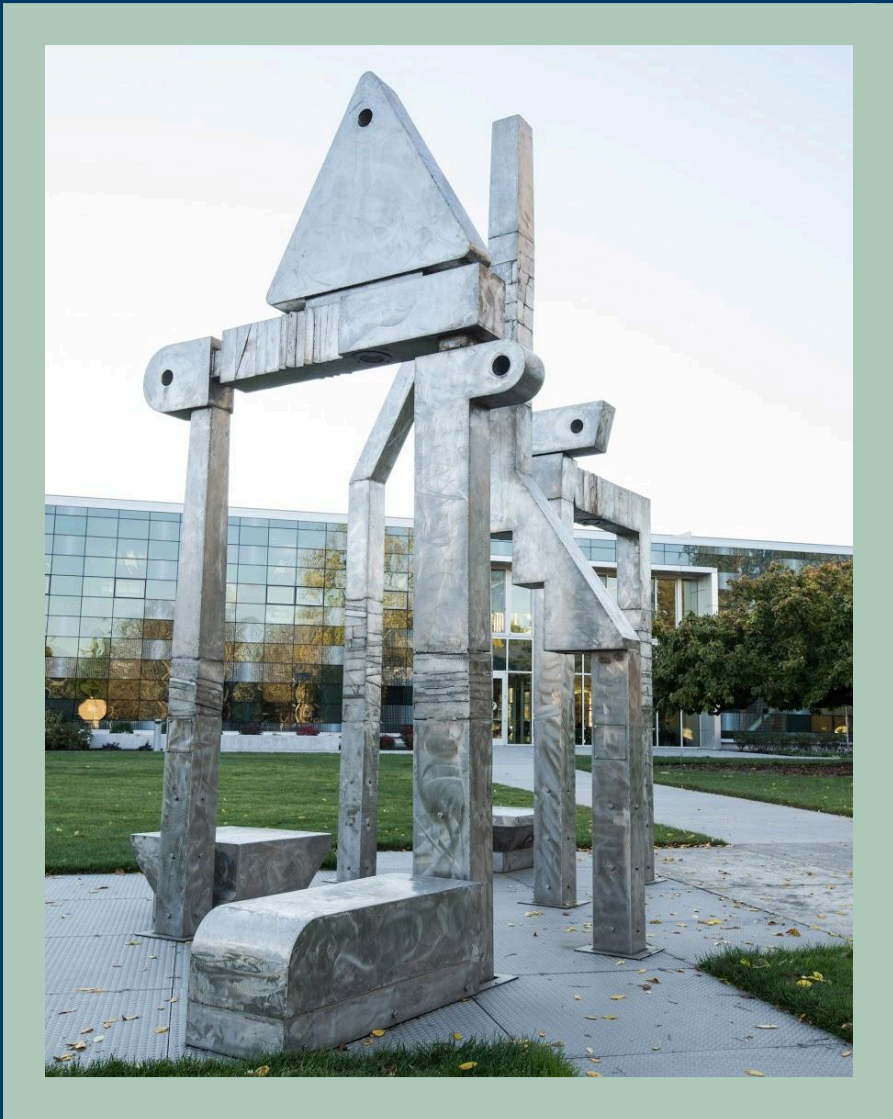




2024-2025 PCC Dual Credit High School Faculty Handbook



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



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

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

This PCC 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,

Your PCC Dual Credit Team!



**Portland
Community
College**

**Dual
Credit
Program**

Dual Credit Office



Email dualcredit@pcc.edu

Phone (971) 722-7737

Website www.pcc.edu/dual-credit

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PCC Dual Credit Administration

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PCC Mission Statement

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

Portland Community College Focuses on four core themes:

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

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

Dual Credit Participating High Schools

A comprehensive list of PCC Dual Credit classes for the current academic year, including the registration windows and course registration numbers (CRNs)!

www.pcc.edu/dual-credit/schools

Important Departments at PCC

Advising

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

pcc.edu/advising

Enrollment Services

Credit admission registration holds and other registration errors pcc.edu/enroll/registration/contacts

IT Service Desk

MyPCC and general computer support

pcc.edu/technology/support/servicedesk

Student Help Desk

Zoom, Google services support, and D2L Brightspace

pcc.edu/help-desk/

Student Records

Transcripts and student record questions

pcc.edu/student-records

Student Resources

Computer Labs

When campuses reopen for in-person instruction

pcc.edu/computer-labs

Counseling

pcc.edu/counseling

GRAD Plan

pcc.edu/advising/grad-plan

Library

Including online research databases and guides

pcc.edu/library

Panther Hub

Student organizations and events

hub.pcc.edu

Tutoring

pcc.edu/tutoring

Dual Credit Benefits & Facts

Benefits to Students

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

Benefits to High Schools and PCC

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

Dual Credit Facts 2023-2024

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





Credits with a Purpose

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

Applicability Statement

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

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

Goals of Accelerated Credit at PCC

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

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

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

PCC Dual Credit- What is it?

