

PCC Dual Credit

Faculty Liaison Handbook 2025-2026



**Portland
Community
College®**

Dual Credit Program

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Welcome to another year of supporting Dual Credit!

Whether you are a new or returning PCC Dual Credit Faculty liaison, thank you for partnering with us. Your role is vital in helping students earn affordable, college-level credit while meeting Oregon's graduation requirements.

In the 2024-2025 academic year, we were able to accomplish the following:

- 6,421 students from 52 high schools earned 41,404 college credits
- \$5.5 million in tuition dollars saved by students and their families
- Free college-level courses offered at the high school

PCC Dual Credit Faculty Liaison Handbook

This handbook is designed to provide you with useful information regarding the Dual Credit program. Inside you'll find:

- Oregon's Dual Credit standards
- PCC's Dual Credit Articulation Process
- High School Dual Credit Faculty responsibilities and syllabus requirements
- Grading policies
- How to access your MyPCC account and email
- Roles and Responsibilities of the High School Dual Credit Faculty
- Step-by-step instructions for student applications and registration
- Timesheet information

The PCC Dual Credit program strives to create partnerships between the community college and High School Dual Credit Faculty. And we look forward to your support in connecting our High School Faculty with all of the great things PCC has to offer! We look forward to your participation. Please contact us with questions, suggestions or innovative ideas that will help us better serve you and our students.

Dual Credit Benefits & Facts

Benefits to Students

- **Builds College-Ready Skills:** Helps students develop the academic skills and confidence needed for success in college-level coursework.
- **Saves Time and Money:** Students earn free college credit while in high school, reducing both the time and cost to complete a college degree after graduation.
- **Transferable Credits:** PCC credits typically transfer to all Oregon public universities and many other colleges and universities nationwide.
- **Access to College Resources:** Dual Credit students have limited access to PCC support services, including the Library, Writing Center, and online Tutoring Services.
- **Stronger College Outcomes:** Dual Credit students are more likely to earn additional credits by their second year of college and are more likely to complete their degrees.

Benefits to High Schools and PCC

- **Stronger Educational Partnerships:** Dual Credit fosters collaboration between PCC and high school educators to align curriculum, share teaching strategies, and enhance student learning.
- **Aligned Curriculum:** Coordinated efforts help reduce course redundancy and increase academic rigor between high school and college courses.
- **Boosts Postsecondary Success:** Students who participate in Dual Credit are more likely to continue their education after high school.

Dual Credit Facts 2024-25

- 52 High Schools
- 239 Articulating High School Faculty
- 50 New Articulating High School Faculty
- 41,404 PCC Credits Awarded
- 32 Lower Division Collegiate Program Areas
- 21 Career & Technical Program Areas
- 547 Active Articulation Agreements
- 6,421 Unduplicated Student Headcount



High School Assignments: Dual Credit Coordinator Split

The list below is intended to help you refer to the High School Faculty. This is the current list of participating high schools **as of August 2025**.

| Kate DePaolis (All BSD, SYL Catchment and all out of district BCT) | Frank Smith (All PPS, SE & CA Catchment and all Fire Protection) | Nereida Macias (All HSD, RC Catchment, Some Private) |
|--|---|--|
| Beaverton School District: Aloha High School Beaverton High School BSD Health Options @ BSD BSD Automotive Options @ AHS Early College High School Beaverton Academy of Science and Engineering (BASE) Merlo Station/Merlo Passages Mountainside High School Southridge High School Sunset High School Terra Nova School of Science & Sustainability Westview High School | Portland School District: Alliance High School Benson High School Cleveland High School Franklin High School Grant High School Jefferson High School Lincoln High School McDaniel High School (<i>formerly Madison</i>) Metropolitan Learning Center (MLC) Roosevelt High School Ida B Wells High School (<i>formerly Wilson</i>) | Hillsboro School District: Century High School Glencoe High School Hillsboro High School Hillsboro Early College (HSD Early College) Liberty High School |
| Canby High School | Cascadia Tech Academy (WA) | Cascadia Preparatory Academy |
| Tigard High School | Central Catholic High School | Faith Bible High School |
| Tualatin High School | De La Salle North Catholic | Jesuit High School |
| Newberg High School | Helensview High School | Valley Catholic High School |
| North Salem High School | Portland Youth Builders | Lakeridge High School |
| McMinnville High School | Reynolds High School | Lake Oswego High School |
| NWESD Outdoor School | St. Mary's Academy | Banks High School |
| Sherwood High School | Sandy High School | Gaston High School |
| Wilsonville High School | Sabin-Schellenberg Professional Technical Center | Forest Grove High School |
| West Linn High School | | St. Helens High School |
| Woodburn High School | | Scappoose High School |
| Caldera High School | | Valor Christian International |
| Central Linn High School | | |
| South Albany High School | | |
| Oregon Islamic Academy | | |

