PCC Dual Credit Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth Molenkamp</td>
<td>Program Manager</td>
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<td><a href="mailto:elizabeth.molenkamp@pcc.edu">elizabeth.molenkamp@pcc.edu</a></td>
</tr>
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</tr>
</tbody>
</table>

PCC Dual Credit Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kendra Cawley</td>
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<td>971-722-4481</td>
<td><a href="mailto:kcawley@pcc.edu">kcawley@pcc.edu</a></td>
</tr>
<tr>
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<td>971-722-4005</td>
<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

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.

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</tbody>
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Welcome to PCC Dual Credit

Dear High School Dual Credit Faculty:

Welcome to PCC Dual Credit. Your role as a new or returning High School Dual Credit Faculty is critical in fulfilling our mission of offering quality, affordable opportunities and helping 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.

In 2017-18, you made it possible for 6,830 students from 67 high schools to earn 42,416 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 $4,411,264 in PCC tuition alone.

This PCC Dual Credit High School Dual Credit Faculty Manual will help guide you to work collaboratively and successfully with 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,

Kate DePaolis

Frank Smith

Kate DePaolis
Dual Credit Coordinator

Frank Smith
Dual Credit Coordinator
Dual Credit Facts

- 26 School Districts
- 45 Public High Schools
- 9 Private Charter Schools
- 34 PCC LDC Program Areas
- 18 PCC CTE Program Areas
- 287 Dual Credit High School Faculty

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.
PCC Dual Credit - What is it?

Thank you for your interest in Dual Credit and your desire to help students move toward college and high paying careers. The PCC Dual Credit program provides the opportunity for students to earn college credit while still in high school. High School Dual Credit Faculty provide the same rigor and content as an on-campus college class and students benefit.

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></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 (but most disciplines require teachers to have certain credentials)</td>
<td>No</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
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:

| **Curriculum 1 (C1)** | (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 (C2)** | (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 (C3)** | (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 1 (F1)** | (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 (F2)** | (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 (F3)** | (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 sponsoring 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. |
| **Faculty 4 (F4)** | (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 1 (S1)** | (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 (S2)** | (S2) - Colleges or universities outline specific course requirements and prerequisites for students. |
| **Student 3 (S3)** | (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. |
| **Assessment 1 (A1)** | (A1) - Dual Credit students are held to comparable standards of achievement as those expected of students in on-campus sections. |
| **Assessment 2 (A2)** | (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. |
| **Assessment 3 (A3)** | (A3) - Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts. |
| **Evaluation 1 (E1)** | (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. |
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, consult with DC coordinator and Liaison about needed corrections, make indicated adjustments, then submit when completed.

YES

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

STEP THREE
Articulation Agreement Completed

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

Dual Credit Articulation Application
(Documents submitted to DualEnroll@pcc.app.dualenroll.)

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

See the following page for more information on the Articulation Creation Process.
Dual Credit Articulation Application

Who: High School Dual Credit Faculty upload documents to DualEnroll.com.
What: Résumé, 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 ONE: Instructor Qualification Review (see page 9 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 TWO: Course Review (see pages 11 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 THREE: Articulation Agreement Completed (see page 13 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.
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.

Student Achievements
Graduating class of 2018
1,223 students graduated having earned between 9 and 19 PCC Dual Credits.
503 students graduated having earned more than 19 PCC Dual Credits.
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.
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.
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.
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 18 for a complete list of the Oregon Dual Credit Standards.
Sponsored Dual Credit
<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> The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs.</td>
</tr>
<tr>
<td><strong>Students 3 (S3)</strong> 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.</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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
3-Step Articulation Creation Process

Dual Credit Articulation Application
(Documents submitted to DualEnroll@pcc.app.dualenroll.com)

STEP ONE
Instructor Qualification Review
(Appropriate PCC Division Dean)

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

YES

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

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

YES

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

STEP THREE
Articulation Agreement 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 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 ONE: Instructor Qualification Review (see page 23 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 TWO: Course Review (see pages 25 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 THREE: Articulation Agreement Completed (see page 26 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.
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.
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 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 X for a complete list of the Oregon Dual Credit Standards.
Admissions and Registration

How Students Register for PCC Dual Credit

For PCC Dual Credit Students
There is a 3-step process for students who wish to earn college credit for the high school course work through Portland Community College. **Step 1–Apply for Admissions, Step–2 Login to and set up your MyPCC account, and Step 3–Register for classes.** All Students must complete the admissions process each year, through your PCC email and G # will remain the same.

