



**Portland
Community
College®**

PCC DUAL CREDIT FACULTY PARTNERSHIP HANDBOOK 2024-25



Portland Community College is an Affirmative Action, Equal Opportunity Institution.



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Welcome to PCC Dual Credit!

Dear PCC Faculty Liaisons and partners:

Thank you for serving Portland Community College as a PCC Dual Credit Faculty Liaison or partner. Your role is critical in fulfilling our mission of maintaining a high level of professionalism and quality, academic rigor, and affordable opportunities that help high school students meet current graduation requirements as mandated by the state of Oregon.

Research has shown that Dual Credit students are better prepared for college expectations. Students receive transcribed college credit for Dual Credit courses, which are graded via multiple and varied assessments, rather than one final exam.

In 2023-24, you made it possible for 5540 students from 52 high schools to earn 35,628 credits through the PCC Dual Credit program. High School Dual Credit students were not charged tuition or fees. This was a savings to the students (and their families) of \$4,738,524 in PCC tuition alone.

This PCC Faculty Partnership Manual will help guide you to work collaboratively and successfully with high school faculty and students in the PCC Dual Credit program.

The manual outlines:

- PCC's two types of Dual Credit
- Oregon State Dual Credit standards
- PCC's Dual Credit Articulation Creation Process
- Faculty information, syllabus requirements, and grading policies
- MyPCC account and email information
- Roles and responsibilities of High School Dual Credit Faculty
- Instructions on how students apply and register for PCC Dual Credit classes

The PCC Dual Credit program strives to create partnerships between the community college and High School Dual Credit Faculty. 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. Once again, thank you and welcome to PCC Dual Credit!

Sincerely,

Your PCC Dual Credit Team



**Portland
Community
College**

**Dual
Credit
Program**

Dual Credit Office



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Phone (971) 722-7737

Website www.pcc.edu/dual-credit

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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

Dual Credit Benefits & Facts

Benefits to Students

- Enhances ability and skills to do college level work and builds confidence for college success.
- Saves money by offering the opportunity to earn free college credit and shortening the amount of time after high school to complete a college degree.
- PCC credits are usually transferable to all Oregon Public Universities and many other colleges and universities.
- Military enlistees may earn higher rank with earned college credit.
- Provides limited access to PCC student support services such as PCC's Library, Writing Center, and online Tutoring Services.
- Dual Credit students are likely to earn more credits by the second year of college than non-dual credit students and are more likely to finish college.

Benefits to High Schools and PCC

- Brings PCC and high school administrators and faculty together to develop curriculum, share instructional methods, ideas and experiences that benefit students.
- Coordinated curriculum reduces redundancy of courses between high school and college and increases rigor of classes.
- Increases the likelihood of students continuing their education beyond high school.

Dual Credit Facts 2023-2024

- 52 High Schools
- 239 Articulating High School Faculty
- 54 New Articulating High School Faculty
- 35,628 PCC Credits Awarded
- 32 Lower Division Collegiate Program Areas
- 21 Career & Technical Program Areas
- 537 Active Articulation Agreements
- 5540 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 2024**.

Kate DePaolis (All BSD, SYL Catchment and all out of district BCT)	Frank Smith (All PPS, SE & CA Catchment and all FP)	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		
Central Linn High School		
South Albany High School		



Credits with a Purpose

PCC Dual Credit is committed to providing high school students with college experiences at their high schools. In order to best support their post-secondary education PCC offers classes that will prepare students for their future career and education goals. We aim to offer opportunities to best fit the breadth of interests students have, while understanding teacher qualifications and other limitations may apply to the types of courses offered.

Applicability Statement

Before registering for Dual Credit, it's important for students to consider that:

- Dual Credit classes are PCC college classes that are part of their official college transcript.
- College classes, including Dual Credit classes, may impact college GPA, along with scholarship, financial aid, and athletic eligibility.
- Students can find out how this course can fulfill [requirements](#) at PCC.
- Students can find out how this course can fit at other colleges and universities by contacting those admissions offices.

Goals of Accelerated Credit at PCC

- Help students become successful college students while bridging the gap between high school and college.
- Help students develop college-going behaviors and skills.

