

PCC Dual Credit

High School Faculty Handbook 2025-2026



Dual Credit Program

(971) 722-7737

dualcredit@pcc.edu

www.pcc.edu/dual-credit

Table of Contents

Welcome to PCC Dual Credit
Dual Credit Contact Information
PCC Mission Statement
Dual Credit Benefits & Facts
Credits with a Purpose
Oregon Standard Dual Credit Standards
Oregon Sponsored Dual Credit Standards
Dual Credit High School Faculty Responsibilities
Course Syllabus
Site Visits: Observations
Dissolving an Articulation
Dual Credit Symposium
Checklist for Dual Credit High School Faculty
MyPCC Account Access
Verifying Your Summary Classlist
PCC Library Access
Student Admissions and Registration Process Step by Step
Family Educational Rights and Privacy Act (FERPA)
Grading Guidelines
PCC Grading Options
Grade Definitions
Entering Final Grades
Incomplete Grading Contract Guidelines
Incomplete Contract

Welcome to PCC Dual Credit!

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

Why Dual Credit Matters

Dual Credit students are better prepared for college expectations. They earn official PCC transcribed credit through a variety of assessments—not just a final exam.

Your Impact in 2024-25

Thanks to your efforts:

- 6,421 students from 52 high schools earned 41,404 college credits.
- Students and families saved \$5.5 million in tuition.
- Students paid no tuition or fees.

PCC Dual Credit High School Faculty Handbook

This handbook is designed to support your success in the PCC 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

We're Here to Support You

The PCC Dual Credit program values strong partnerships with high school faculty. Please don't hesitate to contact us with questions, suggestions, or ideas to improve your experience and better serve our students.

Thank you again—and welcome to PCC Dual Credit!

Dual Credit Contact Information



Email dualcredit@pcc.edu

Phone (971) 722-7737

Website www.pcc.edu/dual-credit

PCC Dual Credit Staff

Dean of Partnerships Courtney Gaynor courtney.gaynor@pcc.edu

Dual Credit Coordinators Frank Smith frank.smith@pcc.edu

Kate DePaolis kate.depaolis@pcc.edu

Nereida Macias nereida.macias@pcc.edu

Dual Credit Administrative Assistants Angie Brown

Hunter Sunitsch dualcredit@pcc.edu

PCC Dual Credit Administration

Vice President of Student Affairs Vicky López Sánchez vicky.lopezsanchez@pcc.edu

Vice President of Academic Affairs Dr. Jennifer Ernst jennifer.ernst@pcc.edu

Mailing Address

Portland Community College
P.O. Box 19000
Portland, OR 97280

Physical Address

Portland Community College
Rock Creek Campus (Bldg. 3/226)
17705 NW Springville Rd.
Portland, OR 97229

PCC Mission Statement

Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.

Portland Community College focuses on four core themes:

- Access and Student Success
- Economic Development and Sustainability
- Quality Education
- Diversity, Equity and Inclusion

For more information visit: [PCC Cornerstone](#)

Dual Credit Participating High Schools

A comprehensive list of PCC Dual Credit classes for the current academic year, including the registration windows and course registration numbers (CRNs)! www.pcc.edu/dual-credit/schools

Departments at PCC

Advising

Advising, prerequisites, Grad Plan, placement testing, etc.

pcc.edu/advising

Enrollment Services

Credit admission registration holds and other registration errors

pcc.edu/enroll/registration/contacts

IT Service Desk

MyPCC and general computer support

pcc.edu/technology/support/servicedesk

Student Help Desk

Zoom, Google services support, and D2L Brightspace

pcc.edu/help-desk/

Student Records

Transcripts and student record questions

pcc.edu/student-records

Student Resources

Computer Labs

When campuses reopen for in-person instruction

pcc.edu/computer-labs

Counseling

pcc.edu/counseling

GRAD Plan

pcc.edu/advising/grad-plan

Library

Including online research databases and guides

pcc.edu/library

Panther Hub

Student organizations and events

hub.pcc.edu

Tutoring

pcc.edu/tutoring

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 2024-2025

- 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



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.
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](#)

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 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 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 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.

