# PCC Dual Credit Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

# PCC Dual Credit Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kendra Cawley</td>
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<td><a href="mailto:kho@pcc.edu">kho@pcc.edu</a></td>
</tr>
</tbody>
</table>

# Mailing Address

Portland Community College  
P.O. Box 19000  
Portland, Oregon 97280-0990

# Physical Address

Portland Community College  
Rock Creek Campus, Bldg. 3, Rm. 226  
17705 NW Springville Road  
Portland, Oregon 97229

# Dual Credit Phone Number

971-722-7737

# Stay Connected

Program Email: dualcredit@pcc.edu  
Website: http://www.pcc.edu/dualcredit

# Dual Credit Social Media

Facebook: https://www.facebook.com/pccdualcredit  
Twitter: https://twitter.com/pccdualcredit  
Instagram: https://www.instagram.com/pccdualcredit2018
Portland Community College focuses on four core themes:

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

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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 transcripted college credit for Dual Credit courses, which are graded via multiple and varied assessments, rather than one final exam.

PCC Faculty Liaisons’ guidance and leadership made it possible for 6,830 students from 67 high schools to earn 42,416 credits through Portland Community College in 2017-18. As a student of the PCC Dual Credit program, students were not charged tuition or fees. This was a savings of $4,411,264 to them (and their families) in PCC tuition alone. The PCC Dual Credit program generated approximately 1,264 in PCC FTE.

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

The manual outlines:

- PCC’s three 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 faculty. See the ‘Creating Partnerships’ section of this manual for some highlights of the creative partnership opportunities that have been facilitated by the PCC Dual Credit program. These experiences enrich the teaching of all involved and assure the quality of coursework delivered through the PCC Dual Credit program.

Please contact us with questions, suggestions or innovative ideas that will help us better serve you, and our high school faculty and students. We look forward to your participation.

Sincerely,

Kate DePaolis
Frank Smith

Kate DePaolis
Dual Credit Coordinator

Frank Smith
Dual Credit Coordinator
PCC Dual Credit - What is it?

PCC Dual Credit began working to align high school courses with PCC college course in the 1980's. Most of those first courses were Career and Technical Education (CTE) courses. This supported the work that is foundational to the federal Perkins Act. As interest grew, and research showed that accelerated learning opportunities improved the outcomes for students, Lower Division Collegiate (LDC) offerings were added to the list of courses that could be articulated for dual credit. In 2009 the state of Oregon established a set of standards used to accredit programs offering dual credit to students. PCC met those standards and was accredited in 2011. PCC is also a member of the **National Alliance of Concurrent Enrollment Partnerships (NACEP)**. We continue to improve the quality of our programs and services. The work that high school and college faculty do to assure collaboration and alignment is essential to the success of the program.

**PCC offers 2 types of Dual Credit:**

1. **Standard Dual Credit**

   High school teachers meet posted qualifications found online at http://www.pcc.edu/resources/academic/instructor-qualifications/index.html 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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standard Dual Credit</th>
<th>Sponsored Dual Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers need a qualification review and typically require a masters in their field?</td>
<td>Yes</td>
<td>No (but most disciplines require teachers to have certain credentials)</td>
</tr>
<tr>
<td>High school site visits and observations needed?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Students earn college credit without <em>asterisk</em> on transcript?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Students earn college credit with an <em>asterisk</em> on transcript</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Teachers are given CRNs for course registration</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Students register for the course</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is there a cost for this type of PCC Credit?</td>
<td>Currently No</td>
<td>Yes</td>
</tr>
<tr>
<td>Is Dual Credit transferable to my future college?</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Applicability Statement

Dual Credit classes can help you develop college skills.

Please be informed that:

- Dual Credit classes are PCC college classes that are part of your official college transcript.
- College classes, including Dual Credit classes, may impact college GPA, along with scholarship, financial aid, and athletic eligibility.
- You can find out how this course can fulfill requirements at PCC. Visit catalog.pcc.edu.
- You can find out how this course can fit at other colleges and universities by contacting their admissions office.