Contrasts between college and high school can be identified in these areas:

College Practices	High School Practices
Students must register themselves by hard deadlines	Registration is assisted and can be adjusted at later dates
Students are responsible for their own learning	Student learning is guided by teachers/ parents
Students own their academic info and must sign a release to share with anyone else including parents	Parents and students own the academic information
Deadlines are final	Deadlines can be adjusted
Assistance must be initiated by student	Parent/teacher/counselor may initiate support

PCC Dual Credit- What is it?

PCC offers 2 types of Dual Credit:

1. Standard Dual Credit

High school teachers meet posted [instructor qualifications](#) and are approved as PCC Dual Credit faculty. Students apply and register for courses as Dual Credit students and the credit will appear on both college and high school transcripts.

2. Sponsored Dual Credit

High school teachers do not meet the same posted academic qualifications as those teachers approved for Standard Dual Credit, but instead work closely with a PCC faculty member (instructor of record) in their discipline throughout the planning, implementation and grading of the course. High school teachers agree to participate in directed Professional Learning Committees (PLCs) with other high school teachers. Students apply and register for courses as Dual Credit students and their credits will appear on both college and high school transcripts.

Students should seek guidance about the applicability of all accelerated credit directly from the higher learning institution they hope to attend.

Comparisons of PCC Dual Credit Models

	Standard Dual Credit	Sponsored Dual Credit
Teachers need a qualification review and typically require a masters in their field?	Yes	No
High school site visits and observations needed?	Yes	Yes
Student transcript will be coded with an Asterisk for courses signifying coursework was not "standard credit"	No	No
Teachers are given CRNs for course registration	Yes	Yes
Students register for the course	Yes	Yes
Is there a cost* for this type of PCC Credit? <i>(*cost is billed to the school district NOT to students)</i>	No	Yes
Is Dual Credit transferable to my future college?	Students should seek guidance about the applicability of all accelerated credit directly from the higher learning institution they hope to attend.	

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:

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

The Oregon Dual Credit Standards align with nationally recognized practices and very specifically focus on replicating, to the greatest extent possible, the college or university course in the high school. This includes requiring the participating high school teacher to meet the qualifications to teach the course for the college/university.

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

Oregon Dual Credit Standards Continued

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:

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

High School teachers do not need to meet posted PCC instructor qualifications, but instead, they will work closely with a PCC faculty member-partner (instructor of record) throughout the planning, implementation and grading of the course. High School teachers also agree to participate in Professional Learning Communities (PLCs) with other high school teachers in their discipline. Students apply and register for courses as Dual Credit students and the credits will appear on both college and high school transcripts.

Faculty Liaison Roles

Faculty liaisons are supporters of both the PCC Dual Credit high school faculty and the sponsoring PCC academic department. They help high school faculty and the corresponding PCC academic department by providing curriculum development, reviewing Dual Credit syllabi, visiting high school classrooms to provide curriculum information, performing course assessments, discussing issues, and offering other training to students and teachers. Sponsored Dual Credit is labor intensive. PCC faculty are compensated for their time at the hourly special projects rate up to the amount of the fee that the high school is charged. Faculty liaisons will be involved in the planning and implementation of the course as well as entering grades, and it is the faculty liaison's name that will be recorded on the transcripts for all students. To assure alignment and quality instruction, the faculty liaison needs to check in with the high school teacher frequently, be aware of what's happening in the classroom, and be available for questions.

Liaison Compensation

The PCC Dual Credit program 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 alignment work
- Approved meetings and/or events such as the Dual Credit Symposium and Quarterly Liaison Meetings

Bi-weekly Pay Period:

- Complete one timesheet per bi-weekly pay period; do not combine periods onto one timesheet

The liaison should track their time using the [Dual Credit PCC bi-weekly timesheet](#) and submit their timesheet via email at dualcredit@pcc.edu within the [payroll schedule](#) with any supporting documentation.

Faculty Liaison Responsibilities (IOR & Standard)

1. Plan, implement, and attend group PLCs for the high school teachers with whom you partner.
2. Attend the annual articulation connections team meetings, program workshops and any professional development opportunities to enhance collegial interactions as required by the Oregon Dual Credit Standards.
3. Communicate department information regularly to your high school faculty and the Dual Credit office. Include high school faculty in department correspondence, listserv, academic notices, and general information.
4. Invite the high school faculty to campus department meetings and SAC meetings.
5. Communicate every few weeks by email or phone with your high school faculty. Copy the PCC Dual Credit Coordinator on email correspondence.

