training center instructors apply to CCC via the college website, providing proof of a Master’s Degree in the subject area they are teaching, as well as any additional credits or endorsements that provide additional verification of academic credentials. An instructor with a Master’s Degree without a degree specific to the subject area (i.e. Master’s of Education), are approved if their transcripts show a Master’s Degree and 30 graduate quarter credits in the primary subject area. Instructors with a minimum of 24 graduate quarter credits towards a Master’s degree in the primary subject area while demonstrating evidence of active progress toward obtaining a Master’s degree will be approved provisionally. In such case, one year will be allowed to complete the Master’s degree program, renewable for a maximum of one additional year upon review by College administration.

Sponsored Dual Credit instructors may have a Bachelor’s Degree in the subject area and a Master’s degree in Education or another subject area. Sponsored Dual Credit instructors will work with a CCC Faculty member and /or instructional mentor.

APPLICATION PROCESS

The application process for “Articulated” Instructors is found on the College website (see page 17 of this manual). Begin the employment application at <https://www.clatsopcc.edu/human-resources>. *(To find the link manually, go to the college website - www.clatsopcc.edu and scroll down to the bottom of the page to find a link to “Faculty & Staff.” Click the link, and then click the “Employment” button.)* Proceed to the button “To Apply.” Read and follow the instructions,

and then use the green “CLICK HERE” link to access the on-line application system. This takes you to the Welcome Page on the application site. Read over the instructions and then use the links in the upper left-hand corner to either “search postings” or “create application.” Use the “login” link to check your application. *For further information, see page 16 of this manual.*

Please note that you will be asked to include information and documentation about your resume, transcripts, plus information on your background, education and employment experience, and any professional certificates, endorsements or other material to substantiate your qualifications.

If you have questions or need assistance with the electronic application, please contact CCC’s Human Resource Office at 503-338-2406.

Once you have submitted your application, please contact the Program Coordinator to confirm your application status (Mary Jackson mjackson@clatsopcc.edu for College Now CTE classes, or Margaret Frimoth mfrimoth@clatsopcc.edu for Lower Division Transfer classes).

Your application will be renewed by the appropriate department and you will be notified regarding approval, provisional approval, denial, and/or request for additional information.

COURSE APPROVAL PROCESS

The Coastal Commitment course approval process involves several key people from the high school and the college meeting together to discuss curriculum alignment, modifications that may require revision to the high school curriculum, textbooks and learning materials necessary, and prerequisites and assessment practices that confirm learning outcomes. High school administrators, counselors, and instructors meet with CCC Instructional Department representatives and Coastal Commitment Program Directors to review, design, and ensure alignment to college-level learning outcomes and academic performance.

High School teachers and training center instructors meet with college faculty/instructional department representatives to clarify alignment with all Dual Credit/Sponsored Dual Credit Standards. Additional discussion will confirm the registration and grading process.

The high school teacher or training center instructor will coordinate dual credit student registrations as directed by the CCC Program Director appropriate to their course.

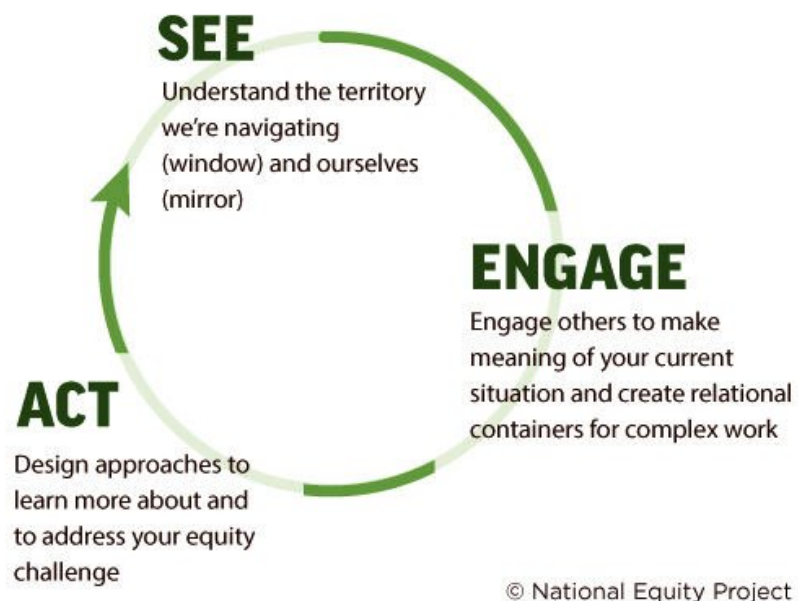
Commitment to Equity

Clatsop Community College is actively using the Oregon Equity Lens as a guide to greater outreach to underserved students and learners. The Equity Lens aptly reminds us that “Equity is

both the means to educational success and an end that benefits us all.” Our commitment to dual credit students is to work in partnerships with local high schools to offer courses that promote a college experience that steadily addresses college readiness, particularly for students who may not have defined themselves as college bound. Again, in reference to the Equity Lens, we are committed to “Postsecondary education and training (as) a demonstrated pathway to higher lifetime incomes, family-wage careers and economic mobility...” This commitment is integrated in all aspects of dual credit course support to high school students, teachers, administrators, and within the college community.