You will need to consider the above information before you sign up for this PCC course. Make sure you do this in time so you don’t miss our registration deadline.

Welcome to PCC!
Standard Dual Credit
## Dual Credit Standards

The PCC Dual Credit program aligns and complies with the Oregon Dual Credit Standards which were created in an effort to bring more consistency to the state with an emphasis on strengthening faculty connections and ensuring programs are of high quality. The Oregon standards are strongly based on the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards, and include the following:

<table>
<thead>
<tr>
<th>Curriculum 1 (C1)</th>
<th>(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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum 2 (C2)</td>
<td>(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.</td>
</tr>
<tr>
<td>Curriculum 3 (C3)</td>
<td>(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.</td>
</tr>
<tr>
<td>Faculty 1 (F1)</td>
<td>(F1) - Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.</td>
</tr>
<tr>
<td>Faculty 2 (F2)</td>
<td>(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.</td>
</tr>
<tr>
<td>Faculty 3 (F3)</td>
<td>(F3) - Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the college’s or university’s faculty and Dual Credit administrators. This interaction must occur at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.</td>
</tr>
<tr>
<td>Faculty 4 (F4)</td>
<td>(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).</td>
</tr>
<tr>
<td>Student 1 (S1)</td>
<td>(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.</td>
</tr>
<tr>
<td>Student 2 (S2)</td>
<td>(S2) - Colleges or universities outline specific course requirements and prerequisites for students.</td>
</tr>
<tr>
<td>Student 3 (S3)</td>
<td>(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.</td>
</tr>
<tr>
<td>Assessment 1 (A1)</td>
<td>(A1) - Dual Credit students are held to comparable standards of achievement as those expected of students in on-campus sections.</td>
</tr>
<tr>
<td>Assessment 2 (A2)</td>
<td>(A2) - The college or university ensures that Dual Credit Program students are held to comparable grading standards as those expected of students in on-campus sections.</td>
</tr>
<tr>
<td>Assessment 3 (A3)</td>
<td>(A3) - Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.</td>
</tr>
<tr>
<td>Evaluation 1 (E1)</td>
<td>(E1) - 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.</td>
</tr>
</tbody>
</table>
PCC Faculty Liaison
Roles and Responsibilities

**Liaison Roles**
Faculty Liaisons are supporters for both the PCC High School Dual Credit Faculty and the sponsoring PCC academic department. They serve High School Dual Credit Faculty and the corresponding PCC academic department by providing curriculum development, reviewing Dual Credit syllabi, visiting the high school classrooms to provide curriculum information, perform course assessments, discuss issues, and offer training.

Collaborating with the High School Dual Credit Faculty who are teaching college courses is a major factor in maintaining the high quality of instruction we provide to Dual Credit students. The PCC Dual Credit office depends on liaisons to make PCC Dual Credit a successful program for high school students as they make their transitions to PCC Credit students. Each of these responsibilities is critical to the quality of Dual Credit courses. If you are unable to complete any of these responsibilities, let your department chairperson or Division Dean and Dual Credit Coordinator know immediately so another liaison can be assigned.

**Liaison Responsibilities**

**During the Approval Process:**
- Assist high school faculty with the development of their Dual Credit Syllabi based on PCC’s syllabus requirements to meet approval guidelines.
- 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.

**After the Approval Process**
- Complete a PCC Dual Credit Course Form for every approved Dual Credit course within your department area on a regular basis in the requested time-frame. Submit with bi-weekly time-sheet that includes your mileage (page 37).
- Ensure the Dual Credit course reflect the college’s and/or academic department’s pedagogical, theoretical, and philosophical orientation through a site visit.
- Discuss the college experience with high school students. This may be done when faculty liaisons visit the high schools or when the PCC Dual Credit program staff brings high school students to visit a PCC campus. Assist the PCC Dual Credit program office with department tours.

**Always**
- 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.
- Communicate department information regularly to high school faculty and the Dual Credit office. Include high school faculty in department correspondence, lists, academic notices and general information.
- Communicate at least once per term/year via email or phone with your high school faculty. Copy the PCC Dual Credit Coordinator on email correspondence.