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

Dual Credit High School Faculty Responsibilities

As a dual credit instructor, you play a vital role in ensuring that high school students experience college-level coursework aligned with college standards. Faculty responsibilities include, but are not limited to, the following:

- **Syllabus Management:**
 - Updating and maintaining your official college syllabus each term and/or year the course is offered
 - Distributing the syllabus to students at the start of the course
- **Calendar & Deadline Awareness:**
 - Staying informed of and adhere to key academic calendar dates (e.g., registration windows, drop deadlines, grading deadlines)
 - Sharing relevant deadlines with students as needed
- **Instructional Integrity:**
 - Delivering instruction consistent with college-level expectations and the approved syllabus.
 - Maintaining appropriate academic rigor and uphold academic integrity standards.
- **College Curriculum Alignment:**
 - Collaborating with your assigned faculty liaison to ensure course content, assessments, and grading align with the corresponding college course.
 - Participating in any required curriculum reviews or site visits
- **Student Enrollment Support:**
 - Ensuring all eligible students complete the Dual Credit admission process before the registration period begins
 - Assisting students in understanding registration procedures and timelines
- **Grading & Records:**
 - Submitting final grades to the college by the posted deadline.
 - Maintaining accurate records of student progress and participation as required.
- **Communication:**
 - Maintaining clear and timely communication with your assigned dual credit coordinator regarding course logistics, student issues, and program updates
 - Responding to inquiries from students, liaisons, and program staff in a timely manner
- **Professional Development:**
 - Attending the annual Dual Credit Faculty Symposium and other required professional development events

Course Syllabus

Syllabus Submission Requirements

All High School Dual Credit Faculty **are required to submit a copy of their Dual Credit Syllabus every academic year** (see submission instructions below). Your syllabus must follow the PCC Dual Credit syllabus template exactly, including the order of information. To support instructors, the Dual Credit office has created [course-specific syllabus templates](#) that meet the syllabus requirements. Please follow the instructions on the first page of the syllabus template.

The Dual Credit office must have a current copy of your articulated course syllabus on file at all times. Using the official template is required, as it allows our staff to efficiently check for all necessary components and ensure your course stays aligned with current standards.

Please note: *Even if the syllabus does not change, you are required to update the schedule of learning activities and class meeting times before giving it to students.*

Syllabus Due Dates

Trimester Courses

Course Taught	Trimester 1	Trimester 2	Trimester 3
Syllabus Due	September 1st	November 1st	January 1st

Semester Courses

Course Taught	Semester 1	Semester 2
Syllabus Due	September 1st	January 1st

Yearlong Courses

Course Taught	Yearlong
Syllabus Due	September 1st

How to Submit your Dual Credit Syllabus

After updating the syllabus template and removing the first page, download a copy of your syllabus as a PDF (*File → Download → PDF document*) and [complete this form](#) to upload and submit the PDF copy of your syllabus.

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 Your Observation

Before the Observation:

- Your PCC Dual Credit Faculty Liaison work to determine a convenient time to complete the course observation.
- It's recommended that you choose a date in which you will be focusing on the CCOGs for the course; you should have a lecture and/or activity planned on this date.

During the Observation:

- Your course will be observed with the following guiding 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?

- You are encouraged to share any presentations, handouts, materials, artifacts, etc. with the liaison during their visit.

After the Observation:

- The PCC Dual Credit Faculty Liaison will complete the PCC Dual Credit Observation Form with constructive feedback.
 - The liaison will recommend the course for a 3-year articulation agreement or a plan of action (see next page).
- Your assigned dual credit coordinator will send you a copy of your observation notes and follow-up with you regarding next steps.

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.

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 Dual Credit 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.

This collegial interaction meets the Oregon Dual Credit Standard F3.

Attendance is required as a Dual Credit HS Faculty.



Checklist for High School Dual Credit Faculty

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](#)
 - PCC Dual Credit Videos:
 - [Dual Credit Program Overview](#) ([Spanish Version](#))
 - [Step by Step Admissions/Registration](#) ([Spanish Version](#))
-

Before your course: Complete the following before your course.