Definition of underserved students and learners from the Oregon Equity Lens (<https://www.oregon.gov/highered/policy-collaboration/Documents/Equity/HECC-Equity-Lens-2021.pdf>)

- Underserved Students and Learners in Oregon: For postsecondary education and training, while we center racial equity, the broader set of identities of historically and currently underserved learners may vary according to the specific outcome under consideration. For example, the characteristics of underserved Oregonians in a particular county who are accessing workforce training may be different from characteristics of underserved groups for high school seniors applying for financial aid. It is important to center racial equity and to identify the most severe and persistent disparities for students and learners. For the HECC, postsecondary education equity will be achieved once one’s community or characteristic—including but not limited to racial/ ethnic identity, socio-economic background, dis/ability status, gender, parental status, veteran status, sexual orientation, and geographic origin or location—no longer predict inequitable access to and success in postsecondary education and training.



REQUIREMENTS & EXPECTATIONS OF PARTICIPATING INSTRUCTORS

Course Requirements: Coastal Commitment courses cover the same student learning outcomes, content and expectations in the high school class as in the CCC class.

Instructor Requirements: Approved high school instructors must meet the hiring criteria of CCC's part-time Articulated instructors. Specific requirements vary depending on the course and department.

Required Paperwork: Coastal Commitment instructors submit their course syllabi in the approved format to be reviewed and approved by the corresponding CCC department. The dual credit instructor and course must be approved before the College course can be offered at the high school.

Text: Coastal Commitment high school courses must utilize the same textbook(s) or supplemental texts(s) as the corresponding college course. An alternative text may be used if it is approved by the CCC Department.

Maintaining Current Course Content: Once the high school teacher, training center instructor, and the course(s) are approved, the Coastal Commitment/College Now instructor is responsible for making changes in course content whenever the course is updated by the College. College course updates will be communicated to the Coastal Commitment and College Now instructors as the updates occur. Coastal Commitment/College Now syllabi will then be updated to reflect all changes and resubmitted to the appropriate Program Director.

Attend Coastal Commitment Meetings: Attendance at annual and quarterly departmental meetings is expected of all Coastal Commitment instructors. Meetings will be coordinated by College Now or Coastal Commitment Program Directors in partnership with the high school administrators and CCC departments. Small departments may be combined to provide robust conversation and enhanced learning. Notification of meetings will be sent via email to all instructors. Additional meetings will be arranged as needed to maintain Statewide Standards and to provide assistance, answer questions, and promote ongoing improvements within the programs.

Ask Questions: Feel free to contact the program directors whenever you have questions or concerns. Clatsop Community College is committed to providing clear guidance and support to all dual credit programs.

Promote the Programs: High school teachers and training center instructors know their students best. Please encourage your students to participate in dual credit courses as they explore their academic options. This is particularly true for students who may not have home support for higher education. As educational institutions commit more deeply to equitable educational options for all students, we know that dual credit classes can be an important resource for students who question their ability to succeed in college. Your support of your students is a huge part of expanding horizons and options for all students.

Meet Deadlines: College Now and Coastal Commitment instructors will be informed of registration and grade submission deadlines, and are expected to meet these deadlines diligently.

Change of Instructor: If an approved College Now or Coastal Commitment instructor relinquishes their class to another instructor for whatever reason (illness, change of class schedule, retirement, etc.), the replacement instructor is not automatically approved. The new instructor must submit an instructor application and be approved per the steps listed elsewhere in this manual.



Please note: CCC is in the process of ending a business relationship with our current electronic Student Records and Management System and we will be transitioning to another system during the next year or two. As we proceed, we will update high school instructors and administrators about changes to registration, grading and transcription of dual credit courses. Please contact us with any concerns or questions you may have as we work to enhance our internal college systems.

REGISTRATION PROCESS

If applicable, the student must complete a placement test and/or meet pre-requisites before registering and beginning a class. Student registration for dual credit classes is facilitated with the help of the high school. Students do not pay college tuition. In some cases, students may need to purchase textbooks and/or materials for the class, however, this expense may be waived for students on free or reduced lunch. Ask your high school teacher or counselor about waivers if you think you are eligible. Since high school students are enrolled as college students, they are responsible for following college procedures regarding registration as well as the procedures for dropping a class from the Dual Credit program. Students should talk to their counselor or instructor if they want to take a class for dual credit, or if they need to drop the class.