Credits with a Purpose

Credits with a Purpose: Planning for the Future

Every college credit students earn now can shape their future. Taking Dual Credit courses with a clear goal helps students stay on track, avoid taking extra classes later, and make the most of their time and effort. Not all credits transfer the same way to every college, so planning ahead—based on their interests, career goals, or intended college—can save them time and money in the long run.

To support students in reaching their college and career goals, PCC focuses on offering courses that are directly aligned with various degree and certification requirements. This approach ensures that students earn meaningful credit that advances their educational pathways ([Credits with a Purpose](#)) rather than elective credit that may not transfer.

Why Taking Credits with a Purpose Matters

Understanding the key differences between high school and college helps students make smarter choices about their future. College gives them more freedom, but it also expects more responsibility. Students have to manage their own time, stay motivated without reminders, and make decisions about their academic path. That's why taking college credits in high school—especially through dual credit—is a big opportunity, not just a checkbox.

Every credit students earn should move them closer to a goal: a degree, a certificate, a transfer plan, or a career you care about. Students are encouraged to ask themselves: Will this credit count toward the college or program I want? Does it help me explore what I'm interested in? Am I learning how to be successful in a college environment?

When students earn college credit with intention, they save time, save money, and build skills that will actually support their future—not just fill a transcript.



Oregon Dual Credit Standards

Standard Dual Credit

*Adopted by the Higher Education Coordinating Commission June 12, 2014
Updated by the Oversight Committee for High School Based College Credit
Partnerships May 16, 2019*



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 the standards for Dual Credit and other high school-based college credit partnership programs.

| Curriculum | |
|--------------------------------|---|
| Curriculum 1 (DC-C1) | College or university courses administered through a Dual Credit Program are cataloged courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions. |
| Curriculum 2 (DC-C2) | College or university courses administered through a Dual Credit Program are recorded on the official academic record for students at the sponsoring college or university. |
| Curriculum 3 (DC-C3) | College or university courses administered through a Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the college’s or university’s sponsoring academic departments. |
| Faculty | |
| Faculty 1 (DC-F1) | Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university. |
| Faculty 2 (DC-F2) | The college or university provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements before certifying the instructors to teach the college or university courses. |
| Faculty 3 (DC-F3) | Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, access to essential academic resources, seminars, site visits, and ongoing communication with the college’s or university’s faculty and Dual Credit administrators. This interaction must occur before teaching the course and at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study. |

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| Faculty 4 (DC-F4) | Dual Credit Program policies address instructor non-compliance with the college's or university's expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities). |
| Student | |
| Student 1 (DC-S1) | The college or university officially registers or admits Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Dual Credit Program on official sponsoring college or university transcripts. |
| Student 2 (DC-S2) | Colleges or universities outline specific course requirements and prerequisites for students. |
| Student 3 (DC-S3) | High school students are provided with a student guide that outlines students' rights and responsibilities as well as providing guidelines for the transfer of credit and credits with a purpose. |
| Assessment | |
| Assessment 1 (DC-A1) | The college/university ensures Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections. |
| Continuous Improvement | |
| Continuous Improvement 1 (DC-CI1) | The college or university conducts an end-of-term student course evaluation for courses offered through the Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation. |

Appendix: Key Terms

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

- Offered as part of the high school program,
- 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,
- 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.