The PCC Dual Credit program pays the current PCC Special Projects Rate for the Faculty Liaison’s time and mileage spent (per the PCC guidelines at [http://www.pcc.edu/hr/compensation/mileage.html](http://www.pcc.edu/hr/compensation/mileage.html)) completing the primary responsibilities noted as well as for high school visits or curriculum development. Compensation (per course) is for up to 10 hrs for course alignments, and up to 3 hrs. for course assessments. The liaison should track their time using the PCC bi-weekly time-sheet, and submit to the Dual Credit Office with any supporting documentation. See page 37 for more details.
3-Step Articulation Creation Process

Dual Credit Articulation Application
(Document submitted to DualEnroll.com)

STEP ONE
Instructor Qualification Review
(Appropriate PCC Division Dean)

YES

STEP TWO
Course Review
With PCC department Liaison
• Relationship Building
• Course Building
• Course Approval

NO

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

YES

If yes, Articulation Agreements will be created in DC Office. Multiple signatures required, including classroom instructor and high school administrator sign.

STEP THREE
Articulation Agreement Completed

If no, consult with DC Coordinator and Liaison about needed corrections, make indicated adjustments, then submit when completed.

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

See the following page for more information on the Articulation Creation Process.
3-Step Articulation Creation Process

Dual Credit Articulation Application
Who: High School faculty submit documents
What: Resume, official transcripts and Dual Credit application
Why: To become PCC faculty credentials must be reviewed, qualifications met
Where: Email all documents to dualcredit@pcc.edu

STEP 1: Instructor Qualification Review (see page 12 for more information)
Who: All Credentials are submitted to Division Dean by Dual Credit office.
What: The review of credentials will allow dean to decide if candidate meets all qualifications necessary.
Why: PCC must maintain high degree of rigor in all credit granting classes, just as is true in all “on-campus” classes. Teacher qualifications must meet or exceed all requirements posted.
Where: If the instructor meets the qualifications, Dean will review and sign “IAF” (Instructor Approval Form) after which time the document will travel to “Dean of Instruction” for review and approval. If approved through demonstrated competency the Vice President for Academic Affairs will also need to sign. When documents are returned to the Dual Credit office the candidate will be notified.

STEP 2: Course Review (see pages 13-14 for more information)
Who: An PCC instructor from the nearest campus to the High school will be assigned as the faculty liaison and a partnership will be created.
What: The liaison will offer suggestions for course alignment and activities
Why: It is important to employ the guidance of experienced faculty when creating a new course. Their guidance can be invaluable
Where: Course review should happen soon after the partnership is defined and it may happen by phone, at school, in a coffee shop, wherever partners choose.
(See further strategies for partnership development on the following pages)

STEP THREE: Articulation Agreement Completed (see page 15 for more information)
Who: After “Instructor Review” (IAF) and “Course Review” (syllabus) are approved, the Dual Credit office will create an articulation agreement that is signed electronically by High School Faculty, PCC Faculty Liaison, Dual Credit Coordinator, Division Dean, Dean of Instruction and the Vice President of Academic affairs.
What: This is a legal document. All parties should take care to read the entire document and know to what they are agreeing
Why: PCC is an accredited community college. To remain true to our vision and uphold standards, outside offering of credit should be by contract only.
Where: Copies of all articulation agreements are available and filed in the Dual Credit office.
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. These will be accessible by the dual credit office and they will be presented online via DualEnroll 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 www.pcc.edu/facultyquals OR at the Dean’s Discretion, they might instead meet “Unposted Demonstrated Competency.”

The PCC Division Dean will review, approve, and sign the Instructor Approval Form (IAF). The credentials will then route 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

PCC Faculty Liaison Assignment

Relationship Building
- Introduction
- CCOG
- Course Content
- Additional Supplemental Materials

Course Building (syllabus)
- Syllabus Template
- College Syllabi
- Syllabus Creation

Course Approval
- Approve Syllabus
- Inform Dual Credit

See the following page for more information on the Course Review Process.
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

**Liaison will:**
- To begin, faculty liaison should introduce themselves to the newly approved High School Dual Credit Faculty, either over the phone or in person.