All dual credit students register by completing an electronic registration form (Google Form). This form is sent electronically to high school teachers and school counselors. High school teachers and training center instructors are responsible for distributing the registration form to students. *The timing of registration will align with the term in which the class is graded.* All dual credit registration forms include a section that addresses and grants parental permission for students under 18 years of age. The completed electronic forms are sent to the appropriate Dual Credit program automatically. Registration information is collected automatically as it is submitted. Student information is entered into the College Student Management System by college staff, and each dual credit student is identified as enrolling in Early College classes. This information is verified with the Registrar. Copies of class rosters are then sent to high school teachers to confirm registration.

Students are responsible for dropping the college class, if they are unable to complete the class successfully. Please assist students if they consider dropping the class. Simply dropping the high school class does not remove you from your college registration. **Students need to officially withdraw from the class through the college.** If students do not withdraw from the class through the college, an "F" will appear on their college transcript as the grade for this class. The college requires that all dropped or withdrawals from classes take place by a particular date during the term. For a list of withdrawal deadlines, please see the Academic Calendar on the CCC website. The deadline drop date will align with the semester (or term) grading date.

GRADING

At the time of registration, high school teachers will be notified of grading deadlines and the process for recording grades. An annual CCC Academic Calendar is available on the college website [here](#). Grade deadlines will align with the CCC Academic Calendar with first semester grades due by or before the March deadline dates, and second semester grades due by or before the June deadline dates. Dates for term (or quarter) classes will be confirmed at the time of registration.

Dual Credit grades are recorded on the student's official academic record. Student transcripts are available for viewing online anytime through CCC's website at no cost to the student. Students may view grades or print unofficial transcripts by accessing CCC's website and following these procedures:

To find Grades:

Once a student's grade is entered into Clatsop Community College records, they may check them online. To find grades, follow these instructions:

- Go to the CCC website and Click on "My CCC"
- Log into your user name by using either your Social Security Number or 7-digit CCC ID number (your instructor or counselor should have this number)
- Your default password is your birth month and day (mmdd) in four characters. Once signed in, your student record information is available. Click on "unofficial transcript" to view your grades. You should be able to print your unofficial transcript from this page.
- Alternatively, you may request a copy of your unofficial transcript for free by emailing registration@clatsopcc.edu or visiting the First Stop in Columbia Hall, Rm 109.

TRANSCRIPTION

Information about requesting an official CCC transcript is available on the CCC website under the heading of Admissions & Records, and then "Transcript Request." There, students will find helpful information about the procedure to request official transcripts and any fees associated with the request. Official transcripts are typically required when students apply to colleges and universities other than CCC. The primary process of requesting official transcripts uses an electronic request through parchment.com. If you cannot access the online form, a written request may be sent to CCC in the following ways:

1. Fax the signed form from the website, or a written request to 503-338-2503, or
2. Email to: registration@clatsopcc.edu, or
3. Mail or hand deliver written transcript requests to:
Clatsop Community College
Student Services Welcome Center - Transcripts
1651 Lexington Ave.
Astoria, OR 97103

Costs for Official Transcripts:

Official transcript requests cost \$5.00 per copy.

Transferring credits:

In order to transfer college credits to another college or university, students need to request an *official CCC transcript* be sent to that college or university by following the instructions above.



Dual Credit/Coastal Commitment Program Guide

Checklist in Accordance with State Standards

Annual review between Clatsop Community College and _____. The term “dual credit” references all *College Now* classes and some *Coastal Commitment* courses. The term “sponsored dual credit” refers to *Coastal Commitment* classes with an assigned college mentor to adhere to college faculty requirements.

The following checklist is comprised of information adopted by the Higher Education Coordinating Commission and updated by the Oversight Committee for High School Based College Credit Partnerships, May 16, 2019. For more information, open the link [Dual Credit Standards](#).

Oregon Standards for Accelerated College Credit Partnerships

Curriculum (DC-C1-3; SDC-C1-5)

- Every course offered is catalogued and approved through CCC’s regular course approval process.
- Each dual credit course matches the college course as evidenced by the same:
 - ___ departmental designation ___ number
 - ___ title
 - ___ credits
 - ___ adhere to the same course descriptions
 - ___ Sponsored Coastal Commitment courses adhere to CCC’s student learning outcomes
- Dual credit courses are administered in a manner that is consistent with like courses at CCC and are recorded similarly on official CCC academic records
- All dual credit courses reflect the pedagogical, theoretical, and philosophical orientation of CCC academic departments, or where the credit will be awarded
- Sponsored Dual Credit course syllabi is approved by CCC and includes clearly defined learning outcomes and student expectations

- Sponsored Dual Credit course credits are awarded based on documented student achievement consistent with the students learning outcomes and course content of the college course

Faculty (DC-F1-4; SDC-F1-7)

