



College NOW

COCC FACULTY INFORMATION

We appreciate your willingness to work with the College Now program. Through our partnerships with our local high schools, more Central Oregon students will be prepared to move directly into college level coursework after high school.

To effectively articulate courses, COCC faculty meet with high school teachers to align course outcomes and assessments. Below are the steps for the College Now processes.

Appropriate COCC department faculty will be consulted during this teacher certification process, and approval authority will include the appropriate Instructional Dean.

TEACHER APPROVAL PROCESS

Step 1 High school teacher contacts COCC with desire to articulate. To articulate **College Now** courses, the high school teacher must meet similar education and training requirements as COCC instructors in the content area. For **College Now/CTE**, this is a combination of education and industry experience as required in the content area. To teach **College Now/Transfer** classes, they must hold a Master's degree in the field of primary teaching assignment. This standard is used for all COCC transfer courses and is specifically required by Oregon Administrative Rule (589-007-0200).

Provisional Approval:

If high school teachers do not meet the preferred qualifications criteria above, they may qualify for provisional approval based on the following criteria.

1. College Now/Transfer high school teachers may seek and be granted approval if the following qualifications are met:
 - Bachelor's degree in the course content area and a Master's degree in a related discipline and professional experience teaching at College level in the field of primary teaching assignment; or
 - Master's degree in a related field and at least 30 quarter credits (20 semester credits) of graduate-level coursework in the field of primary teaching assignment.
2. College Now/CTE high school teachers may seek and be granted approval if the following qualifications are met:
 - Appropriate degree plus work experience and additional coursework in the content area; or,
 - Three calendar years of work experience in an occupational area directly related to the instructional program (the work experience must be beyond that acquired in apprenticeship, on-the-job training); or
 - Occupational outcome for the teaching assignment secured through a combination of three years of work experience and specialized training.
 - When applicable, the applicant's qualifications may be reviewed by the appropriate occupational advisory committee.

High school teachers approved to articulate COCC courses must comply with all college expectations for courses offered through College Now. These expectations are listed on page 3 of this document. Teachers who do not comply with these expectations and College Now policy will have their approval reviewed by the COCC faculty mentor, department chair, College Now

Director, and instructional dean over College Now. COCC faculty and staff will work with these teachers to resolve compliance issues, but if they cannot be resolved, COCC can revoke approval to articulate courses.

Alternative Approval:

If high school teachers participate in the Cascades Commitment Summer Workshop and the Professional Learning Communities for Writing 121 & 122, History 202 & 203 or Math 111 & 112, they may qualify for alternative approval to articulate those courses only. They must follow the approval process below before they can articulate a course. Through the approval process, we will verify that they have met all of the Cascades Commitment requirements or are currently enrolled. Currently enrolled participants must complete all PLC requirements within their first year of teaching. They must begin articulating a course within two years of your summer workshop date to be eligible for this alternative approval.

High school teachers approved to articulate COCC courses through alternative approval must comply with all college expectations for courses offered through College Now. These expectations are listed on page 3 of this document. In addition, they are required to attend discipline-specific summer workshop training and participate in a year-long professional learning community (PLC). Teachers who do not comply with these expectations and College Now policy will have their approval reviewed by the COCC faculty mentor, department chair, College Now Director, and instructional dean over College Now. COCC faculty and staff will work with these teachers to resolve compliance issues, but if they cannot be resolved, COCC can revoke approval to articulate courses.

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

- Step 2 The high school teacher completes the Teacher Approval Request form and sends it with unofficial transcripts and a current resume to the College Now office.

- Step 3 The Teacher Approval Request form, transcripts, and resume are routed to the appropriate COCC staff for review.

- Step 4 If approved, the department chair assigns a COCC faculty member to work with the high school teacher throughout the articulation process.

ARTICULATION PROCESS FOR NEW TEACHERS AND COURSES

- Step 1 The assigned COCC faculty mentor makes an appointment to meet with the high school teacher to begin course articulation.