- ☐ Set-up your MyPCC portal using the credentials shared via email by your Dual Credit Coordinator
 - ☐ Set-up [Multi-Factor Authentication](#) for your account
 - ☐ If you run into any issues, refer to the [Multi-factor Authentication FAQ website](#) maintained by our IT department
 - ☐ Review the [Dual Credit Admissions and Registration Infographic](#) and add your course deadlines to your HS class plans & calendar
-

At the beginning of your course: Complete the following at the beginning of your course.

- ☐ Request that students complete the PCC Dual Credit Admissions Application at pcc.edu/dual-credit/apply **within the first two weeks of the high school course**
- ☐ Distribute the PCC Dual Credit registration sticker to all students (*these will be delivered to your school*)
- ☐ Confirm your [Course Registration Dates and Deadlines](#) for your Dual Credit course
- ☐ Submit your Dual Credit Syllabus for the course—*syllabi need to be updated every school year and provided to the dual credit office.*
- ☐ Share the [PCC Dual Credit website](#) with students and their families

- ☐ Review the following with your students:
 - ☐ [Dual Credit Application and Registration Guide](#)
 - ☐ [PCC Dual Credit Student Handbook](#) including the following topics:
 - ☐ [How to Login to MyPCC for the first time](#)
 - ☐ [How to Register for Classes](#)
 - ☐ [How to Request a Transcript](#)
 - ☐ [PCC Library Access](#)
-

During registration: Complete the following during the registration window for your course.

- ☐ Review your Summary Class List regularly to ensure students who are listed on each of your articulated class rosters are eligible for the college credit *To see a step-by-step tutorial, refer to Page 3.*
 - ☐ Remind students about the option to drop or withdraw from the course
 - ☐ Students who are registered to receive PCC credit for their high school class have the option of dropping or withdrawing from the PCC course according to the dates listed on the [PCC Dual Credit Academic Calendar](#).
 - ☐ Students who aren't doing well in the course are encouraged to drop or withdraw; students are responsible for whatever grade they earn if a formal request to drop or withdraw has not been made in their MyPCC portal.
 - ☐ ***If a student drops your high school class before completing their dual credit work, they also need to drop the dual credit course.*** If a student has left your school or class and you can't ensure they drop your dual credit course, let our office know immediately.
-

At the end of your course: Complete the following at the end of your course.

- ☐ Submit Final Grades by the due date in accordance with the [PCC Dual Credit Academic Calendar](#). *To see a step-by-step tutorial, refer to the “[Entering Final Grades](#)” tab*
 - ☐ If a student receives an “F” grade, you must enter the last date of the student's attendance.
 - ☐ To ensure accuracy when submitting grades, you're encouraged to enter the grades, save, logout then log back in to confirm successful grade submissions for all students
 - ☐ If you run into any issues, please contact your Dual Credit Coordinator or dualcredit@pcc.edu.
 - ☐ Encourage students to submit their [Dual Credit Evaluation](#): The evaluation links will be shared with you via Qualtrics. You are responsible for sharing the link with your students in a timely manner—this data is very important to uphold Dual Credit Standards.
 - ☐ Assist any seniors (or graduating students) in [ordering official PCC transcripts](#) as needed
-

MyPCC Account Access

MyPCC Account

MyPCC is an online community for students, faculty and staff of Portland Community College. This secure site allows you to check your PCC email, verify your PCC Summary Class List, submit final PCC grades, communicate with students and other faculty, and take care of all aspects of college business.

The Dual Credit office will send you a notification with your PCC username when you are added as a PCC Dual Credit Faculty member.