- Dual credit instructors meet the academic requirements for CCC faculty and instructors.
- Sponsored dual credit instructors are approved and authorized by CCC in accordance with CCC’s institutional policies, procedures, and practices before they begin teaching the college course.
- CCC provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements before certifying high school instructors to teach college classes
- Annual collegial interaction will occur prior to the course start date to review and agree to course content, course delivery, assessment, evaluation and professional development and other academic resources available. Site visits and ongoing communication will be defined prior to course start
- Sponsored dual credit courses maintain a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college faculty to address:
 - ___ student learning outcomes
 - ___ course content and delivery and
 - ___ assessment that maintains consistency across course sections. These interactions occur before the course start and at least once/semester
- Sponsored dual credit teaching partnerships demonstrate that the aggregated of the teaching roles provides appropriate expertise in the content of professional area, and performs the duties, responsibilities, and functions of traditional faculty. This includes:
 - ___ criteria and qualifications of sponsored instructor
 - ___ clearly defined authority, responsibilities, and functions of CCC faculty
 - ___ CCC faculty exercise a major role in the design, approval, and implementation of teaching partnerships
 - ___ Mentored instructors understand administrative requirements prior to teaching
- All dual credit program policies address instructor non-compliance with the college expectations for courses offered through CCC’s Dual Credit/Coastal Commitment programs. Policies clearly define the impact of non-compliance, including the effect on awarding college credit.

Student (DC-S1-3; SPD-S1-3)

- CCC officially registers students as degree-seeking or non-degree-seeking students and records courses on official CCC transcripts. Registration, grading, and transcription procedures and timelines are reasonably consistent with those for other CCC students taking the same courses
- CCC outlines specific course requirements and prerequisites for students
- High School students are provided a student guide that outline students' rights and responsibilities and provides guidelines for the transfer of credit and credits with a purpose.

Assessment (DC/SDC A-1)

- CCC ensures that students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections

Continuous Improvement (DC/SDC C-1)

- CCC conducts and end-of-term student course evaluation for courses offered through dual credit and sponsored dual credit programs. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of instructor or students) should not be included in the evaluation.

Thank you for taking the time to complete this review of CCC's College Now and Coastal Commitment dual credit and sponsored dual credit classes. We look forward to continuously improving the offerings we collaboratively provide to students.

Clatsop Community College Contacts

College Now - Mary Jackson (503) 338-2506

Coastal Commitment - Margaret Frimoth (503-338-2378)

Clatsop Community College Paperwork & Policies

The following Clatsop Community College paperwork and policies apply to dual credit/sponsored dual credit programs. College policies are currently under review and may change. The information is included in this manual as a transparent reference for continuous improvement.



Instructor Application Letter

College Now & Coastal Commitment Dual Credit/Sponsored Dual Credit

Instructors are high school teachers or training center instructors whose classes can earn high school or training center credit as well as college credit. These instructors must meet College qualifications in order for students to have the opportunity to earn both secondary school or training center credit and college credit in their coursework in certain identified program areas. This is a non-competitive hiring process. There is no closing date for the application, but Instructors must meet College qualifications and have an application submitted and approved prior to teaching a dual credit course.

Sponsored Dual Credit Instructors are instructors who do not meet the College criteria. Sponsored dual credit instructors are asked to complete this application. Upon completion of the application, they will meet with the Coastal Commitment Coordinator and work on a professional development plan, and have a mentor assigned.

To Apply: Application for this position must be submitted using the College’s Applicant On-line system*. To access the system, follow these instructions:

Go to the College’s web site: “www.clatsopcc.edu”

From the top menu, choose: “*faculty & staff*”

- Choose from drop down menu and click: “**Employment**”
- Scroll mid-way down page and Click on “***CLICK HERE to go to the College’s on-line application system***”
- On the **left side** listing click: “***Search Posting***”
- **Screen will read “*Show Search Results*”**
- Scroll thru records, choose: “***Articulated Instructor***”
- Choose: “***View***”
- Choose: “***APPLY FOR THIS POSTING***”
- Go to: ***New Application***
 - * ***Click on: “Fill out a new Application”***
 - * ***You will need to select and create a user account and an application, and then you can manage your application.***
 - * ***After creating a user account & password, Click on: “Continue to Page 1 of Application” (See page 2 with additional information that will be needed for Application)***

Also you can view job descriptions and position details by choosing from the list of open position (Search Open Positions) and clicking on “***View***”.

If you have any questions, contact:

College Now Contact	Coastal Commitment
Mary Jackson CTE Regional and Career Pathway Coordinator (503) 338-2506 Mjackson@clatsopcc.edu	Margaret Frimoth Senior Manager (503) 338-2442 Mfrimoth@clatsopcc.edu

Hints about your application (page 2)

For the on-line application - You will need the following information

Personal Information (page 1)

- Name
- Address
- Home & Cell Number
- Email Address

Voluntary Affirmative Action Data (page 2)

- Criminal History
- Birthdate/Social Security #
- Other (how you heard about this position)

Educational History (page 3)

- Name of School
- City & State
- Major & Type of Degree
- Attendance Dates

Employment History (page 4)

- Employer
- Direct Supervisor
- Contact Phone
- Most Recent/Ending Salary Begin & End Date
- Contact E-mail
- Reason for Leaving
- Title of Position Description of duties

Work Reference-limited to 3 (page 5)

- Name of Reference
- Work Location
- Home & Work Phone
- Email address
- How do you know this reference?