**Step 1: Apply for Admission to PCC**
- For this step, you will need the following information: your address, your school, your expected graduation date
- Apply at http://www.pcc/edi/enroll
- You will need to apply for admissions every year.

**Step 2: Log into your MyPCC**
- For this step, you will need to know your PCC username, your PCC Student ID Number, and your date of birth.
- Log in at my.pcc.edu
- You should log in to your MYPCC regularly to check your MyPCC email and perform other tasks.

**Step 3: Register for your Dual Credit Course**
- For this step you will need to know your PCC username and password, PCC course name, the term and the CRN.
- Log in to your MYPCC to register for the course
- Once you have registered, double-check to confirm that your registration was processed properly.
- You will have to do this each time you register for a PCC Dual Credit Course.

This information is provided so that articulating High School Dual Credit Faculty can assist their student with the PCC admissions and registration processes.
What is FERPA?

The Family Educational Rights and Privacy Act of 1974 (FERPA) sets forth requirements regarding the privacy of student records. FERPA protects the education records of any student who has ever enrolled at Portland Community College. FERPA requires us to keep student records confidential by ensuring that student information is only released with a consent form signed by the student or when the student submits consent via MyPCC. While FERPA does provide parents and guardians with rights in the K-12 setting, in a college setting like PCC all privacy rights belong to the student, regardless of the student’s age.

What does FERPA mean for Parents and Families?

**Can I have access to my student's grades?**
Grades are part of the student's educational record that is protected under FERPA. PCC cannot provide a parent or family member access to a student's grades without the student's formal consent submitted to the college.

**Can you tell me if my student is admitted, registered, or if they have graduated?**
No, we cannot share that information with you. Unless your student has submitted formal consent to release that information, the information can't be shared.

**What can and can’t you tell me?**
Without consent on file, PCC can only share general information that is not specific to any student. If you are able to describe a situation, we are happy to provide information that pertains to the situation without referencing or sharing information that is specific to your student or obtained from their student records.

**What if my student is under 18?**
While FERPA does provide parents and guardians with rights in the K-12 setting, in a college setting like PCC, all privacy rights belong to the student, regardless of the student’s age.

**What about “directory” information?**
Unlike most other colleges and universities, PCC has no directory information. This means that no information about a student can be shared without that student’s formal consent on file at the college.

**How does my student submit consent for PCC to share their information with me?**
Students can submit consent information via the Home tab on MyPCC (“Consent to Release”) or by submitting a PDF “Consent to Release” form found at pcc.edu/records.

**What is a confidential code?**
A confidential code is a code that your student determines and lists on their consent form and also shares with you. When you call in to ask about your student, you will need to provide their name, your name, and your confidential code. If you are not able to provide all three pieces of information, we will not be able to find a match among our release forms and will not be able to share information with you.

**If my student has consent on file, can I register form them or perform other actions on their behalf?**
No. Having consent to release information on file means that PCC can share their information with you. It does not mean that you can act on their behalf. Students are responsible for engaging with their education, including with enrollment functions such as registering, dropping, changing their address, etc.

**What if I claim my student as a dependent on my taxes? Can I get information without them filing a consent form?**
No. In order to utilize this exception to consent under FERPA, institutions must make this known through its annual or quarterly notification. PCC does not utilize this exception because we encourage students to share information directly with their families. Because PCC does not state in its notification that this is permissible, the college is not able to share information based on tax status.