For more information visit: [Accelerated Learning Policy and Pathways](#)

Oregon Dual Credit Standards

Sponsored Dual Credit

*Adopted by the Higher Education Coordinating Commission June 9, 2016
Updated by the Oversight Committee for High School Based College Credit
Partnerships May 16, 2019*



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.

| Curriculum | |
|---------------------------------|--|
| Curriculum 1 (SDC-C1) | College or university courses administered through a Sponsored Dual Credit Program are cataloged courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions and student learning outcomes. |
| Curriculum 2 (SDC-C2) | College or university courses administered through a Sponsored Dual Credit Program are administered in a manner that is consistent with like courses at the sponsoring college or university and recorded similarly on the official academic record for the sponsoring college or university. |
| Curriculum 3 (SDC-C3) | College or university courses administered through a Sponsored Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college or university department/program where the credit will be awarded. |
| Curriculum 4 (SDC-C4) | The syllabi for college or university courses administered through a Sponsored Dual Credit Program are consistent with the syllabi from the sponsoring college or university and include clearly defined learning outcomes and student expectations. Syllabi are reviewed and approved by the academic faculty in the partnership from the sponsoring college or university department/program where the credit will be awarded. |
| Curriculum 5 (SDC-C5) | Credits for college or university courses administered through a Sponsored Dual Credit Program are awarded based on documented student achievement consistent with the student learning outcomes and course content. |
| Faculty | |
| Faculty 1 (SDC-F1) | High School teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or |

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| | university in accordance with corresponding institutional policies, procedures and practices. |
| Faculty 2 (SDC-F2) | The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before they begin to teach the college or university courses. |
| Faculty 3 (SDC-F3) | <p>The sponsoring college or university has a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs before teaching the course and at least once a quarter/semester*.</p> <p>*College or university faculty partners may determine that more interactions are appropriate, based on the high school teacher's level of expertise, teaching experience, and experience working in Sponsored Dual Credit Programs. However, in all cases, the interaction must occur at least once a quarter/semester.</p> |
| Faculty 4 (SDC-F4) | Sponsored Dual Credit Program policies at each sponsoring college or university address teacher non-compliance with the college's or university's expectations for courses offered through Sponsored Dual Credit Programs (for example, non-participation in Sponsored Dual Credit Program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit. |
| Faculty 5 (SDC-F5) | Teaching partnerships within Sponsored Dual Credit Programs demonstrate that the aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, based upon clearly stated criteria, qualifications, and procedures. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval, and implementation of the teaching partnerships. |
| Faculty 6 (SDC-F6) | The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before they begin to teach the college or university courses. |
| Faculty 7 (SDC-F7) | High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded. |
| Student | |
| Student 1 (SDC-S1) | The sponsoring college or university officially registers or admits Sponsored Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Sponsored Dual Credit Program on official sponsoring college or university transcripts. Registration, grading, and transcription procedures and timelines are reasonably |

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| | consistent with those for other students taking the same courses from the sponsoring college or university. |
| Student 2 (SDC-S2) | The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs. |
| Student 3 (SDC-S3) | High school students in Sponsored Dual Credit Programs are provided with a student guide that outlines students' rights and responsibilities and provides guidelines for the transfer of credit and credits with a purpose. |
| Assessment | |
| Assessment 1 (SDC-A1) | The college/university ensures Sponsored Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections. |
| Continuous Improvement | |
| Continuous Improvement 1 (SDC-CI1) | The sponsoring college or university conducts an end-of-term student course evaluation for courses offered through a Sponsored Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation. |

Appendix: Key Terms

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

- Offered as part of the high school program,
- 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
- 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 the same course 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.

For more information visit: [Accelerated Learning Policy and Pathways](#)

Sponsored Dual Credit Partnership Requirements

Sponsored Dual Credit Partnership: Instructor of Record (IOR)

High School teachers who do not need to meet posted PCC instructor qualifications, will work closely with a PCC faculty member-partner (instructor of record) throughout the planning, implementation and grading of the course.

The model equates and substitutes dual credit teacher qualifications with intensive discipline-specific professional learning communities, or PLCs. In the PLCs, faculty members from PCC work with local high school teachers to establish a shared curriculum and assessments. By aligning instruction and expectations, we are able to ensure that the high school courses were equivalent in teaching and learning to courses delivered at the college.