During the Approval Process:

- Assist high school faculty with the development of their Dual Credit syllabi in order to meet approval guidelines based on PCC's syllabi requirements.
- Supply high school faculty with current sample syllabi, sample exams, textbooks, and other course materials when requested.
- Review and approve course syllabi submitted by high school faculty.
- Sign the high school instructor's PCC Dual Credit Articulation Agreement.
- Track all time spent during the alignment and course approval process.
- Submit a PCC Bi-weekly timesheet and mileage form to the Dual Credit office within two weeks of completing the work.

After the Approval Process:

- At least once per term complete a PCC Dual Credit "[Site Visit and Observation Form](#)" for the Dual Credit course and teacher with whom you are partnering. Liaison should become aware of quality of course alignment in the classroom and ensure that the Dual Credit course reflects the college's pedagogical, theoretical and philosophical orientation through this site visit. Submit time and mileage sheet for every contact and visit.
- Discuss the college experience with high school students during visits to the school. This may be done when faculty liaisons visit the high schools or when faculty liaisons help to bring high school students to visit a PCC campus.

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.*

Dual Credit Articulation Process for HS Faculty

Dual Credit Articulation Application

www.pcc.edu/DCAApplication

Resume and official college transcripts, with degree conferred, must be included for the application to be considered complete. *Web print-off transcripts are not accepted.*



STEP 1: Instructor Qualification Review

(by appropriate PCC Dean)

If **NO**, review reasons, determine if they can be resolved. If they can, resubmit documentation with additions.



STEP 2: Course Review

(with PCC Faculty Liaison)

- Relationship Building
- Course Building
- Course Approval

If **NO**, consult with Dual Credit Coordinator and Liaison about needed correction, make indicated adjustments, then submit corrections and make indicated adjustments. Re-submit once completed.



STEP 3: Articulation Agreement Completed

Articulation agreements are completed by the Dual Credit office and multiple signatures are required, including the high school instructor and administrator

Course Registration Numbers (CRNs) will be issued. Students that have applied for admission to PCC as a Dual Credit student, must now register for the course(s) in the appropriate term in which it is offered and may now earn college credit upon successful completion of the course.

Step 1: Instructor Qualification Review

Every Dual Credit high school teacher must submit a dual credit application, a resume and **all** official college and post-grad transcripts *to include those where an associate degree or transfer credit was earned*. The application documents will be accessible by the dual credit office and they will be presented to the Division Dean of the desired course's department.

The Division Dean will decide if the candidate meets all qualifications necessary to articulate, keeping in mind high school faculty must meet one of the qualification options listed on PCC's Instructor Qualifications at pcc.edu/instructor-qualifications **OR** at the Dean's Discretion, they might instead meet "Unposted Demonstrated Competency."

The PCC Division Dean will review, approve, and sign the electronic Instructor Approval Form (IAF). The credentials will then be routed to the PCC Dean of Instruction (DOI) for review and approval.

When the faculty approval process is complete the high school faculty will be notified and they will at that time begin Step 2: the course review process, upon online submission of their Dual Credit syllabus.

Step 2: 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.

Relationship Building	<p>Liaison will:</p> <ul style="list-style-type: none">To begin, faculty liaison should introduce themselves to the newly approved High School Dual Credit Faculty, either over the phone or in person. <p>New Partners will:</p> <ul style="list-style-type: none">Review the course to be taught and discuss pertinent information about the department, course and the SAC. <p>Liaison will:</p> <ul style="list-style-type: none">Provide suggestions for resource information, access to texts and articles, and possible speakers and hands-on activities.Share and discuss department CCOGs for the course.
Course Design (including syllabus and course schedule)	<p>Liaison will:</p> <ul style="list-style-type: none">Ensure High School Dual Credit Faculty has a copy of the course syllabus template. Contact the Dual Credit office for a current template if your High School Dual Credit Faculty partner has not