**Where can I see the content of the law?**
**FERPA**

*Family Educational Rights and Privacy Act (FERPA) Student Protections*

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

### FERPA Guidelines

<table>
<thead>
<tr>
<th>Information Type</th>
<th>Students Themselves</th>
<th>Parents</th>
<th>HS Administration</th>
<th>Outsiders (ESD, Community Groups, Other teachers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class List, Whole Class</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Grades, Whole Class</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Grades, Individual Student</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>On-Going Performance</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>PCC ID (G-Number), User Name and Password</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Registration Status</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

- Teachers must not have access to student’s PCC username and passwords (nor should they need to).
- If a student would like to release college information to their parents (or someone else) the student needs to fill out the PCC “Consent to Release Information” form and list the parents as an officially approved receiver of information. Student should fill it out, make sure to sign it, then send it to PCC Admissions and Registration Office. Form can be found at PCC.edu/privacy.
“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</td>
<td>Parents and students own the academic information</td>
</tr>
<tr>
<td>release to share with anyone else including parents</td>
<td></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>
Checklist for High School Dual Credit Faculty

At the Beginning of the Course
Share the following with students:
- PCC Dual Student Credit registration Book Mark
- All students MUST receive a link to the complete online student registration handbook (PCC.edu/dchandbook).
- PCC Dual Credit Academic Calendar (pcc.edu/dual-credit/calendar).
- How to login as a first time user
- MyPCC
- How to register for classes
- How to request a Transcript

Have interested students complete application/registration process (refer to instructions detailed in the PCC Dual Credit Student Handbook and on Registration Bookmarks).
Step 1. Apply for Admission
Step 2. Set up Account
Step 3 Register for Course

- LIBRARY ACCESS — After students apply and receive their PCC student ID# (G#) they will have library access through MYPCC.
- REVIEW YOUR CLASS SUMMARY LIST — Login to MyPCC and verify your Class Summary List to ensure students who are listed on each of your articulated class rosters are indeed eligible for college credit. If there are any discrepancies, please contact the PCC Dual Credit office immediately at 971-722-7737 or dualcredit@pcc.edu. Details on next page.
- REMIND STUDENTS ABOUT THE OPTION TO DROP OR WITHDRAW — Students who register to earn PCC credit for their high school class have the option of DROPPING or WITHDRAWING from the course according to the dates listed on the PCC Dual Credit Academic Calendar. Please encourage students who are not doing well in the course or those that need to transfer schools during the term to drop or withdraw. Students are responsible for the grade they earn if their formal request to DROP or WITHDRAW has not been completed PRIOR to the deadline.

At the end of the Course
- SUBMIT FINAL GRADES — Final grades are due in MyPCC by the appropriate date listed on the PCC Dual Credit Academic Calendar. If a student receives an “F” grade, enter the last date of student’s attendance. (see page 38 for more information)
- STUDENT COURSE EVALUATIONS - Students must go to MyPCC and check their PCC email regularly. Near the end of term students will be notified via their PCC email that they will need to complete the course evaluation. Encourage their feedback; it can really help instruct your practice. Students will also be receiving a link to a Dual Credit Survey from you, their teacher. This data is very important to upholding Dual Credit standards. We appreciate you forwarding this link to students in a timely manner.
Verify your PCC Dual Credit Class Summary List a week prior to your registration deadline. Refer to the PCC Dual Credit Academic Calendars on page 30 for your specific date to review your Class Summary List.

1. Login to MyPCC at MY.pcc.edu
2. Click on the “Faculty” tab
3. Click on “Summary Class List” under the Banner/Banweb heading in the right sidebar.
4. Select the appropriate PCC term from the drop-down box and click on “Submit”.
5. Select the appropriate CRN and click on “Submit”.

Here you will be able to view all students registered in your Dual Credit CRN(s). Please compare to your class list and make sure students are registered who should be registered. If you don’t fix errors before registration deadline, the student will not earn credit.