As a Sponsored Dual Credit High School Faculty, High School teachers agree to participate in the Professional Learning Communities (PLCs) with other high school teachers in their discipline.

IOR Faculty Liaison Roles

Faculty liaisons serve as a vital link between PCC Dual Credit high school instructors and the sponsoring PCC academic departments. They support both parties by assisting with curriculum development, reviewing syllabi, visiting high school classrooms, conducting course assessments, addressing concerns, and providing training for both teachers and students. Because Sponsored Dual Credit is labor intensive, PCC faculty are compensated at the hourly special projects rate, up to the amount charged to the high school. Faculty liaisons are actively involved in course planning and implementation, entering final grades, and their name appears on students' official transcripts. To ensure alignment and instructional quality, liaisons are expected to maintain regular communication with the high school teacher, stay informed about classroom activities, and remain accessible for questions and support.

Dual Credit Articulation Process for HS Faculty

The purpose of the following pages are to inform you on the High School Faculty approval process. As a Dual Credit Faculty Liaison, you are not responsible for supporting teachers through the process until [Step 2: Course Review](#).

Dual Credit Articulation Application

High School teacher submits a [Dual Credit Faculty Application](#) online. Resume and all college transcripts, with degree conferred, must be included for the application to be considered complete.

STEP 1: Instructor Qualification Review

Once a Dual Credit Faculty Application is received, the Dual Credit Coordinator will work with the appropriate Program and Department Deans to review the instructor qualifications, provide additional context and/or gather additional documentation via AODOCs.

If the Instructor is approved, they will move onto [Step 2: Course Review](#). *In the event that an instructor is not approved, the Dual Credit Coordinator will notify the instructor and high school administration.*

STEP 2: Course Review

After being approved as an instructor, the PCC Faculty Liaison will receive an “*Initial Collaboration Email*” which introduces the Dual Credit High School Faculty to the PCC Dual Credit Faculty Liaison. The email will contain a syllabus template provided by the Dual Credit office. During this stage, Dual Credit Faculty Liaisons will work with the HS faculty member to develop the course. *See the [Course Review](#) page for additional information.*

STEP 3: Articulation Agreement

Once the course is created and finalized, the Dual Credit Faculty Liaison will sign off on the “Course Approval” via AODOCs to confirm the course is ready to run. At this stage, the Dual Credit Coordinator will work to create the course CRN.

As a Dual Credit Faculty Liaison, you will then schedule the 1-year initial observation.

Liaison Responsibilities

Standard Dual Credit and Sponsored Dual Credit (IOR):

- Assist High School Dual Credit Faculty with the development of their Dual Credit syllabi based on PCC's syllabus requirements to meet approval guidelines and will be based on the templates provided by the Dual Credit Office.
- Regularly review course syllabi submitted by high school instructor for approval.
- Supply High School Dual Credit Faculty with sample syllabi, sample exams, and other course materials when requested.
- Attend the annual symposium, Dual Credit team meetings, program workshops and any professional development opportunities to enhance collegial interactions as required by the Oregon Dual Credit Standards.
- Communicate department information regularly to the High School Dual Credit Faculty and the Dual Credit staff. Include high school faculty in department correspondence, listserv, academic notices and general information and facilitates collegial interaction with the Subject Area Committee (SAC).
- When possible, discuss the college experience with high school students. This may be done when PCC Dual Credit Faculty Liaisons visit the high schools or in the event that High School Dual Credit Faculty brings students to visit a PCC campus. Assist the PCC Dual Credit office with department tours where appropriate.
- Ensure the Dual Credit course reflects the college's and/or academic department's pedagogical, theoretical, and philosophical orientation through a site visit/observation due the initial year and every 3-years after. IOR observations, and observations for some specific courses and/or subject areas are due annually to maintain compliance with program or industry specific accreditation requirements as specified within AA's.