Additional Information (page 6)

List additional knowledge, skills, and abilities that qualify you for this position

You will need to also attach & submit:

1. Resume
2. Transcript
3. Any professional certification showing your qualifications, if applicable

Also be prepared to answer 3 additional "Supplemental Questions" with your application. Keep this brief and use abbreviations when appropriate. Your answers are limited to 1200 characters per response. Short & Simple!

1. In what subject area do you want to teach a college class?
2. Please explain how your education and experience can assist in teaching?
3. How many years of teaching and/or field experience do you have in your subject area?

Other hints:

For security purposes, this online application system will automatically logs you off when it senses no activity for 60 minutes. Also do not use your browser's "Back", "Forward" or "Refresh" buttons to navigate the site. Use the navigational buttons within the site.

(EXAMPLE)
LETTER OF AGREEMENT
CLATSOP COMMUNITY COLLEGE AND ASTORIA HIGH SCHOOL
COLLEGE NOW AND COASTAL COMMITMENT PROGRAMS
2021-2022

Please see the addendum listing all College Now and Coastal Commitment classes

Clatsop Community College (CCC) and Astoria High School (AHS) share mutual interest for the availability and quality of higher education for students pursuing careers through professional technical programs, and lower division college classes. In an effort to provide continuing articulated programs that build on past learning experience and eliminate unnecessary duplication of instruction, the following are agreements to which we mutually subscribe.

1. Students who have fulfilled the learning objectives for specified CCC College Now or Coastal Commitment courses through high school studies, and who pass the class assessment or complete an identified set of competencies for each community college course with a specified level of achievement may receive CCC credit(s) for the course(s) completed.
2. Credit(s) earned at the high school through this agreement will be transcribed by June 30th of the end of the academic year. Tuition and course fees will be waived, and there will be no transcription fee for the community college credit(s).
3. College Now and Coastal Commitment Coordinators will work with the high school to register students for the class term. High school teachers will complete the required grading documentation and transmittal for either College Now or Coastal Commitment classes.
4. This signed agreement with the following documents will be provided to Astoria High School by Clatsop Community College:
 - College Now and Coastal Commitment Student Handbook.
 - Articulated Course listings with course outline(s) and competency checklist(s)/grading
 - Clatsop Community College Catalog listing programs and classes.
 - Transmittal form/link for course registration

This agreement is in effect upon signature of all parties. It will be reviewed by the participating instructors and CCC's Vice President for Academic Affairs on an annual basis.

AHS Business & Management Instructor

Date

AHS Industrial & Engineering Systems Instructor

Date

AHS Math Instructor

Date

AHS Math Instructor

Date

AHS Math Instructor

Date

AHS French Instructor

Date

AHS Spanish Instructor

Date

AHS English Instructor

Date

AHS English Instructor

Date

AHS Psychology Instructor

Date

Astoria School District Superintendent

Date

CCC Business & Management Instructor

Date

CCC Industrial & Engineering Systems Instructor

Date

CCC Vice President for Academic Affairs

Date

CCC Vice President for Finance & Operations

Date

Clatsop Community College
1651 Lexington Avenue, Astoria, OR 97103 (503) 338-2440

To: _____ **Date:** _____

From: _____

Cc: Dual Credit Program Director

Subject: Waiver of Instructor Qualifications

To the President:

This memo is a transmittal of documentation and a request seeking your waiver of instructor qualifications, for the Master's degree requirement for _____ within the _____ department. This request for waiver, by which an employee must be deemed qualified in a specific discipline, is governed by the Oregon Administrative Rules, Division 8, COMMUNITY COLLEGE PERSONNEL POLICIES, 589-008-0100, Guidelines for formation of Community College Personnel Policies and Clatsop Community College Board Policy 5.035, Institutional Standards for Instructor Qualifications.

VP Recommendation: _____
VP Academic and Student Affairs Date

Waiver: Approved Approved w/conditions Denied

President Date

Conditions:

Note: This waiver of instructor qualifications will be in effect for a period of one year from the date of above signature and subject to review by the Vice President or his/her designee unless otherwise stipulated.

Distribution of copies after President approval: Instructor, Dean, and Human Resources Personnel File
04/04/2013

Clatsop Community College

Approval for a prospective instructor to teach*

*To be used after reviewing a complete application packet on file in the Human Resources Office

Prospective Instructor:

The above instructor's file has been reviewed and is authorized to teach the following:

Discipline Prefix	All?		If no, specific course number (s)	Comments or conditions
	Yes	No		
		<input checked="" type="checkbox"/>		

Approval is continuing: Yes No

Approval is provisional: Yes No

If yes, identify conditions:

First section taught only

Until: Fall Winter Spring Summer

Year: _____

Other: Coastal Commitment instructor

Signature: _____
Instructional Supervisor

Date: _____

CLATSOP COMMUNITY COLLEGE
Academic Standard for Syllabus Construction
Adopted by Instructional Council October 14, 2014

This is Clatsop Community College's Academic Standard for syllabus construction. The following components have been found useful for helping students assume their responsibilities. This document can be used as a checklist as you prepare your syllabus.