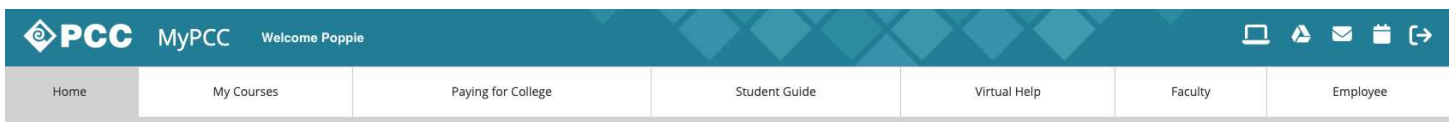
Instructions for Setting up your MyPCC portal:

1. Enter the username provided to you by the PCC Dual Credit office.
2. You will be asked to reset your password, which needs to be at least nine characters containing letters and numbers. Click **Save Changes** when you're done.
3. As a first time user, you will be asked to create a **Secret Question** and provide the answer. (If you later forget your password, you will be asked your secret question). Entering the correct answer will allow you to set a new password for your account. Click **Submit Setup**.
4. You will then see the **MyPCC Home** tab.

It's important that you log into MyPCC regularly to:

- ☐ Check PCC Email
- ☐ Check Summary Class List (college course roster)
- ☐ Enter Final Grades

Email Access



When you are logged into MyPCC, you can click the **envelope icon** on the upper-right hand corner of your portal to access your PCC email account. Alternatively, you can select the **Google Drive icon** (to the left of the envelope) or the **calendar icon** (to the right of the envelope icon).

Note: Your Google Drive and calendar access will remain active as long as you are active with the college.

Verifying Your Summary Class List

Verify your PCC Dual Credit Class Summary List a week prior to your registration deadline. Refer to the [PCC Dual Credit Academic Calendars](#) for your specific date to review your Class Summary List.

1. Login to your MyPCC portal (my.pcc.edu)
2. Click on the **Faculty** tab on the top of the website
3. Click on **Summary Class List** under the Faculty Tools > *Banner/Banweb* heading in the right sidebar
4. Select the appropriate PCC term from the drop-down menu and click **Submit**
5. Select the appropriate CRN and click **Submit**
6. Here you will be able to view all students registered in your Dual Credit CRN(s). Please compare to your class list and make sure students are registered who should be registered. *If you don't fix errors before the registration deadline, the student will not earn credit.*

THIS STEP IS VERY IMPORTANT!

Faculty tools

Manage your course

[My courses](#)

[Course evaluations](#)

[Edit class details](#)

[Textbook adoptions](#)

[Accessible Ed & Disability Resources](#)

Banner / Banweb

[Banner login](#)

[Final grades](#)

[Summary class list](#)

[Faculty detailed schedule](#)

[Faculty services menu](#)

Curriculum management with Courseleaf

[Catalog editing](#)

[Course management](#)

[Degrees & certificates management](#)

[Electronic approval queue](#)

If you do not recognize a student's name, it's likely due to a student mistyping a CRN, which needs to be corrected. If you see a name you don't recognize, please notify the [PCC Dual Credit office](#) regarding corrections immediately at 971-722-7737

If you do not see a student on your summary class list, they are not registered in your class.



PCC Library Access for Dual Credit Students & Teachers

Dual credit students enrolled in PCC classes have *full* access to the PCC Library, and so do their teachers!

Online access is turned on when a student's application as a PCC Dual-Credit student is accepted -- that means they have access to thousands of ebooks and streaming videos, millions of articles from newspapers, magazines, and scholarly journals, plus [tutorials](#) that support students' developing information literacy.

[Library research guides](#), designed by librarians with input from faculty, are a great way to show your students the most useful resources for a specific class, subject, or topic. To see the variety of possible approaches, take a look at some sample guides: [US History](#), [WR 121 for Roosevelt HS](#), [Birds of the Pacific Northwest](#). (These are a subject guide, a course guide, and a topic guide respectively.) If you think a guide would work well for your class but you don't see one that fits, [contact a librarian](#) to get one started!

Students (and you!) also have access to help from PCC librarians -- just use the Chat link on the library website, make a Research Help appointment, or visit any of PCC's campus libraries to ask your library questions. Find the PCC Library at www.pcc.edu/library.



Questions
about the
Library?

Contact:

Robin Shapiro
robin.shapiro@pcc.edu



**Portland
Community
College®**

Student Admissions and Registration Process

How Students Register for Dual Credit

There is a **4-step process** for students who wish to earn college credit for the high school course work through Portland Community College.