Additional Responsibilities for PCC Faculty Liaisons:

- **Support Course Integrity and Rigor:** Collaborate with high school faculty to ensure that Dual Credit courses maintain alignment with PCC's curriculum, student learning outcomes, and instructional standards. This includes reviewing assignments, assessments, and grading practices to confirm they reflect college-level expectations.
- **Conduct Classroom Observations:** Perform at least one classroom observation per course section annually (in person or virtually), as required by Oregon Dual Credit Standards. Observations help verify that the course content and delivery meet PCC academic expectations and provide an opportunity to offer constructive feedback and support.
- **Foster Professional Collaboration:** Participate in or help coordinate Professional Learning Communities (PLCs) when applicable, and encourage shared instructional strategies,

assessment tools, and best practices among Dual Credit High School Faculty and PCC faculty.

- **Engage in the Course Approval Process:** Assist in the review of new course proposals and instructor qualifications during the articulation process. Provide discipline-specific recommendations to ensure that proposed courses meet departmental and institutional criteria for Dual Credit.
- **Maintain Records and Documentation:** Keep records of liaison activities including syllabus reviews, classroom visits, communications, and participation in PLCs. These records are essential for meeting audit and accreditation requirements and must be submitted annually to the Dual Credit Office.
- **Submit Time for Compensation:** Track time spent on approved liaison activities and submit documentation for compensation at the special projects hourly rate, per department guidelines. Time logs should be clear, detailed, and submitted annually. See [Liaison Compensation](#).

Course Review

We expect that our Faculty Dual Credit Liaisons will support our High School Dual Credit Faculty by establishing a collegial relationship based on guidance and encouragement. Our Liaisons will lead their high school partners through the alignment process, assuring that the course created for the high school will mirror a similar course taught at the college. The schedule of learning activities and outcomes should line up directly with posted [CCOGs](#) for the department.

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| Relationship Building | Liaison Responsibilities: <ul style="list-style-type: none">• Introduce yourself to newly approved High School Dual Credit Faculty (via email)• Review and discuss the department's Course Content and Outcomes Guides (CCOGs) with the High School Dual Credit Faculty• Offer resources such as texts, articles, guest speakers, and hand-on activity ideas as it relates to the course |
| Course Design (Syllabus & Schedule) | Liaison Responsibilities: <ul style="list-style-type: none">• Ensure the High School Dual Credit Faculty member receives the current syllabus template—contact the Dual Credit Office for the most up to date template as needed.• Provide sample college syllabi for reference• Review draft syllabi and assist with revisions to align with college expectations and course CCOGs |
| Course Approval | Liaison Responsibilities: <ul style="list-style-type: none">• Once the syllabus aligns with college standards, notify the High School Dual Credit Faculty and their assigned Dual Credit Coordinator.• Complete and submit the online “Course Approval” form via AODOCs |
| Articulation Agreement | Process: <ul style="list-style-type: none">• Once the course approval is complete, the Dual Credit office will prepare the articulation agreement.• After all signatures are collected, student registration in the course can begin. Liaison Responsibilities: <ul style="list-style-type: none">• Carefully review the Articulation Agreement before signing it |

PCC Dual Credit Fall Symposium



A subject-specific symposium takes place the **fall of each new school** year either virtual or in-person. The symposium is hosted by the Dual Credit Office in collaboration with Faculty Liaisons from various PCC departments.

The purpose of the symposium is to provide a professional development opportunity which includes and is not limited to: an overview of the Dual Credit program and procedures, updates to PCC policies and procedures, previous academic year's enrollment numbers and highlights as well as subject-specific breakout sessions. The breakout sessions provide a unique opportunity for High School Faculty to converse with other High School Faculty within their discipline. It also

provides the opportunity for PCC Faculty to share best practices, program updates, textbook recommendations, etc. within their discipline.

As the Faculty Liaison for your department, you are responsible for planning the symposium sessions for your department. **Topic ideas include but are not limited to:** best practices in the field, upcoming departmental changes to curriculum, certificate or degree changes, pathway alignments, academic rigor, diversity and inclusion strategies in the classroom, etc.

This collegial interaction meets the [Oregon Dual Credit Standard F3](#).