**New Partners will:**
- Review the course to be taught and discuss pertinent information about the department, course and the SAC.

**Liaison will:**
- 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 Building (syllabus)

**Liaison will:**
- Make sure 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 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.
- 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.

Course Approval

**Liaison will:**
- 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 in to Dual Credit office. This form will be confirmed and noted as your official syllabus approval.

Articulation Agreement

- 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!
Once 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.
The Site Visit and Observation Process

BEFORE THE SITE VISIT

Prior to the site visit:
• High School Dual Credit Faculty submit updated PCC syllabus and schedule of learning activities to the PCC Dual Credit office by September 1st of 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 SITE VISIT

Dual Credit courses are observed with the following in mind:
• How well does High School Dual Credit course align with PCC’s Course Content and Outcomes Guide? www.pcc.edu/ccog
• 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 SITE VISIT

The PCC Faculty Liaison will:
• Complete in detail the PCC Dual Credit Observation Form.
• Provide the High School Dual Credit Faculty with constructive feedback regarding any improvements that may be needed.
• Sign the observation form on the line provided.
• Obtain the High School Dual Credit Faculty’s signature on the line provided. Electronic signatures will not be accepted.
• Provide the High School Dual Credit Faculty with a copy of the signed observation form.
Site Visits

Site 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 that 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.

Reference page 8 for a complete list of the Oregon Dual Credit Standards.
Purpose of Site 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 received 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 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.
Sponsored Dual Credit
## Dual Credit Standards

*Adopted by Higher Education Coordinating Commission June 9, 2016*

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum 1 (C1)</td>
<td>College or university courses administered through a Sponsored Dual Credit Program are catalogued 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.</td>
</tr>
<tr>
<td>Curriculum 2 (C2)</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum 3 (C3)</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum 4 (C4)</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum 5 (C5)</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty 1 (F1)</td>
<td>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 its institutional policies, procedures and practices.</td>
</tr>
<tr>
<td>Faculty 2 (F2)</td>
<td>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.</td>
</tr>
<tr>
<td>Faculty 3 (F3)</td>
<td>High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used...</td>
</tr>
</tbody>
</table>
### Faculty 4 (F4)
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 authorizing them to teach the college or university courses.

### Faculty 5 (F5)
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 at least once a quarter/semester*.

*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.

### Faculty 6 (F6)
High school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college's or university's course, as determined by institutional policies, procedures and practices.

### Faculty 7 (F7)
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.

### Tuition and Fees

#### Tuition & Fees 1 (TF1)
The college's or university's tuition and fee structure for Sponsored Dual Credit programs is transparent and accessible to participating students, teachers, faculty, and staff. Costs for participating are determined by the college or university and may include the cost of such things as faculty compensation, professional development, materials and equipment, assessment, archiving, and transcripting.

### Students

#### Students 1 (S1)
The sponsoring college or university officially registers or admits Sponsored Dual
## Dual Credit Standards

**Adopted by Higher Education Coordinating Commission June 9, 2016**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students 2 (S2)</strong></td>
</tr>
<tr>
<td><strong>Students 3 (S3)</strong></td>
</tr>
</tbody>
</table>

### Assessment

| Assessment 1 (A1) | The sponsoring college or university ensures that Sponsored Dual Credit students are held to comparable standards of achievement of student learning outcomes as those expected of students in other sections of the course offered by the sponsoring college or university. |
| Assessment 2 (A2) | The sponsoring college or university ensures that Sponsored Dual Credit students are held to comparable grading standards as those expected of students in other sections of the course offered by the sponsoring college or university. |
| Assessment 3 (A3) | The sponsoring college or university ensures that Sponsored Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) to those used in other sections of the course offered by the sponsoring college or university. |

### Program Improvement

| Program Improvement 1 (PI1) | 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. |
PCC Faculty Liaison Roles and Responsibilities

When participating in a “Sponsored Dual Credit Partnership” (IOR)

Sponsored Dual Credit

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.

Faculty Liaison Responsibilities

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.
Faculty Liaison Responsibilities

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.