This information is provided so that articulating High School Dual Credit Faculty can assist their students with the [PCC admissions and registration process](#).

1. Apply:

- Students are encouraged to submit their [Dual Credit Admissions Application](#) at **least 2 weeks before** their course registration period begins. (*To see course registration dates, refer to the [Dual Credit Academic Calendar](#)*)
- Students will need to create their admissions account before they can submit their admissions application.

2. Wait:

- Students are encouraged to check their email regularly for their “PCC application status update” email.
- Dual Credit students typically receive admission within 3-5 business days of submitting their application.
- If things are taking longer than that, [please contact our office](#) for assistance.

3. Set-up:

- Students will need to set-up their MyPCC account in order to register for their courses.
- On the [MyPCC login page](#) students are encouraged to click *need help → first time user* to get a setup code and create a password.

4. Register:


- To earn college credit, students must register in MyPCC during the course registration dates. Students are encouraged to look up the five-digit CRN (course reference number) on the [Participating High Schools](#) website.
- To register, students must log into their MyPCC portal and click *register for classes* in the *term-to-term checklist*. Then click *add or drop classes*, choose the appropriate term, then enter your CRNs and click submit changes.

NOTE: Students must apply as Dual Credit and be admitted as Dual Credit in order to register for Dual Credit courses.

Create a PCC Admissions Account www.pcc.edu/dcapply	Start your Dual Credit Application	Submit your Dual Credit Application
Click on "Create a PCC application account" if it's your first time applying to PCC or if you've taken dual credit courses before September 2024.	Answer all questions with a red asterisk*--note that your SSN is not required <i>If you need help completing your application, please refer to our Admissions & Registration Guide</i>	Review, sign and submit your online application

Wait 3-5 business days for processing	Receive "PCC Application Status Update" Email	Log back into your admissions account
Check your email regularly for your status update email	After waiting 3-5 days, you should receive an admissions update with the subject line " PCC Application Status Update " <i>If you haven't received an email in 5 business days, email the Dual Credit office at dualcredit@pcc.edu</i>	Log back into your account by clicking log in under " Dual Credit Returning Applicants "

View your Admission Letter	Setup your MyPCC portal www.my.pcc.edu	Log into your MyPCC portal
Your admission letter will have your PCC ID number, MyPCC username and PCC email address	Set up your account using the first-time user link	Log into your MyPCC portal after creating your new password and setting up your security questions

Register for your Dual Credit Course	Check your registration status	 Congrats! You're a PCC College Student!
Click on MyCourses > Register for Classes > Add or Drop Classes > Select term > Enter 5 digit CRN under " Add Classes Worksheet "	Click on the " Detail Schedule " link or " Return to Menu " > " Student Detail Schedule " to verify your course enrollment	

Family Educational Rights and Privacy Act (FERPA)

What is FERPA?

The Family Educational Rights and Privacy Act of 1974 (FERPA) sets forth requirements regarding the privacy of student records. FERPA protects the education records of any student who has **ever** enrolled at Portland Community College.

FERPA requires us to keep student records confidential by ensuring that student information is **only** released with a consent form signed by the student or when the student submits consent via MyPCC. While FERPA does provide parents and guardians with rights in the K-12 setting, in a college setting like PCC all privacy rights belong to the student, **regardless of the student's age**.

What does FERPA mean for Parents and Families?

Once anyone enrolls in college they are protected under the Family Educational Rights and Privacy Act (FERPA). The student's record and rights to privacy belong to the student regardless of age. **High school teachers must be very careful when sharing any college information about the student.** The rules are different from sharing a student's high school information. Now that your students are college students, those with whom you can share their information are limited.

To whom can a teacher talk to/release student information?

	Students	Parents	High School Administration	Everyone Else
Class List, Whole Class	No	No	Yes	No
Grades, Whole Class	No	No	Yes	No
Grades, Individual Student	Yes	No	Yes	No
On-Going Performance	Yes	No	Yes	No
PCC Identifying Information (i.e. G#, Username, Password)	Yes	No	No	No
Registration Status	Yes	No	Yes	No

- High School faculty **must not have access** to student's PCC username and passwords (nor should they need to).
- If a student would like to release college information to their parents (or someone else) the student needs to fill out the PCC [Consent to Release Confidential Information](#) form and list the parents as an officially approved receiver of information. The student should fill it out, sign it, and return to [PCC Enrollment Services & Student Records](#).