The following components are required for a course syllabus:

- Course Name and Number
- Term, Time, and days of class meeting(s) (or class logistics for distance and hybrid offerings)
- Instructor name and contact information (e.g., e-mail address, phone number(s), office location)
- Office hours (as applicable)
- Course learning outcomes (based upon outcomes in the college's official course outline)
- Textbook(s), both required and supplemental
- Supplies needed (as appropriate)
- Attendance expectations (including effect upon grade, if any)
- Grading criteria
- Projected schedule of assignments, examinations, and due dates for papers, projects, etc. (include 'may change as conditions require' disclaimer)
- Attach the Non-Discrimination/Support Services Statement page to your syllabus

The following components are recommended:

- A statement on plagiarism/academic misconduct (intentionally submitting for evaluation to a college instructor or administrator material that contains a significant portion of another person's work without giving credit to that individual); copying another person's work and submitting as one's own, cheating on examinations, etc.) and its consequences in the class.
- Any other statements, information, or expectations the instructor wishes to include.

Non-Discrimination Declaration

It is the policy of Clatsop Community College that there will be no discrimination or harassment on the grounds of race, color, sex, gender, marital status, religion, national origin, age, sexual orientation, gender identity or expression or disability in any educational programs, activities, or employment. Questions or complaints should be directed to Desiree Noah, Affirmative Action/Gender Equity (Title IX) Officer, Lower Library, Suite 103, dnoah@clatsopcc.edu (503) 338-2450; TDD (503) 338-2468. For Student Access Services, contact Christine Riehl at criehl@clatsopcc.edu.

Accommodations

Students having questions about or a request for classroom accommodations should contact Christine Riehl at criehl@clatsopcc.edu.

Community members having questions about or a request for special needs and accommodation should contact Desiree Noah, Lower Library, Suite 103, dnoah@clatsopcc.edu (503) 338-2450; TDD (503) 338-2468. Please send special needs and accommodations requests here. Contact should be made at least two business days in advance of the event.

Declaración de no-discriminación

Es la política de Clatsop Community College que no habrá ningún tipo de discriminación o acoso por razón de raza, color, sexo, género, estado civil, religión, origen nacional, edad, orientación sexual, identidad de género o expresión de discapacidad en los programas educativos, actividades o en la contratación. Preguntas o quejas deben ser dirigidas al Desiree Noah, Oficial de Acción Afirmativa / Título IX localizada en la biblioteca, oficina número 103 dnoah@clatsopcc.edu número de teléfono (503) 338-2450, TDD (discapacidad auditiva) (503) 338-2468. Para servicios de acceso para estudiantes, comuníquese con Christine Riehl en criehl@clatsopcc.edu.

Ayuda a personas discapacitadas

Estudiantes que tengan preguntas o una requieran solicitud de adaptaciones en el aula deben comunicarse con Christine Riehl en criehl@clatsopcc.edu.

En cuanto a los miembros de la comunidad, se les pide que se comuniquen con Desiree Noah, localizada en la biblioteca, oficina número 103 dnoah@clatsopcc.edu número de teléfono (503) 338-2450, TDD (discapacidad auditiva) (503) 338-2468. Haga el favor de notificar a la oficina para que se le pueda proporcionar apoyo. La comunicación debe tomar lugar por lo menos dos días de trabajo antes del evento por el cual se requiera tal ayuda. Para más información, vea la página Web de Clatsop Community College bajo Información en Español.

INSTITUTIONAL STANDARDS FOR INSTRUCTOR QUALIFICATIONS

A. Lower Division Transfer: Each full-time or part-time instructor teaching lower division transfer courses will

1. Possess a Master's degree in the primary subject area taught; or
2. Possess a Master's degree in another subject area and 30 graduate quarter credits in the primary subject area taught; or
3. Possess a minimum of 24 graduate quarter credits towards a Master's degree in the primary subject area and demonstrate evidence of active progress toward obtaining a Master's degree. Instructors will be approved provisionally. In such case, one year will be allowed to complete the Master's degree program, renewable for a maximum of one additional year upon review by the College administration.

B. Professional/Technical (Occupational) and Occupational Supplemental: Each full-time or part-time instructor teaching professional/technical (occupational) and occupational supplemental courses will

1. Possess a Master's degree in education or related subject area; or
2. Possess a Baccalaureate degree in education or related subject area and a minimum of three (3) years of recent full-time verifiable work experience in the subject area to be taught. Teaching in the subject area will be considered work experience; or
3. Possess a Baccalaureate degree and possess a nationally recognized certification in the subject area.

In addition to the above qualifications, possess State and/or national industry licensure/certification required or considered essential for practice in the industry directly related to the credential field (e.g. License to practice as a registered nurse).