- Assist the PCC Dual Credit program office with coordinating department tours if possible.

Always:

- Plan, implement, and attend group PLCs for the high school teachers with whom you partner.

- 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.

- 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.

- Invite the high school faculty to campus department meetings and SAC meetings.

- Communicate every few weeks by email or phone with your high school faculty. Copy the PCC Dual Credit Coordinator on email correspondence.

You get paid $$

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 mileage guidelines at http://www.pcc.edu/hr/compensation/mileage.html or at QR code at left).

The Sponsored Dual Credit Model is labor intensive. PCC faculty are compensated hourly for their time up to the amount that the high school is charged for participation.

The liaison should track their time using a PCC bi-weekly timesheet, and submit to the Dual Credit Office with any supporting documentation. See timesheet on page 34.
STEP ONE
Instructor Qualification Review
(Appropriate PCC Division Dean)

STEP TWO
Course Review
With PCC department Liaison
• Relationship Building
• Course Building
• Course Approval

STEP THREE
Articulation Agreement
Completed

Dual Credit Articulation Application

If yes, Articulation Agreements will be created in DC Office. Multiple signatures required, including classroom instructor and high school administrator sign.

If no, consult with DC Coordinator and Liaison about needed corrections, make indicated adjustments, then submit when completed.

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

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

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

See the following page for more information on the Articulation Creation Process.
3-Step Articulation Creation Process

Dual Credit Articulation Application

Who: High School Dual Credit Faculty upload documents to DualEnroll.com.
What: Resumé, official transcripts and Dual Credit Application.
Why: To become PCC faculty, credentials must be reviewed, qualifications met.
Where: Email application to dualcredit@pcc.edu, upload resume & transcripts to DualEnroll.com

STEP 1. Instructor Qualification Review (see page 27 for more information)

Who: All Credentials are submitted to Division Dean sing DualEnroll.
What: The review of credentials will allow dean to decide if candidate meets all qualifications necessary.
Why: PCC must maintain high degree of rigor in all credit granting classes, just as is true in all “on-campus” classes. Teacher qualifications must meet or exceed all requirements posted. (See PCC.edu/facultyquals).
Where: If the instructor meets the qualifications, Dean will approve online after which time the credentials will be reviewed by the “Dean of Instruction”. If approved through demonstrated competency, the Vice President for Academic Affairs will also need to approve. When all credentials are approved the candidate will be notified by email from DualEnroll.

STEP 2. Course Review (see page 28 for more information)

Who: A PCC instructor from the nearest campus to the High School will be assigned as the Faculty Liaison and a partnership will be created.
What: The Liaison will offer suggestions for course alignment and activities.
Why: It is important to employ the guidance of experienced faculty when creating a new course. Their guidance can be invaluable.
Where: Course review should happen soon after the partnership is defined. It may happen by phone, at school, in a coffee shop; wherever partners choose.
(See further strategies for partnership development on the following pages).

STEP 3. Articulation Agreement Completed (see page 30 for more information)

Who: After “Instructor Approval” and “Course Approval” are completed (syllabus) the Dual Credit office will create an articulation agreement that is signed electronically by High School Dual Credit Faculty, PCC Faculty Liaison, Dual Credit Coordinator, Division Dean, Dean of Instruction, and the Vice President of Academic affairs.
What: This is a legal document. All parties should take care to read the entire document and understanding the commitment they are making.
Why: PCC is an accredited community college. To remain true to our vision and uphold standards, outside offering of credit should be by contract only.
Where: Copies of all articulation agreements are available and filed in the Dual Credit office.
Step 1: Instructor Qualification Review

Dual Credit teachers that do not meet PCC standard instructor qualifications but would like to articulate their course for college credit should ask their PCC Dual Credit Coordinator about Sponsored Dual Credit. In some cases we may be able to set up a PCC instructor of record for the course.

There are instructor qualifications that will need to be met. These qualifications are not currently posted; talk to your Dual Credit Coordinator to see if you may qualify. Those ready to apply to articulate Sponsored Dual Credit should speak to their Dual Credit Coordinator.