Attendance is required for High School Dual Credit Faculty. *If they are unable to attend, the Faculty Liaison is kindly asked to arrange a make-up session and/or 1-1 with the HS faculty member.*

Site Visits: Observations

Dual Credit Site Visits and Observations

The State of Oregon created Dual Credit Standards to ensure high-quality, consistent instruction across college-level courses offered in high schools. Observations are a requirement, and are necessary to be in compliance with the Oregon Dual Credit Standards. During a site visit, the PCC Faculty Liaison will observe instruction and review the course syllabus to ensure the high school course matches or exceeds the rigor, teaching methods, and outcomes of the college course.

High School Dual Credit Faculty are expected to:

1. Share the days and times their course is offered with the Dual Credit Office and with their PCC Dual Credit Faculty Liaison
2. Be available during those times for a classroom visit
3. Provide a current syllabus for review to their PCC Dual Credit Faculty Liaison
4. Prepare their lesson-plan as normal; please no movies, guest speakers, etc. on the day of your scheduled observation.

Observation Timelines:

- 1-Year Initial Agreements: Courses must be observed during the approved academic year.
- 3-Year Renewal Agreements: Courses are typically observed at least once during the three-year term of the agreement.

These visits are essential for maintaining program quality and building strong, collaborative relationships between high school and college faculty.

Preparing for The Observation

Before the Observation:

- Refer to the PCC Dual Credit Dean's Report to determine what observations are due soon
- Work with the High School Dual Credit Faculty to determine a convenient time to complete the course observation—the observation should be done during regular class time

During the Observation:

- Observe the course with the following questions in mind:
 - How well does the High School Dual Credit course align with PCC's Course Content and Outcomes Guide for that course (CCOG)?
 - Does the High School Dual Credit course reflect the pedagogical, theoretical and philosophical orientation of PCC and sponsoring academic departments?

After the Observation:

- Complete the PCC Dual Credit Observation Form with constructive feedback, course recommendations, kudos, etc.
- Submit the observation form and log your observation on your Record of Work worksheet.

Things to Keep in Mind

High School and College Combined

While our high school faculty teaching Dual Credit courses operate under the same set of standards as college faculty, high school faculty often teach additional subject content to meet the high school curriculum requirements. PCC Faculty Liaisons should be willing to help high school faculty accommodate both curricula while at the same time assuring that the college curriculum is covered in full.

High School Schedules

High school schedules are very different from college schedules and vary from school to school. Classes will sometimes be cut short for assemblies and other activities. Some schools have A days and B days, others Red and White days, others distinguish days by period number, etc. When a high school faculty says a Dual Credit class is held on A days, or Red days, or period 6, it is important to contact the high school faculty beforehand to make sure it is not an assembly day or a day on which school is dismissed early.

Prep or Consultation Periods

Most high school faculty have two or more “prep” or “consultation” periods per week during which they can plan lessons, grade, research, or work on other projects. These prep periods are an excellent time, if visits are scheduled in advance, to meet one-on-one with high school faculty without distractions.

Visiting High Schools

It is important when you visit a high school to wear your PCC ID badge and to check in at the main office, where you will be asked to sign in. Many high schools require a visitor’s pass, which you can pick up at the main office with your Driver’s License. Most high schools have visitor parking. If the visitor parking is full you can park in student or faculty parking, but be sure to mention this at the main office so that you are not ticketed.

Presentation Ideas for Students

PCC Dual Credit Faculty Liaisons have a unique opportunity to encourage Dual Credit students to attend PCC after high school. If the opportunity arises, you might:

- Share brochures or demonstrate your program’s website.
- Outline degree and career pathways, including transfer options.
- Share starting wage or salary information.
- Mention employers who seek your graduates.
- Share success stories of graduates you’ve helped place into jobs.
- Highlight scholarships in your field and related areas.

Reasons for Dissolving an Articulation (including Non-Compliance)

We strive to maintain alignment with our dual credit partners, but in some rare cases, dual credit course articulations need to evolve or come to an end (see *Oregon Dual Credit Standards* [DC-F4](#), [SDC-F4](#)).