Grading Guidelines

Traditional Grade System

- The traditional grade system uses A, B, C, D, and F, as defined under “Grade Definitions.”
- If available, students may select this grade system option at registration or change to this grade system option at any time during the first 80% of a course’s term by completing the approved registration process (see previous page).
- Subject Area Committees (SAC’s) may specify whether this grade system option is unavailable for each course in its control.
- Degree or certificate requirements may only allow specific grade system options.

Pass/No Pass System

- This grade system uses P and NP as defined under “Grade Definitions.”
- Transfer students should be aware that four-year institutions limit the number of pass/no pass credits that may be applied to a degree and frequently recalculate the student’s grade point average by weighting each P as if it were a C or D and each NP as if it were an F from the traditional graded system.
- If available, students may select this grade system option at registration or change to this grade system option at any time during the first 80% of a course term by completing the approved registration process (see previous page).
- SACs may specify whether this grade system option is unavailable for each course in its control.
- Degree or certificate requirements may only allow specific grade system options.

Attendance

- Students are expected to attend all classes in which they are enrolled.
- Repeated absences will affect a student’s grade.
- Students are responsible for dropping or withdrawing from registered classes by completing the official DROP or WITHDRAW process.
- Students who stop attending and who fail to DROP or WITHDRAW from a class by the published deadline may earn a grade of F or NP according to the grade system option selected by the student.
- Students having excessive absences and who fail to DROP or WITHDRAW from a class by the published deadline may earn a grade of F or NP according to the grade system option selected by the student.
- Faculty must record the last date attended for students who earn an F or NP.
- Faculty may assign a mark of NS (see “Grade Definitions”) and deny access to students who do not attend the first class session. These students will be dropped by registration.
- Faculty may assign a mark of NS and deny access to students who do not attend by the published DROP deadline. These students will be dropped by registration.

PCC Grading Options

Students taking Dual credit classes can choose between two grading options
(provided the department has permitted both options for a course):

Option 1:
Letter Grades (A-F) **OR** **Option 2:**
Pass/No Pass (P/NP)

When registering, PCC students taking credit classes can choose between receiving traditional letter grades (A-F) and Pass/No Pass (P/NP). If they do not select a grading option, the student will automatically have the default grading option for that course. The default option is generally a letter grade, but could be pass/no pass. *It is generally better to choose a letter grade for future transcribing transferability.*

How students can change a grading option:

- Students can change their grading option by logging into MyPCC and clicking on the **My Courses** tab. Click on **Register for Classes**, under the **Get Started** heading. Click on **Grade Change Options** and select the term. Find the applicable course and click the **list arrow** to select the grade option desired. Click on **Submit Changes**
- Refer to the PCC Dual Credit Academic Calendars for the deadline by which to have a grade change completed.

Student considerations when choosing a grading option:

- There is a limit to the number of Pass credits that can apply towards a degree or certificate. Check with an academic advisor at the college you plan to attend regarding the limit set for a degree or certificate.
- There are also a limited number of Pass credits that will transfer to other colleges/ universities. For more information, check with an academic advisor at the institution the student plans to attend.
- Refer to the PCC Grading Guidelines section on the following page for additional information.