If you do not recognize a student’s name, it’s likely due to a student mistyping an entry, which needs to be corrected. Please notify the PCC Dual Credit office regarding corrections immediately at 971-722-7737.

Did you know…?

- If you did not verify your Class Summary List and a student had registered into your PCC Dual Credit CRN in error, and they were not in that class, then you must assign them a grade of “F” that will go on their official college transcript! It is the student’s responsibility to request or appeal on the transcript error.
- It is also possible for a student to think they registered for your PCC Dual Credit CRN, but for whatever reason were unsuccessful in doing so. If you do not see a student on your summary class list, they are not registered in your class.

Please help support your students by verifying your Class Summary List!
Submitting Final Grades  (don’t use Chrome Browser)

1. Login to MyPCC at MY.pcc.edu

2. Click on the “Faculty” tab

3. Click on “Final Grades” under the Banner/Banweb heading in the right sidebar.

4. Select appropriate PCC term and click “Submit”. Select the appropriate CRN and click “Submit”. The previous steps will need to be repeated for each course CRN that you need to enter grades for.

5. Enter the final grade for each student listed. Click on “Submit” to save the updates.

You DO NOT need to enter the Last Attend Date...
...UNLESS

- The student did not attend the class during the majority of the term (i.e. they moved out of school district), enter the last date the student was present on your attendance roster as the Last Attend Date.

- The student never attended class (i.e. they accidentally registered for the wrong class), enter the start date of your class as the Last Attend Date.

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

1. Login to MyPCC at MY.pcc.edu

2. Click on the “Faculty” tab

3. Click on “Summary Class List” under the Banner/Banweb heading in the right sidebar.

4. Select the appropriate PCC term from the drop-down box and click on “Submit”.

5. Select the appropriate CRN and click on “Submit”.

6. Click on the link “Grade Changes” at the bottom left of the screen.

7. Fill in the required information and click on “Submit” when done.

8. You will receive an email from the registrar when the grade change is complete.
PCC Grading Options

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

1) Letter Grades (A-F) or 2) Pass/No Pass (P/NP)

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

How students can change a grading option:

• Students can change their grading option by logging into MyPCC and clicking on the “My Courses” tab. Click on “Register for Classes”, under the “Get Started” heading. Click on “Grade Change Options” and select the term. Find the applicable course and click the “list arrow” to select the grade option desired. Click on “Submit Changes”.
• Refer to the PCC Dual Credit Academic Calendars on page 30 for the deadline by which to have a grade change completed.

Issues to consider when choosing a grading option:

• There is a limit to the number of Pass credits that can apply towards a degree or certificate. Check with an academic advisor at the college you plan to attend regarding the limit set for a degree or certificate.
• There are also a limited number of Pass credits that will transfer to other colleges/universities. For more information, check with an academic advisor at the institution the student plans to attend.
• Refer to the PCC Grading Guidelines section on page 40 for additional information.

REPEAT POLICY

The most recent grade earned for a course will be calculated into the GPA and the total credit hours earned; all other grades earned for that course will be excluded from the GPA and the credit hours earned. All grades earned will appear on the transcript.

Read more www.pcc.edu/registration/repeat.html.

How does a repeat a class affect a student’s…

| Transcript | All grades earned will appear on the transcript. |
| GPA | All previous grades earned for the course will be excluded from student’s GPA, and the most recent grade earned will be calculated into their GPA. |
| Credit Hours | The most recent credit hours earned for a course will be calculated into student’s total credit hours earned, and all other repeated hours for a course will be excluded from their total credit hours earned. |
PCC Grading Guidelines

Traditional Graded System

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

Pass/No Pass System

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

Attendance

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

A    Superior
• Honor grade indicating excellence.
• Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, superior mastery of pertinent skills, and excellent attendance.
• Probable success in a field relating to the subject or probable continued success in sequential courses.

B    Above Average
• Honor grade indicating competence.
• Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: high examination scores, accurate and prompt completion of assignments, ability to deal well with abstract ideas, commendable mastery of pertinent skills, and excellent attendance.
• Probable continued success in sequential courses.