Sponsored Dual Credit is a labor intensive model, and as such, there may be a cost involved to participate. The high school may be charged for every PCC course that is articulated in this mode. For updated costs for this model, call your PCC Dual Credit Coordinator.
Step 2: Course Review

PCC Faculty Liaison Assignment

Relationship Building
- Introduction
- CCOG
- Course Content
- Additional Supplemental Materials

Course Building (syllabus)
- Syllabus Template
- College Syllabi
- Syllabus Creation

Course Approval
- Approve Syllabus
- Inform Dual Credit

See the following page for more information on the Course Review Process.
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

Liaison will:

- To begin, faculty liaison should introduce themselves to the newly approved High School Dual Credit Faculty, either over the phone or in person.

New Partners will:

- Review the course to be taught and discuss pertinent information about the department, course and the SAC.

Liaison will:

- 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 Building (syllabus)

Liaison will:

- Make sure 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 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.
- 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.

Course Approval

Liaison will:

- 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 in to Dual Credit office. This form will be confirmed and noted as your official syllabus approval.

Articulation Agreement

- 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!
Site Visits

Once 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, followed by a 1-year Continuing Articulation Agreement. Sponsored Dual Credit Partnerships will need yearly observations.

Purpose of Site 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 received approval in 2011. Part of that approval, is dependent upon regular site visits and observations of courses.

High school and PCC faculty involvement in this process is not only necessary, it assures the 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 the course is offered and then be available during those times. Site visits should include classroom observation and a review of the syllabus. Sometimes workshops may be offered, when the Faculty Liaison considers them relevant and valid. 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. 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.
Site Visits

Purpose of Site 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 received 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 the course is offered and then be available during those times. Site visits should include classroom observation and a review of the syllabus. Sometimes workshops may be offered when the faculty liaison considers them relevant and valid.

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. 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.
BEFORE THE SITE VISIT

Prior to the site visit:

• High School Dual Credit Faculty submit updated PCC syllabus and schedule of learning activities to the PCC Dual Credit office by September 1st of 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 SITE VISIT

Dual Credit courses are observed with the following in mind:

• How well does High School Dual Credit course align with PCC’s Course Content and Outcomes Guide? www.pcc.edu/ccog
• 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 SITE VISIT

The PCC Faculty Liaison will:

• Complete in detail the PCC Dual Credit Observation Form.
• Provide the High School Dual Credit Faculty with constructive feedback regarding any improvements that may be needed.
• Sign the observation form on the line provided.
• Obtain the High School Dual Credit Faculty’s signature on the line provided. Electronic signatures will not be accepted.
• Provide the High School Dual Credit Faculty with a copy of the signed observation form.
Site Visits

Site 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 must be observed each year in the Sponsored Dual Credit model. 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.

Reference page 20 for a complete list of the Oregon Dual Credit Standards.
PORTLAND COMMUNITY COLLEGE
Bi-Weekly Time Report

**Name**

**ID Number:**

**Position #:**

**Suffix #:**

**Rate Per Hour:** $30.90

High School & Faculty Name:

PCC Subject & Course:

Scope of work (circle one):

- Course Alignment
- Site Visit/Assessment
- Dual Credit Meetings & Events

Job Description:

See Below

Go to MYPCC & click on "my profile" to get your G#

In-addition, if you are a Federal Work Study student, you may only work 20 hours a week, no overtime and no mileage.

Note: If paper work or time sheets are not submitted on time, pay will be delayed until the next schedule pay date.

In-district Mileage:

For more payroll information visit our Web site at http://intranet.pcc.edu/finance/payroll/ 

Off-site time sheets can be mailed to: PCC - Payroll DC - 1st Floor, PO Box 19000, Portland, OR 97280

For more information visit: http://www.pcc.edu/hr/compensation/mileage.html

For more Payroll information visit our Web site at http://intranet.pcc.edu/finance/payroll/

MILEAGE

TOTAL MILEAGE

Field must be completed to get reimbursement.
PCC Faculty Partnership Manual

PAY
Pay is based off the current PCC Special Projects rate, which is $31.20 for the 2018-19 year.