PCC offers 2 types of Dual Credit:

1. Standard Dual Credit

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

2. Sponsored Dual Credit

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

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

Comparisons of PCC Dual Credit Models

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

Oregon Dual Credit Standards

Standard Dual Credit

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



In Dual Credit courses, the high school teacher is qualified to act as a proxy faculty member for the college or university when teaching the course. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution. Through ORS 340.310, HECC was charged with developing the standards for Dual Credit and other high school-based college credit partnership programs.

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

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

Appendix: Key Terms

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

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

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

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

Oregon Dual Credit Standards Continued

Sponsored Dual Credit

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



In Sponsored Dual Credit courses, a high school teacher partners with a sponsoring faculty member at a college or university to offer the course. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution. Through ORS 340.310, HECC was charged with developing standards for these sponsored dual credit programs.

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

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

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

Appendix: Key Terms

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

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

While the proposed Sponsored Dual Credit standards are modeled after the Oregon Dual Credit Standards, they broaden the options for offering college or university courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even though the high school may not have teachers who meet the higher education institution’s qualifications for teaching the college or university courses.

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

Dual Credit Articulation Process for HS Faculty

Dual Credit Articulation Application

www.pcc.edu/DCAApplication

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



STEP 1: Instructor Qualification Review

(by appropriate PCC Dean)

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



STEP 2: Course Review

(with PCC Faculty Liaison)

- Relationship Building
- Course Building
- Course Approval

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



STEP 3: Articulation Agreement Completed

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

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

Step 1: Instructor Qualification Review

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

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

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

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

Step 2: Course Review

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

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

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

Step 3: Articulation Agreements

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

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

High School Site Visits

Purpose of Site (Classroom) Visits

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

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

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

Classroom Visit with Course Observation

A high school observation takes place during a site visit to the school building on a regular school day. High School Dual Credit Faculty with 1-Year Initial PCC Dual Credit Articulation Agreements must be observed within the academic year specified on the agreement. High School Dual Credit Faculty with 3-Year Renewal PCC Dual Credit Articulation Agreements are observed at least once during 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.

Classroom Visits and Observation Process

BEFORE THE CLASSROOM VISIT

Prior to the classroom visit:

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

AT THE TIME OF THE CLASSROOM VISIT

Dual Credit courses are observed with the following in mind:

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

AFTER THE CLASSROOM VISIT

The PCC Faculty Liaison will:

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

Strategies for Maintaining Alignment

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

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

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

- In the case of course content or curriculum changes to PCC courses or programs, the following steps should be taken to provide timely information to the school districts.
 - Liaison should inform the PCC Dual Credit Coordinator of the proposed changes and timeline for implementation of these changes so that the PCC Dual Credit Coordinator can contact the appropriate high school personnel as soon as possible, allowing at least the completion of the current PCC academic year to be mandatory.
 - Liaison should provide support to assist High School Dual Credit Faculty in adjusting to the changes, such as timely notification, professional development, and allowing sufficient time to implement the change within the constraints of the accrediting bodies.
 - PCC should continue to grant credit for the dual credit courses in question through the duration of the existing PCC Dual Credit Articulation Agreement.

- In the case of sun-setting PCC courses or programs, the following steps will be taken to provide timely information to the school districts.
 - PCC faculty will inform the PCC Dual Credit Coordinator of the proposed changes and timeline for implementation of these changes that require discontinuance of the Dual Credit offering so that the PCC Dual Credit Coordinator can contact the appropriate high school personnel as soon as possible, allowing at least the completion of the current PCC academic year.
 - Dual Credit will provide support to assist High School Dual Credit Faculty in adjusting to the changes, such as timely notification, professional development, and allowing sufficient time to implement the change within the constraints of the accrediting bodies.

- In the case of concerns over the quality of instruction or concerns about course content not being sufficiently aligned with PCC's requirements, the following steps should be taken to enable the high

school and school district to address the concerns of PCC personnel. It is intended that instructional issues be addressed promptly and on a case-by-case basis. The goal is to assist the High School Dual Credit Faculty to correct the concerns in a timely manner so their course is significantly the same as a course taken on a PCC campus and to maintain alignment whenever appropriate.