	<p>acquired one yet. Please update our office with any pertinent department-specific changes to the template so it will be updated next time we need it.</p> <ul style="list-style-type: none"> • Share copies of college syllabi for the same course. This can be helpful to new teachers. • Review High School Dual Credit Faculty’s rough drafts of the syllabus and work with them to make changes, so that the syllabus meets expectations for the same course at the college.
<u>Course Approval</u>	<p>Liaison will:</p> <ul style="list-style-type: none"> • When the syllabus seems to align well with similar courses taught at the college, notify the teacher and the Dual Credit office that the syllabus is approved, then complete the “Dual Credit Syllabus Approval Form.” All syllabi for new courses should be approved by September 1st, at the latest. • Fill out the course approval form provided on the Dual Credit Website and/or by our office and turn it into the Dual Credit office. This form will be confirmed and noted as your official syllabus approval.
<u>Articulation Agreement</u>	<ul style="list-style-type: none"> • When the Dual Credit office has both faculty approval and course approval, an articulation agreement will be established. This is a legal document and should be read carefully before being signed. • When the articulation agreement is completely signed you should be ready to begin to register students!

Step 3: Articulation Agreements

Once a High School Dual Credit Faculty has received the appropriate instructor and course approvals, the PCC Dual Credit office creates an Articulation Agreement that is a legally binding contract between Portland Community College, PCC Dual Credit, and the high school. *The agreement states the responsibilities of both the high school and the college, and is signed by the high school instructor and administrator, as well as the PCC Dual Credit Coordinator, Faculty Liaison, Division Dean, and Vice President of Academic Affairs.*

Newly approved High School Dual Credit Faculty will have a 1-Year Initial Articulation Agreement for the current school year. In most cases courses that are on a 1-Year Initial Articulation Agreement must be assessed during that academic year in order for the agreement to move onto a 3-Year Renewal Articulation Agreement. Courses that are on a 3-Year Renewal Articulation Agreement must be assessed at least once during the three years or they will revert to a 1 year renewal articulation agreement.

High School Site Visits

Purpose of Site (Classroom) Visits

Oregon developed the Dual Credit Standards to assure the quality of and consistency between instruction of Dual Credit offerings at colleges and universities throughout the state. The PCC Dual Credit Program first received state approval in 2011. Part of that approval is dependent upon ongoing, regular site visits and observations of courses.

High school and PCC faculty involvement in this process is not only necessary, it assures quality of Dual Credit programs and develops collegial relationships. It is expected that High School Dual Credit Faculty will provide to the Faculty Liaison the times/days when the course is offered and be available during those times. Site visits should include a classroom observation and a review of the syllabus. The site visit component of Dual Credit assures that the course offered at the high school meets or exceeds the rigor, pedagogy and outcomes of the on-campus course.

Courses that are approved through a PCC Dual Credit 1-Year Initial Articulation Agreement must be observed during that academic year. In most cases courses approved with a PCC Dual Credit 3-Year Renewal Articulation Agreement are observed at least once during the three years noted on the agreement.

Classroom Visit with Course Observation

A high school observation takes place during a site visit to the school building on a regular school day. High School Dual Credit Faculty with 1-Year Initial PCC Dual Credit Articulation Agreements must be observed within the academic year specified on the agreement. High School Dual Credit Faculty with 3-Year Renewal PCC Dual Credit Articulation Agreements are observed at least once during those three years. Should the course not meet the PCC Academic Departments pedagogical, theoretical or philosophical orientation, a follow up observation will be requested. Site visits may be conducted more frequently if the PCC Division Dean deems this appropriate.

Curriculum Conference

The PCC Faculty Liaison observes the PCC Dual Credit class period or meets with the High School Dual Credit Faculty to discuss topics related to the course that may include, but are not limited to, developing curriculum, sharing ideas and best practices, answering questions, etc. This type of visit is not mandatory, but may be useful for purposes of following up with the High School Faculty after suggestions for improvement. The PCC Faculty Liaison and Dual Credit Coordinator collaborate with the High School Dual Credit Faculty to fix any deficiencies.

Presentations to Students

PCC Faculty Liaisons may be available to present a curriculum-related topic or information about PCC to the students. This is not required under regular Liaison responsibilities, however, these types of visits can be powerful ways to assist students with the transition process to college.