MILEAGE
Mileage rate: 54.5 cents (subject to change January 2019).
- Mileage is between your home PCC campus and your destination. PCC Policy: https://www.pcc.edu/hr/compensation/mileage.html.
- We do not pay for drive time (mileage only). Please contact your Dual Credit Coordinator if you have an extenuating circumstance.

SCOPE OF WORK
Select one of the three Dual Credit scopes of work listed on the timesheet:
- Course Alignment
- Dual Credit Meetings & Events
- Site Visits/ Observation

SUBMITTING YOUR TIMESHEET
- Visit the Dual Credit website for the most current timesheet and mileage form: pcc.edu/dcbwpay
- Please include the high school, instructor name, and PCC course are included on your timesheet.
- It is important that you submit timesheets and applicable paperwork to the Dual Credit office ASAP after work is performed!
- Sign your timesheet and mileage form
- Submit your timesheet and mileage form to PCC Dual Credit at dualcredit@pcc.edu or interoffice to RC 3-226

CLAIMABLE HOURS
- Maximum hours you can submit for is 3 hours (per PCC course) for site visits and observations.
- Maximum hours you can submit for is 10 hours (per PCC course) for alignment work.
- We also can pay you for some approved meetings and events, like our Dual Credit Symposia!

One timesheet per reporting period!

WORK VERIFICATION
Before processing your timesheet, the Dual Credit office will verify that the work has been completed.
- If you are submitting a timesheet for a site visit or observation, then please ensure you have already (or concurrently) submitted that site visit form to the Dual Credit office.
- If submitting your timesheet for alignment work performed, please make sure you are communicating with your Dual Credit Coordinator about the alignment work needed and performed.
- If you are submitting your timesheet for a meeting or event (such as a Dual Credit Symposium), your attendance will be based off of sign-in sheets – so make sure you are signing in!
“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. Part of this commitment is based on only offering courses required for a degree or certificate and avoiding classes that would be considered as an elective and not help students meet their personal goals.

Goals of Accelerated Credit at PCC

- One of our primary goals is helping students become successful college students and bridge the gap between high school and college.
- Developing College Going Behaviors is frequently more important than earning credit.
- Contrasts between college and high school can be identified in these areas:

<table>
<thead>
<tr>
<th>College Practices</th>
<th>High School Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must register themselves by hard deadlines</td>
<td>Registration is assisted and can be adjusted at later dates</td>
</tr>
<tr>
<td>Students are responsible for their own learning</td>
<td>Student learning is guided by teachers/parents</td>
</tr>
<tr>
<td>Students own their academic information and must sign a release to share with any one else including parents</td>
<td>Parents and students own the academic information</td>
</tr>
<tr>
<td>Deadlines are final.</td>
<td>Deadlines can be adjusted</td>
</tr>
<tr>
<td>Assistance must be initiated by student.</td>
<td>Parent/teacher/counselor may initiate support.</td>
</tr>
</tbody>
</table>
How do I make sure I earn the “right” credits?

- Take time to plan your future studies. Visit with an advisor. Make sure the classes you take will count toward your future degree requirements.
- Financial Aid is available to students up to 150% of the credit required for a degree or certificate. Dual Credit is included in that total count. Excessive credit earned not linked to a specific post-secondary plan can leave students ineligible for financial aid during their final terms required to complete a degree.
- Scholarships can be tied to credits earned. If too many credits without a focus have been earned students may not be eligible for scholarships.
- Oregon Promise is available to students meeting the criteria for up to 90 credits. Any dual credit earned counts toward that 90 credit limit.