C    Average
• Standard college grade indicating successful performance earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, fair mastery of pertinent skills, and regular attendance.
• Sufficient evidence of ability to warrant entering sequential courses.

D    Substandard but Receiving Credit
• Substandard grade indicating the student has met only minimum requirements as outlined by the instructor in the course handout.
• Earned as a result of some or all of the following: low examination scores, generally inaccurate, incomplete or late assignments, inadequate grasp of abstract ideas, barely acceptable mastery of pertinent skills, irregular attendance, insufficient evidence of ability to make advisable the enrollment in sequential courses.
• Does not satisfy requirements for entry into courses where prerequisites are specified.

F    Failure
• Non-passing grade indicating failure to meet minimum requirements as defined by the instructor in the course handout earned as a result of some or all of the following: non-passing examination scores, inaccurate, incomplete or late assignments, failure to cope with abstract ideas, inadequate mastery of pertinent skills, repeated absence from class.
• Does not satisfy requirements for entry into courses where prerequisites are specified.
• Faculty must record the last date attended for students who earn an F.
Grade Definitions, cont.

P  Pass

- Acceptable performance.
- A grade of P represents satisfactory achievement which would have been graded C or better under the traditional grading system.
- The P grade is disregarded in the computation of the PCC grade point average.
- This grade is available only when a student has selected the Pass/No Pass grade system option during the first 80% of a course term.

NP  No Pass

- Unacceptable performance.
- A grade of NP represents unsatisfactory achievement which would have been graded D or lower under the traditional grading system.
- The NP grade is disregarded in the computation of the grade point average.
- Faculty must record the last date attended for students who earn an NP.
- This grade is available only when a student has selected the Pass/No Pass grade system option during the first 80% of a course term.

I  Incomplete (grading contract required)

- At the time final course grades are recorded, the instructor may, with the consent of the student, record an “I” mark and grant additional time for the completion of a minor but essential requirement for the student who is otherwise making satisfactory progress.
- This shall only be done by signed written agreement with a requesting student and a copy shall be left on file with the PCC Dual Credit staff.
- Such written agreements shall describe the missing requirement, the basis for the requirement’s evaluation, the effect on the final grade computation and the completion date (within one year) for that requirement.
- If no replacement grade for an “I” mark is provided by the course Instructor within one calendar year, the “I” mark shall automatically be changed to an F or NP depending on the grade system option (chosen by the Student) in effect at the time the “I” mark was originally recorded.
- This mark does not entitle the student to repeat a course without paying tuition.
- It may be impossible to receive this mark in some courses where, for example, equipment usage is required.
- Contract must be filled out and returned to Dual Credit office.

NS  No Show

- This mark may be assigned by faculty before the published DROP deadlines to indicate that a student has never attended class. These students will be dropped by Registration.
Incomplete (I) Grading Contract

Student Name: ___________________________  G#: ___________________________

Instructor Name: ___________________________

PCC Subject & Course: ___________  CRN: ___________  Term and Year: ___________

The Academic Standards and Practices Handbook, in G301, Grading Guidelines, states:

- At the time final course grades are recorded, the Instructor may, with the consent of the student, record an “I” mark and grant additional time for the completion of a minor but essential requirement for the student who is otherwise making satisfactory progress.
- This shall only be done by signed written agreement with a requesting student and a copy shall be left on file with the PCC Dual Credit office.
- Such written agreements shall describe the missing requirement, the basis for the requirement’s evaluation, the effect on the final grade computation and the completion date (within one year) for that requirement.
- If no replacement grade for an “I” mark shall have been provided by the course Instructor within one calendar year, the “I” mark shall automatically be changed to an F or NP depending on the grade system option (chosen by the student) in effect at the time the “I” mark was originally recorded.
- This mark does not entitle the Student to repeat a course without paying tuition.
- It may be impossible to receive this mark in some courses where, for example, equipment usage is required.