C. Adult Basic Education (ABE), General Education Development (GED), English Language Learners (ELL): Each full-time or part-time instructor teaching ABE, GED, or ELL courses will

1. Possess a Master's degree in the subject area; or
2. Possess a Baccalaureate degree or higher in adult education, secondary education, or in the field of instructional assignment and three years full-time teaching ABE, GED, ELL, and/or high school.

D. Librarian: Each full-time or part-time librarian will possess a master's degree in Library Science or Library and Information Sciences from an American Library Association or equivalent accredited institution and one year librarian experience at any level.

E. Counselor: Each full-time or part-time counselor will possess a Master's degree in Counseling or a closely related field. In addition, possess State licensure required or considered essential for the practice related to the credential field.

F. Self-Improvement (Credit Instruction): Each full-time or part-time instructor will

1. Possess a baccalaureate degree or higher in the field of instructional assignment; or
2. Demonstrate competence in special areas such as creative or performing arts, languages, and developmental skills associated with the teaching assignment. Competence will be demonstrated through education, work experience, and/or field experience.

G. Prior to submitting a Request to fill a Position, exceptions to the institutional standards for instructor qualifications will be submitted by the Vice President of Instruction and reviewed by the Director of Human Resources and forwarded to the President to approve or deny the exceptions to the minimum qualifications.

END OF POLICY

Legal Reference:

ORS Chapter 341–535 Qualifications of Faculty; Appraisal
NWCCU Standard 4.A – Faculty Selection, Evaluation, Roles, Welfare & Development

Clatsop Community College

Code: 5.005
Adopted: 11/89
Revised: 6/13/06

CURRICULUM

All programs of study leading to degrees and certificates must be approved by the Board of Directors and the State Board of Education before taking effect. Changes of course requirements in approved programs of study must be reviewed and endorsed per college procedure and by state agencies authorized by the State Board of Education.

END OF POLICY

Orig. Code: 3.412

Legal References:

- ORS 341.25 Approval required to commence or change program and for transfer credit
- ORS 341.465 Certificates and associate degrees

AP 4010 Academic Calendar

References:

NWCCU Standard 2.D.5

1. The academic calendar should be of sufficient length to ensure the equivalent of 11 weeks of instruction for fall, winter, spring and 8 weeks summer term (including final examination days) for all credit classes.
2. The Registrar and the Chief Academic Officer will make reasonable efforts to coordinate the college's academic calendar with that of the public schools and regional institutions of higher education so that start dates and class breaks of any appreciable length (such as annual spring break) coincide in most systems.
3. The college's academic calendar shall include the dates of all operational activities that affect students and the public (such as registration dates and holidays during which the college is closed). These dates shall include, but not be limited to, the following:
 - class registration
 - graduation ceremony
 - final examinations
 - college holidays, and campus closings
 - beginning and ending of summer, fall, winter and spring quarter
 - return dates for full-time faculty
 - dates classes begin and end each quarter
 - last date to drop class(es) and be eligible for a refund as well as to add, withdraw, and/or change status from credit to audit
 - payment deadlines.
4. The approved academic calendar is published in the college catalog, schedule and website.

AP 4230 Grading and Academic Record Symbols

References:

NWCCU Standard 2.D.5

The College uses an A-F grading system and provides additional information on the grading system to students through the College Catalog and Student Handbook.

Evaluative symbols:

A – Excellent
B – Commendable
C – Satisfactory
D – Minimal (Less than satisfactory)
F – Unacceptable
P – Pass (At least satisfactory)
NP – No Pass (Less than satisfactory)

Non-Evaluative symbols:

I – Incomplete (student has satisfactorily completed 70% of the course work)
W – Withdrawal AU – Audit
NG – No Grade

NG, I and AU are not used to compute GPA.

Degree or certificate requirements may only allow specific grade system options.

Approved: July 9, 2019

Rescinds 5.016P

If any student's grade record is found to have been changed without proper authorization, the College will notify:

- 1) the student;
- 2) the instructor who originally awarded the grade;
- 3) any educational institution to which the student has transferred;
- 4) appropriate local law enforcement authorities.

Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.

Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with the College's policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, may be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

Also see AP 5040 Student Records.

Approved: July 9, 2019



BP 4231 Grade Changes

References:

No Oregon statutory requirement
BP 3310 Records Retention and Destruction
BP 5040 Student Records

The President or presidential designee shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- Absent mistake, bad faith, fraud, or incompetence, the grades awarded by faculty shall be final.
- Procedures for students to challenge the correctness of a grade.
- The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- Limitations on access to grade records and grade storage systems.
- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.
- Notice to students, faculty, transfer institutions, accreditation agencies, and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

END OF POLICY

President's Cabinet Approval Date: May 14, 2019
College Council Approval Date: May 23, 2019
Board Adoption Date: July 9, 2019
Last Revised:

Rescinds:

AP 4231 Grade Changes

References:

No Oregon law reference
BP 3310 Records Retention and Destruction
BP 5040 Student Records

Changing Grades

The instructor of the course shall determine the grade to be awarded to each student.