Resources at PCC to assist Dual Credit Students in their Course work and transition to college

<table>
<thead>
<tr>
<th>Assistance Type</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Dual Credit Information</td>
<td><a href="https://www.pcc.edu/dual-credit/or">https://www.pcc.edu/dual-credit/or</a> 971-722-7737</td>
</tr>
<tr>
<td>PCC Advising post high school</td>
<td><a href="https://www.pcc.edu/resources/advising/">https://www.pcc.edu/resources/advising/</a></td>
</tr>
<tr>
<td>PCC Registrar for FERPA or Transcripts</td>
<td><a href="https://www.pcc.edu/resources/student-records/">https://www.pcc.edu/resources/student-records/</a></td>
</tr>
<tr>
<td>Disability Services</td>
<td><a href="https://www.pcc.edu/disability-services/">https://www.pcc.edu/disability-services/</a> or 971-722-4341</td>
</tr>
<tr>
<td>ASPCC—Student Leadership</td>
<td><a href="https://www.pcc.edu/student-leadership/">https://www.pcc.edu/student-leadership/</a></td>
</tr>
</tbody>
</table>
Things PCC Faculty 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 advanced, 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. 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.

In 2017-18, PCC Dual Credit involved 26 School Districts, including:

• 67 High Schools
• 287 Articulating Faculty Members
• 6,830 Dual Credit Students
Presentations 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.
- 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.
- Encouraging students to take their Dual Credit classes seriously.
- Providing information about starting wage or salary range for graduates with a two-year degree.
- Providing information about employers that regularly contact you looking for qualified employees.
- Providing anecdotal information about graduates you have placed in jobs.
- Providing contact information for PCC faculty members, Orientation Centers or PCC Academic Advising.

<table>
<thead>
<tr>
<th>Orientation Center Locations</th>
<th>Academic Advising Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cascade Campus</strong>&lt;br&gt;705 N Killingsworth St.&lt;br&gt;Student Services Building, Room 201&lt;br&gt;971-722-5058</td>
<td><strong>Cascade Campus</strong>&lt;br&gt;705 N Killingsworth St.&lt;br&gt;1st Floor Student Services Bldg.&lt;br&gt;971-722-5271</td>
</tr>
<tr>
<td><strong>Newberg Center</strong>&lt;br&gt;135 Werth Blvd. Room 101&lt;br&gt;971-722-8603</td>
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<td><strong>Rock Creek Campus</strong>&lt;br&gt;17705 NW Springville Rd.&lt;br&gt;Building 9, Room 108&lt;br&gt;971-722-7752</td>
<td><strong>Rock Creek Campus</strong>&lt;br&gt;17705 NW Springville Rd.&lt;br&gt;Building 9, Room 102&lt;br&gt;971-722-7297</td>
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<td><strong>Southeast Center</strong>—2305 SE 82nd Ave.&lt;br&gt;SCOMM Bldg., Room 111&lt;br&gt;971-722-6004</td>
<td><strong>Southeast Center</strong>—2305 SE 82nd Ave.&lt;br&gt;SCOMM Room 116&lt;br&gt;971-722-6240</td>
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<td><strong>Sylvania Campus</strong>&lt;br&gt;12000 SW 49th Ave.&lt;br&gt;CC Bldg., Room 206&lt;br&gt;971-722-8294</td>
<td><strong>Sylvania Campus</strong>&lt;br&gt;12000 SW 49th Ave.&lt;br&gt;CC Bldg., Room 209&lt;br&gt;971-722-4531</td>
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<td>Website: <a href="http://www.pcc.edu/resources/orientation-centers.html">www.pcc.edu/resources/orientation-centers.html</a></td>
<td>Website: <a href="http://www.pcc.edu/resources/advising/">www.pcc.edu/resources/advising/</a></td>
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Strategies to Maintain 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.

1. 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.

   a. 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 changes being mandatory.
   b. 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.
   c. PCC should continue to grant credit for the dual credit courses in question through the duration of the existing PCC Dual Credit Articulation Agreement.

2. In the case of sun-setting PCC courses or programs, the following steps will be taken to provide timely information to the school districts.

   a. 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.
   b. 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.
3. 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.

a. 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.

b. 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.

c. 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 High School Dual Credit Faculty to see if he/she has 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.

4. In the case of High School Dual Credit Faculty failing to meet the annual PCC Dual Credit requirements of providing an annual syllabus, 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:

a. 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.

b. 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.

c. 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:

- 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. Include the consequences of not correcting the problems by the above date.
- Hold follow-up discussions with the appropriate parties on the issues.