While a year from the end of the course for which the “I” mark is awarded is allowed for the student to complete the “minor but essential requirement,” it is strongly recommended that a period of one term or less be used in order to have the work completed in a timely fashion and to avoid forgetting about the work to be done.

**Completion deadline for missing requirement:** _____________

Student Signature: ___________________________  Date: ___________

Instructor Signature: ___________________________  Date: ___________

**Instructor:** File original with the PCC Dual Credit office, provide copy to student, and keep a copy for yourself.

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

dualcredit@pcc.edu  17705 NW Springville Road, Portland OR 97280  (971) 722-7737
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. Including the consequences of not correcting the problems by the above date.
      • Hold follow-up discussions with the appropriate parties on the issues.
High School Dual Credit Faculty Information

The PCC Dual Credit office needs to at all times have a copy of your articulating class’s syllabus on file in our office. Your syllabus should be created based on our course syllabus template, and information needs to be ordered exactly as on the template. If you have not yet converted your syllabus to the Dual Credit template for your course, please contact your Dual Credit coordinator and get a copy of the template. It is REQUIRED that your syllabus be formatted based on the template. This makes it possible for our staff to check syllabi for necessary components and updates. Once your syllabus has been approved and submitted on the current template, then it will only need to be submitted ONE time per articulation agreement. This means that in the initial year of an articulation a syllabus will need to be submitted, but after the articulation agreement is renewed as a 3-year continuing agreement, only ONE syllabus will need to be submitted and it will be good for the next three years.

How to Submit your PCC Syllabus
Submit your syllabus to our office the year they are due. Send to dualcredit@pcc.edu. Contact your coordinator if you have syllabus questions.

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

The PCC Dual Credit office will send you a notification with your PCC ID (G Number) and your User Name when you are added as a PCC Dual Credit Faculty member.

Instructions for setting up your account will be included.
• Enter the User Name provided to you by the PCC Dual Credit office.
• You will be asked to reset your Password, which needs to be at least nine characters containing letters and numbers. Click Save Changes when you’re done.
• As a first time user, you will be asked to create a Secret Question and provide the answer. If you later forget your password, you will be asked your secret question. Entering the correct answer will allow you to set a new password for your account. Click Submit Setup.
• You will then see the MyPCC Home tab. Now that you’re in, take it for a spin - it’s all personalized for you!

If you are unsuccessful getting logged in, call PCC’s Helpdesk at 971-722-4400 during normal business hours.

It’s important to enter MyPCC regularly to
• Check email
• Check class summary
• Enter grades
• Revise/personalize course evaluation
Access to PCC Email

Each faculty, staff and student (Dual Credit included) at Portland Community College is assigned a PCC email address upon their affiliation with the college. This is the email account used for all college related communication to maintain FERPA compliance. (See page 32)

PCC email addresses are typically formatted as your firstname.lastname@pcc.edu.

You can access your PCC email when you are logged into MyPCC by clicking on the email icon in the upper right-hand corner. PCC uses Google Apps for faculty/staff/students, which can be the portal for other applications particularly useful in distance education, such as shared calendars, Google Drive and Google Sites.

New students and faculty who are not fully familiar with MyPCC may not realize that email is the primary communication tool the college uses. Students, staff and faculty may forget to log in and check their email accounts. It is important for faculty to inform students at the beginning of class to expect emails through their PCC email accounts. We suggest you educate students on the use of their PCC email.

In 2017-18, PCC Dual Credit involved 25 School Districts, including:
- 67 High Schools
- 287 Articulating Faculty Members
- 703 Articulation Agreements
- 52 PCC Program Areas

PCC Dual Credit Fall Symposium

The subject specific Symposia take place the fall of each new school year on one of PCC’s campuses. A general session provides an overview of the program and procedures, PCC policies, previous year’s enrollment numbers and highlights. Breakout sessions provide an opportunity for faculty to converse with other faculty in their discipline. This collegial interaction meets the Oregon Dual Credit Standard F3 (page 3). Attendance is required.