Classroom Visits and Observation Process

BEFORE THE CLASSROOM VISIT

Prior to the classroom visit:

- High School Dual Credit Faculty submit updated PCC syllabus and schedule of learning activities to the PCC Dual Credit office by September 1st for every new articulation agreement year.
- High School Dual Credit Faculty and PCC Faculty Liaison work to determine a convenient time to complete the course observation.
- PCC Dual Credit Coordinator will notify PCC Faculty Liaisons and Division Deans with a list of the observations needed, by term.
- PCC Faculty Liaison will obtain the high school's calendar/bell schedule.

AT THE TIME OF THE CLASSROOM VISIT

Dual Credit courses are observed with the following in mind:

- How well does a High School Dual Credit course align with PCC's [Course Content and Outcomes Guide](#)?
- Does the High School Dual Credit course reflect the pedagogical, theoretical and philosophical orientation of PCC and sponsoring academic departments?
- Observations are a requirement, and are necessary to be in compliance with the Oregon Dual Credit Standards.

AFTER THE CLASSROOM VISIT

The PCC Faculty Liaison will:

- Complete in the PCC [Dual Credit Observation Form](#) in detail.
- Provide the High School Dual Credit Faculty with constructive feedback regarding any improvements that may be needed.

Things PCC Faculty Liaisons Should Know

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 Faculty Liaisons are in a good position to encourage Dual Credit students to attend PCC after high school graduation. Liaisons may wish to encourage students to pursue degrees in a field related to their PCC Dual Credit courses.

Some ideas for presentations include:

- Distributing brochures about your PCC program and/or demonstrating the website for your PCC program.
- Providing information about scholarships for students in your program and related programs.
- Providing information about a possible pathway to a bachelor's degree and career pathway.
- Providing information about starting wage or salary range for graduates
- Providing information about employers that regularly contact you looking for qualified employees.
- Providing anecdotal information about graduates you have placed in jobs.

Strategies for Maintaining Alignment

The partnerships between Portland Community College and the local school districts require collaboration and good faith effort to remedy potential shortcomings before a Dual Credit course is discontinued. Your PCC Dual Credit Coordinators wish to work to maintain healthy partnerships with our school districts whenever possible. Changing or discontinuing a course that is offered for Dual Credit impacts our partners in local school districts, their students, and potentially, PCC's public reputation and in the greater community.

PCC Dual Credit Coordinators expect changes to occur to course content periodically, and we will work to assist high school administrators and High School Dual Credit Faculty to embrace necessary changes. Unfortunately, Dual Credit courses may occasionally be discontinued for reasons such as the sun-setting of PCC courses or programs or for insufficiently addressed concerns over the quality of instruction or college-level rigor in Dual Credit classes.

As other situations and types of changes arise, this document will be revised to address them. The intent of this document is to encourage all parties to address concerns in a collaborative manner.

- In the case of course content or curriculum changes to PCC courses or programs, the following steps should be taken to provide timely information to the school districts.
 - Liaison should inform the PCC Dual Credit Coordinator of the proposed changes and timeline for implementation of these changes so that the PCC Dual Credit Coordinator can contact the appropriate high school personnel as soon as possible, allowing at least the completion of the current PCC academic year to be mandatory.