Reasons for this may include, but are not limited to:

1. Course content or curriculum changes to PCC courses or programs.
2. Sunsetting of PCC courses or programs.
3. Concerns over the quality of instruction or concerns about course content not being sufficiently aligned with PCC's requirements. It is intended that instructional issues be addressed promptly and on a case-by-case basis. (*See separate plan of action if applicable*).
4. High School Dual Credit Faculty failing to meet the annual PCC Dual Credit requirements of providing a revised syllabus, attending annual articulation connections meetings, workshops or professional development, and making time for their course assessment with their PCC Faculty Liaison. (*See separate plan of action if applicable*).

In these cases a plan of action to address the concerns within a reasonable timeframe (usually one semester or less) will be implemented for the high school instructor or district to address the concerns and correct the problems. PCC staff will follow up to confirm that the issues have been resolved.

Failure of the high school partner to comply with the communicated plan of action within the timeline will result in suspension of the high school instructor's course articulation until the identified concerns are resolved. Notification of suspension will be communicated to the high school instructor and administration through the Dual Credit office.

Liaison Compensation

PCC Dual Credit pays the current PCC Special Projects Rate for the faculty liaison's time and mileage completing the primary responsibilities noted above as well as for high school visits or curriculum development (see [PCC Compensation](#)).

Pay Rate:

- Current PCC [Special Projects Rate](#)

Mileage Rate:

- Mileage between your home PCC campus and your destination.
- Current [PCC Mileage Rate](#)

Billable Hours:

- Maximum claimable hours is 3 hours (per PCC course) for observation work.
- Maximum claimable hours is 10 hours (per PCC course) for new course approval/alignment work.
- Approved meetings and/or events such as the Dual Credit Symposium and Quarterly Liaison Meetings.

Payment:

- Timesheets will be submitted biweekly through Workday. No separate time sheet. More details to follow. See the [Bi-Weekly Payroll Schedule FY 2026](#) for more information.

Yearly Record of Work Completed

To meet state Dual Credit accreditation requirements and to be prepared in the event of an audit, PCC's Dual Credit program requires **a record of work completed** from each paid liaison.

Please complete and maintain a yearly spreadsheet (Google Sheets is preferred) that includes the following details for all Dual Credit-related work for which you are requesting pay:

- **High school instructor name**
- **High School**
- **Course title**
- **Type of work completed** (e.g., PLC, course approval, observation)
- **Date and time the work was completed**
- **Date pay was submitted in Workday**

Our office will request this document at the end of each school year. For your convenience, we have created a [Google Sheet template](#) for you to use. Please keep it updated and ready for submission at the end of each year.

Yearly Checklist for PCC Dual Credit Faculty Liaisons

Useful Links:

- [PCC Participating High Schools Page](#) (lists courses, CRNs and course registration windows)
 - [Dual Credit Admissions and Registration Infographic](#)
 - Printable [Dual Credit Application and Registration Guide](#) for students ([Spanish Version](#))
 - Printable [Dual Credit Calendar](#) for High School Faculty due dates
 - PCC [Dual Credit Academic Calendar](#) ([Printable Version](#))
 - PCC [Dual Credit Student Handbook](#)
 - PCC [Dual Credit High School Faculty Handbook](#)
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At the beginning of each school year:

- ☐ Refer to the Dean's Articulation Report sent by the Dual Credit office to determine what courses are due for an observation
- ☐ Schedule classroom observations directly with the High School Dual Credit Faculty member

During the school year:

- ☐ Attend the classroom observation(s) and provide detailed feedback by completing the Site Observation Form.
- ☐ Coordinate with the Dual Credit office to determine the departmental symposium date(s).
- ☐ Attend the annual [Dual Credit Symposium](#) and lead your departmental professional development session for the Dual Credit High School Faculty members in attendance
- ☐ Attend the virtual, quarterly Dual Credit team meetings; scheduled at the beginning of each school year.
- ☐ Respond to any requests made by the Dual Credit office and/or Dual Credit High School Faculty member in a timely manner.
- ☐ Submit your [bi-weekly timesheet](#) regularly to be compensated for your role by Dual Credit.

Dual Credit Contact Information



Email dualcredit@pcc.edu

Phone (971) 722-7737

Website www.pcc.edu/dual-credit

PCC Dual Credit Staff

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