The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade and clerical errors. "Fraud" may include, but is not limited to, inaccurate recording or change of a grade by any person who gains access to grade records without authorization.

In the case of fraud, bad faith, or incompetence, the final determination concerning removal or change of grade will be made by the Registrar. Students may petition the Registrar for a grade change. In all cases, the instructor who first awarded the grade will be given written notice of the change.

Security of Grade Records

The College shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.

The measures implemented by the College shall include, but not necessarily be limited to, password protection for all student grade data bases, locking mechanisms for computer stations from which student grade data bases can be viewed, and strict limits on the number of persons who are authorized to change student grades.

Persons authorized to change grades shall be designated by the Chief Student Affairs Officer. No more than three College employees may be authorized to change student grades. Only regular full-time employees of the College may be authorized to change grades as directed. Student workers shall not have access to grade records, and student workers may not change grades at any time

Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Chief Student Affairs Officer immediately.

The Registrar shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.

Appendix: Key Terms

Accelerated Learning – Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases, students earn both high school and college credit. Accelerated Learning has many forms in Oregon, some examples include: high school students taking courses at the college/university independently or as part of Expanded Options or other programs, Dual Credit and Advanced Placement courses.

Assessment-Based Learning credit, as defined by the standards, includes:

- a) Enhanced high school courses or other activities offered at the high school and taught by high school teachers,
- b) A partnership that focuses on student attainment of specific, college- or university-defined student learning outcomes, and,
- c) The opportunity for students to demonstrate, through college or university assessments, that they have attained those student learning outcomes and thereby earn credit for a course from the sponsoring college or university. Because the student did not take the class from the sponsoring college or university, course credit earned through Assessment-Based Learning credit programs is identified on student transcripts.

Assessment Based Learning credit does not require alignment with the college or university course structure and delivery but supports a partnership between the high school and a college or university to recognize college-level achievement that occurs as part of high school courses and activities. As such, standards do not include requirements for curriculum alignment or adherence to the registration, grading, and transcription timelines associated with taking a college or university class.

Assessment Based Learning credit standards focus primarily on ensuring a thorough understanding by high school teachers of the college's or university's student learning outcomes, using the expertise of college or university faculty to provide a means for assessment and award of credit, and following transcription processes for credit for learning that occurred outside of taking a course from the college or university while in high school. (Note: Although there are some similarities with Credit for Prior Learning, Oregon Credit for Prior Learning is designed primarily to support adult students and focuses on experiential learning – knowledge, skills and abilities gained through life or work experience or military or other training outside of the academic environment. Assessment Based Learning is not Credit for Prior Learning).

Dual Credit, as defined by the standards, refers to a course that is:

- a) Offered as part of the high school program,
- b) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university,
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university.

The Oregon Dual Credit Standards align with nationally recognized practices and very specifically focus on replicating, to the greatest extent possible, the college or university course in the high school. This

includes requiring the participating high school teacher to meet the qualifications to teach the course for the college/university.

High school based college credit partnerships - Accelerated learning opportunities offered as part of the high school education program through partnerships between high schools and institutions of higher education utilizing dual or concurrent enrollment or other early college credit opportunities to

enable students to earn and transcript college credit while in high school. This does not include courses that students take directly from the college/university while in high school, whether by coming to the college/university or having college/university faculty teach the course at the high school.

Sponsored Dual Credit, as defined by the standards, refers to a course that is:

- a) Offered as part of the high school program,
- b) Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Sponsored Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university.

While the proposed Sponsored Dual Credit standards are modeled after the Oregon Dual Credit Standards, they broaden the options for offering college or university courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even though the high school may not have teachers who meet the higher education institution’s qualifications for teaching the college or university courses.

Sponsoring college or university: The sponsoring college or university is the institution that is awarding and transcribing the postsecondary credit. The sponsoring college or university is responsible for ensuring compliance with accreditation, and institutional rules, standards, laws, and regulations, as well as upholding the Sponsored Dual Credit agreements with partners. If there are multiple college or university partners, each higher education institution is considered a sponsoring college or university for the courses for which it is awarding and transcribing credit.

Sponsoring faculty member: The sponsoring faculty is a faculty member from the sponsoring college or university who is responsible for the college course offered and the credit awarded, and who oversees the orientation, oversight, training and implementation to ensure that the sponsored dual credit courses align with the college’s or university’s courses. The sponsoring college or university is responsible for identifying a sponsoring faculty member who has the qualifications and experience to provide appropriate leadership and oversight, and who is committed to connecting, communicating and collaborating with the high school teachers and other faculty in the partnership.

Program Partner: The self-study cover sheet asks for a list of program partners. For the purposes of the self-study, a program partner is the entity with which the college or university collaborates to engage with high school students and provide college credit opportunities. This could be a high school, a school district, an education service district, another partner who works with these entities such as a college access organization or a community-based organization.