The initial articulation meeting at a minimum should include discussion about the following:

- Lesson plans
- Textbook/s to be used
- Assessment of student outcomes
- Review of grading requirements
- For Transfer, develop the course syllabus (a copy of the course syllabus must be on file in the College Now office)
- For CTE courses, review the appropriate Course Outcomes Checklist

MENTORING PROCESS

Teachers will meet with you as part of the articulation process, but many would like to have ongoing support. We know you are very busy, so please let the high school teachers you are working with know the best way to contact you for questions, concerns and support over the course of the term.

Student Evaluation of Instruction

It's the college's responsibility to mentor College Now high school teachers. As part of the process, for the first two years, students evaluate their teacher in every College Now class during every term. Starting with the third year, students evaluate their teacher in every class during one term and in any new course being taught.

Peer Observation of High School Teacher

The first year the approved teacher articulates a College Now course, the COCC faculty mentor will complete a peer observation consisting of a classroom visit, pre and post visit conferences, a review of student work, and a written report to be submitted to the College Now office.

Following the first year, teachers will be observed every 1-2 years or more often according to COCC mentor preferences.

GRADING

At the end of each term the College Now office will send a COCC grade roster to each high school teacher. The completed grade roster along with student finals and/or other substantiating documents (For CTE, the Course Outcomes Checklist and required student completion documentation) are sent to the College Now office to be routed to appropriate COCC college faculty for final approval and signature. If the faculty mentor believes a grade should be changed, he/she should discuss the change with the high school teacher. New rosters can be printed if necessary; just contact the College Now office. The College Now office then enters the grades into Banner.

ROLES AND RESPONSIBILITIES

Department Chair Responsibilities:

- Review high school teacher approval applications; may consult with faculty mentor in the specific discipline area
- Assign a COCC faculty mentor (FT, former FT, or Adjunct with minimum 3 years instructional experience at COCC)
- Review high school teacher performance with mentor and takes concerns to the Instructional Dean with oversight of College Now

Faculty Mentor Responsibilities:

- Introduce the high school teacher to outcomes and activities of the COCC articulated course, including but not limited to outcomes, syllabi, assignments, exams and assessment projects, and measures of outcomes.
- At a minimum, conduct peer observations of the high school teacher in the first year of articulating a course and then every other year after that. Other class visits can be scheduled as needed.
- Prepare reports after peer observations in the first year a teacher articulates a course and then every two years after that. Share the report with your high school teacher mentee and submit it to your department chair and the Director of College Now by May 1.
- Approve articulated course grades. Approve assignments/documentation as needed for CTE programs.
- Review and approve final grades.
- Provide ongoing support and communication—answering questions, clarifying objectives/assessments.

High School Articulating Teacher Responsibilities:

- Attend mandatory summer training as necessary before articulating a specific course.
- Respond to communication from COCC faculty mentors and College Now staff.
- Expect classroom observations by COCC faculty mentors in the first year per course and every 1-2 years after that.
- Participate in any COCC department assessment projects by submitting student work samples as needed.
- Participate in ongoing professional development with COCC mentors and other faculty.
- Submit syllabi for all articulated courses using the COCC syllabus format.
- Submit required course documentation according to content area requirements.
- Review class rosters sent from College Now Office
- Assign grades for the COCC articulated course and return Grade Roster to College Now Office

College Now Office Responsibilities:

- Serve as the interface among COCC chairs, mentors, and high school teachers.
- Provide intake for potential College Now high school teachers
- Process new teacher approvals—collect documents from high school teachers, send all documents to COCC chairs and Instructional Dean, and report results back to high school teacher and principal.
- Process Agreements for Course Articulations—send single agreement to each high school in August for review and principal's signature, collect necessary COCC signatures, and forward electronic copies to high school and appropriate COCC staff.
- Connect COCC mentors with articulating high school teachers.
- Send reminder notices to COCC mentors about peer observations for high school teachers. Notify department chairs if anything is missing. Send peer observation report to department chair for review.
- Send reminders to articulating high school teachers with instructions and timelines for registration, student evaluations, and grades.
- Collect syllabi from articulating high school teachers for all articulated courses.
- Collect completed Grade Rosters, Course Outcomes Checklists, and supporting documentation as necessary from the high school teachers and send to COCC mentors for review and approval.
- Maintain COCC College Now webpages with current year information and forms.