- Liaison should provide support to assist High School Dual Credit Faculty in adjusting to the changes, such as timely notification, professional development, and allowing sufficient time to implement the change within the constraints of the accrediting bodies.
- PCC should continue to grant credit for the dual credit courses in question through the duration of the existing PCC Dual Credit Articulation Agreement.
- In the case of sun-setting PCC courses or programs, the following steps will be taken to provide timely information to the school districts.
 - PCC faculty will inform the PCC Dual Credit Coordinator of the proposed changes and timeline for implementation of these changes that require discontinuance of the Dual Credit offering so that the PCC Dual Credit Coordinator can contact the appropriate high school personnel as soon as possible, allowing at least the completion of the current PCC academic year.
 - Dual Credit will provide support to assist High School Dual Credit Faculty in adjusting to the changes, such as timely notification, professional development, and allowing sufficient time to implement the change within the constraints of the accrediting bodies.
- In the case of concerns over the quality of instruction or concerns about course content not being sufficiently aligned with PCC's requirements, the following steps should be taken to enable the high school and school district to address the concerns of PCC personnel. It is intended that instructional issues be addressed promptly and on a case-by-case basis. The goal is to assist the High School Dual Credit Faculty to correct the concerns in a timely manner so their course is significantly the same as a course taken on a PCC campus and to maintain alignment whenever appropriate.
 - Liaison will contact the PCC Dual Credit Coordinator promptly regarding the concerns specific to a Dual Credit offering so that the coordinator can contact the appropriate high school personnel as soon as possible.
 - The PCC Dual Credit Coordinator and the PCC Faculty Liaison will discuss the concerns with the High School Dual Credit Faculty and set a reasonable timeline for the High School Dual Credit Faculty to address the concerns and correct the problems.
 - If the above steps do not correct problems within a reasonable time (i.e., one semester or less), the PCC Dual Credit Coordinator with the Dean of Academic Affairs will co-write a letter to the appropriate parties, listing the following:
 - A specific date by which the concerns listed in the letter need to be addressed or corrected as determined on a case-by-case basis within one PCC academic year. Including the consequences of not correcting the problems by the above date.
 - Hold follow-up discussions with the appropriate parties on the issues.
 - Follow up with the High School Dual Credit Faculty to see if they have addressed and corrected the issues included in the letter before the deadline.
 - Future course proposals may be denied if the concerns addressed in the letter are not corrected.
- In the case of High School Dual Credit Faculty failing to meet the annual PCC Dual Credit requirements of providing a revised syllabus for each new contract period, attending annual

articulation connections meetings, workshops or professional development, and making time for their course assessment with their PCC Faculty Liaison, the following steps will be taken:

- Contact the PCC Dual Credit Coordinator regarding the concerns specific to the Dual Credit offering so that he or she can contact the High School Dual Credit Faculty, high school and/or school district administrator.
- The PCC Dual Credit Coordinator and PCC Faculty Liaison will discuss the concerns with the High School Dual Credit Faculty and set a reasonable time for the High School Dual Credit Faculty to address the concerns and correct the problems.
- If the above steps do not correct the problems within a reasonable time (i.e. one semester), the PCC Dual Credit Coordinator with the Dean of Academic Affairs will co-write a letter to the appropriate parties, listing the following:

FYI: Student Admissions and Registration Process

How Students Register for Dual Credit

There is a **3-step process** for students who wish to earn college credit for the high school course work through Portland Community College. **As a liaison, you're not required to know this information.**

This information is provided in the event that you are asked to assist students with the [PCC admissions and registration process](#). At any point, you're encouraged to redirect the HS faculty member to their assigned Dual Credit Coordinator.

1. Admissions:

- **Complete the Dual Credit Admission Application**

- There are three application types at PCC: Credit, Dual Credit, and Non Credit.
- As a dual credit student, students *must be admitted as a Dual Credit student* in order to register for Dual Credit classes.
- Please note that while students may need to complete a different type of application for various reasons, they will only have one PCC account (and one official college transcript from PCC). *If the student has questions about which application they should complete, they should contact the [Dual Credit office](#).*

2. MyPCC:

- **Set up Your MyPCC student portal**

- Students will need to set up their MyPCC account, using the username provided to them in their admission acceptance email (they will only need to complete this step once).
- Students are encouraged to familiarize themselves with the MyPCC portal; it is where they will add/drop classes, request their official transcript, access their PCC email, and more!

3. Registration:

- **Register for classes your Dual Credit Course(s)**

- Dual credit courses have unique registration windows that do not match traditional registration periods at PCC. Therefore, it's important that students register for class(es) during the specified registration window.
- Dual Credit course information (courses offered, course registration numbers, and registration windows) can be found by visiting our [Participating High School](#) webpage.
- After students have registered, please encourage their review of the [Student Handbook](#) so that they are aware of their rights and responsibilities as a PCC student.

Grading Guidelines

- **For PCC Dual Credit grade calculations, *students will not be allowed to retake examinations in a Dual Credit course.***
- While a HS may honor +/- letter grades, PCC will not assign +/- for any courses including Dual Credit courses. *As such, the students final grade will be rounded to the nearest letter grade.*

Incomplete Grading Contract Guidelines

- Prior to submitting this mark, the instructor and student must sign a written agreement (see below) 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)
- To complete a digital PDF copy of the contract, visit: [Dual Credit Program Incomplete Process and Contract](#)

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:

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

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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



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