Grade Definitions

A – Superior	<ul style="list-style-type: none"> Honor grade indicating excellence. Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, superior mastery of pertinent skills, and excellent attendance. Probable success in a field relating to the subject or probable continued success in sequential courses.
B – Above Average	<ul style="list-style-type: none"> Honor grade indicating competence. Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: high examination scores, accurate and prompt completion of assignments, ability to deal well with abstract ideas, commendable mastery of pertinent skills, and excellent attendance. Probable continued success in sequential courses.
C – Average	<ul style="list-style-type: none"> Standard college grade indicates successful performance earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, fair mastery of pertinent skills, and regular attendance. Sufficient evidence of ability to warrant entering sequential courses.
D – Substandard but Receiving Credit	<ul style="list-style-type: none"> Substandard grade indicating the student has met only minimum requirements as outlined by the instructor in the course handout. Earned as a result of some or all of the following: low examination scores, generally inaccurate, incomplete or late assignments, inadequate grasp of abstract ideas, barely acceptable mastery of pertinent skills, irregular attendance, insufficient evidence of ability to make the enrollment in sequential courses. Does not satisfy requirements for entry into courses where prerequisites are specified.
F – Failure	<ul style="list-style-type: none"> Non-passing grade indicating failure to meet minimum requirements as defined by the instructor in the course handout earned as a result of some or all of the following: non-passing examination scores, inaccurate, incomplete or late assignments, failure to cope with abstract ideas, inadequate mastery of pertinent skills, repeated absence from class. Does not satisfy requirements for entry into courses where prerequisites are specified. Faculty must record the last date attended for students who earn an F.
P – Pass	<ul style="list-style-type: none"> Acceptable performance. A grade of P represents satisfactory achievement which would have been graded C or better under the traditional grading system. The P grade is disregarded in the computation of the PCC grade point average. This grade is available only when a student has selected the Pass/No Pass grade system option during the first 80% of a course term.

Grade Definitions Continued

NP – No Pass	<ul style="list-style-type: none"> • Unacceptable performance. • A grade of NP represents unsatisfactory achievement which would have been graded D or lower under the traditional grading system. • The NP grade is disregarded in the computation of the grade point average. • Faculty must record the last date attended for students who earn an NP. • This grade is available only when a student has selected the Pass/No Pass grade system option during the first 80% of a course term.
I – Incomplete <i>A contract is required. See Below.</i>	<ul style="list-style-type: none"> • At the time final course grades are recorded, the instructor may, with the consent of the student, record an “I” mark and grant additional time for the completion of a minor but essential requirement for the student who is otherwise making satisfactory progress. • <i>Incomplete grade must be accompanied by a signed contract. The contract must include student and teacher signatures and be filed with the Dual Credit office.</i> • Such written agreements shall describe the missing requirement, the basis for the requirement’s evaluation, the effect on the final grade computation and the completion date (within one year) for that requirement. • If no replacement grade for an “I” mark is provided by the course Instructor within one calendar year, the “I” mark shall automatically be changed to an F or NP depending on the grade system option (chosen by the Student) in effect at the time the “I” mark was originally recorded. • This mark does not entitle the student to repeat a course without paying tuition. • It may be impossible to receive this mark in some courses where, for example, equipment usage is required.

Repeat Policy

Only the highest grade earned will count towards a student's GPA. All other grades earned for that course will be excluded from the GPA and the credit hours earned. *All grades earned will appear on the transcript.* See the website for more information: pcc.edu/registration/repeat

How does repeating a class affect a student’s...

Transcript	All grades will appear on your transcript permanently.
GPA	Only the highest grade earned will contribute to your GPA.
Credit Hours	Only credits from the highest grade earned will contribute to your total credits.

Entering Final Dual Credit Grades

Faculty tools

Manage your course

[My courses](#)

[Course evaluations](#)

[Edit class details](#)

[Textbook adoptions](#)

[Accessible Ed & Disability Resources](#)

Banner / Banweb

[Banner login](#)

[Final grades](#)

[Summary class list](#)

[Faculty detailed schedule](#)

[Faculty services menu](#)

1. Login to your MyPCC portal (my.pcc.edu)
2. Click on the **Faculty** tab on the top of the website
3. Click on **Final grades** under the [Faculty Tools > Banner/Banweb](#) heading in the right sidebar
4. Select the appropriate PCC term from the drop-down menu and click **Submit**
5. Select the appropriate CRN and click **Submit**. *(The previous steps will need to be repeated for each course CRN that you need to enter grades for.)*
6. Enter the final grade for each student listed. Click on **Submit** to save the updates.

NOTE:

You do not need to enter the **Last Attended Date** unless...

- The student did not attend the class during the majority of the term (i.e. they moved out of the district). *If this happens, enter the last date the student was present on your attendance roster as the Last Attend Date*
- The student never attended class (i.e. they accidentally registered for the wrong class). *If this happens, enter the start date of your class as the Last Attend Date.*

Grade Changes (up to 1 year from the end of class)

1. Login to MyPCC at my.pcc.edu
2. Click on the **Faculty** tab
3. Click on **Summary Class List** under the Banner/Banweb heading in the right sidebar.
4. Select the appropriate PCC term from the drop-down box and click on **Submit**.
5. Select the appropriate CRN and click on **Submit**.
6. Click on the link **Grade Changes** at the bottom left of the screen.
7. Fill in the required information and click on **Submit** when done.
8. You will receive an email from the registrar when the grade change is complete

Incomplete Grading Contract Guidelines

An Incomplete (I) is a temporary mark an instructor may use when a student has successfully completed the majority of a class but needs additional time to complete some of the requirements.

Prior to submitting this mark, the instructor and student must sign a [written agreement](#) that describes the missing requirements, the basis for the requirements' evaluation, the effect on the final grade computation, and the completion date (within one year of the end of term in which the class was taught) for the requirements. The written agreement must also indicate what final grade the student will receive if the identified coursework is not completed by the completion date. **A copy of the agreement must be shared with the Dual Credit office (dualcredit@pcc.edu) during the same term in which the 'I' mark was assigned.**

If no replacement grade for an "I" mark has been recorded by the instructor within one year of the end of the class' term, *the I mark will automatically be changed to the final grade indicated by the instructor in the written Incomplete agreement and when the instructor submitted final grades for the class.*

Please note that a student cannot complete an Incomplete by retaking the class. For more information visit the [PCC Grading Guidelines](#) website.

Academic Records Appeal

All appeals are processed in accordance with PCC's guidelines as noted on the [Complaints and Feedback](#) website. If you experienced a sudden and extenuating circumstance beyond your control that prevented you from meeting a published deadline, you may appeal for an exception to have your academic records updated. ***The deadline to submit an appeal is within 90 days from the end of the term.***

How to File an Academic Records Appeal

- Visit the [Academic Records Appeal](#) website to complete the appeal webform.
- You will be asked to provide a brief summary of the reason for your request as well as have the opportunity to upload any documentation.

Notification of the outcome of your appeal will be sent to your MyPCC email address within 30 days of receipt.

If you need assistance completing your appeal please feel free to contact the Dual Credit program at (971) 722-7737 or dualcredit@pcc.edu.

Incomplete (I) Mark Process and Contract

Guidelines

- This is a temporary mark an instructor may use when a student has successfully completed the majority of a class but needs additional time to complete some of the requirements.
- This mark should only be used when the student does not need additional instruction to complete the course.
- If no replacement grade for an I mark has been recorded by the instructor within one year of the end of the class' term, the I mark will automatically be changed to the final default grade indicated by this form.
- This form must be submitted prior to submitting an Incomplete mark.
- Incompletes may affect Financial Aid or Satisfactory Academic Progress (SAP), and students should talk to their school college counselor before agreeing to an Incomplete for a class.
- Please refer to the Dual Credit Student Handbook for more information: pcc.edu/dchandbook

Instructor: File original with your Dual Credit Coordinator, provide a copy to students, and keep a copy for yourself.

Student: You are responsible for ensuring the accuracy of your final grades on your academic transcript.

Student Information:

Last name	First name	Student PCC ID (G#)

Class Information:

Instructor name and High School		
Subject and course number	CRN	Term/Year

Missing requirement, basis for the requirement's evaluation, and effect on the final grade computation:

--

Other comments and/or resources needed from instructor by specified date:

--

Student's default grade:

We understand that unless the student completes the above listed course work by the completion date stated the grade for this class will revert from an "I" to the Student's Default Grade noted below. It is the responsibility of the student to see the work is completed and submitted by the agreed upon date.

If remaining work to be completed is NOT turned in by Date , the grade the student will earn Grade

Student signature	Date
Instructor signature	Date