- Liaison will contact the PCC Dual Credit Coordinator promptly regarding the concerns specific to a Dual Credit offering so that the coordinator can contact the appropriate high school personnel as soon as possible.
- The PCC Dual Credit Coordinator and the PCC Faculty Liaison will discuss the concerns with the High School Dual Credit Faculty and set a reasonable timeline for the High School Dual Credit Faculty to address the concerns and correct the problems.
- If the above steps do not correct problems within a reasonable time (i.e., one semester or less), the PCC Dual Credit Coordinator with the Dean of Academic Affairs will co-write a letter to the appropriate parties, listing the following:
 - A specific date by which the concerns listed in the letter need to be addressed or corrected as determined on a case-by-case basis within one PCC academic year. Including the consequences of not correcting the problems by the above date.
 - Hold follow-up discussions with the appropriate parties on the issues.
 - Follow up with the High School Dual Credit Faculty to see if they have addressed and corrected the issues included in the letter before the deadline.
 - Future course proposals may be denied if the concerns addressed in the letter are not corrected.
- In the case of High School Dual Credit Faculty failing to meet the annual PCC Dual Credit requirements of providing a revised syllabus for each new contract period, attending annual articulation connections meetings, workshops or professional development, and making time for their course assessment with their PCC Faculty Liaison, the following steps will be taken:
 - Contact the PCC Dual Credit Coordinator regarding the concerns specific to the Dual Credit offering so that he or she can contact the High School Dual Credit Faculty, high school and/or school district administrator.
 - The PCC Dual Credit Coordinator and PCC Faculty Liaison will discuss the concerns with the High School Dual Credit Faculty and set a reasonable time for the High School Dual Credit Faculty to address the concerns and correct the problems.
 - If the above steps do not correct the problems within a reasonable time (i.e. one semester), the PCC Dual Credit Coordinator with the Dean of Academic Affairs will co-write a letter to the appropriate parties, listing the following:
 - 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

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. ***Please note that you are still required to update the schedule of learning activities and class meeting times on the syllabus for each term the course is articulated.***

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.

MyPCC Account

MyPCC is an online community for students, faculty and staff of Portland Community College. This secure site allows you to check your PCC email, verify your PCC Summary Class List, submit final PCC grades, communicate with students and other faculty, and take care of all aspects of college business. ***The Dual Credit office will send you a notification with your PCC username when you are added as a PCC Dual Credit Faculty member.***

Instructions for Setting up your MyPCC portal:

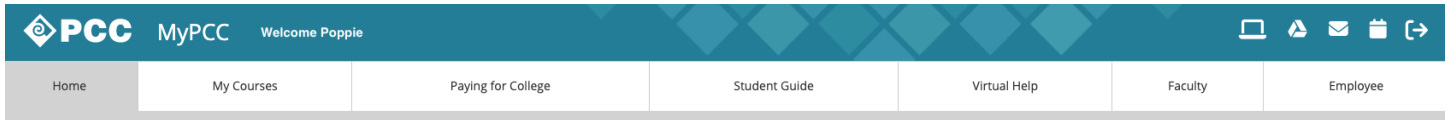
1. Enter the username provided to you by the PCC Dual Credit office.
2. You will be asked to reset your password, which needs to be at least nine characters containing letters and numbers. Click **Save Changes** when you're done.
3. As a first time user, you will be asked to create a **Secret Question**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

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

- Check PCC email
- Check college class roster (Summary Class List)
- Enter Grades
- Revise/ personalize course evaluation

Access to PCC Email

Students, staff and faculty (including High School Dual Credit Faculty) are issued a PCC email account. This email will remain active as long as you are an active dual credit faculty member with the college.



When you are logged into MyPCC, you can click the **envelope icon** on the upper-right hand corner of your portal to access your PCC email account. Alternatively, you can select the **Google Drive icon** (to the left of the envelope) or the **calendar icon** (to the right of the envelope icon). *Note: Your Google Drive and calendar access will remain active as long as you are active with the college.*

PCC Dual Credit Fall Symposium

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

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

This collegial interaction meets the Oregon Dual Credit Standard F3.

Attendance is required as a Dual Credit HS Faculty.



Student Admissions and Registration Process

How Students Register for Dual Credit

There is a **3-step process** for students who wish to earn college credit for the high school course work through Portland Community College.

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

1. Admissions:

- **Complete the Dual Credit Admission Application**

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

2. MyPCC:

- **Set up Your MyPCC student portal**

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

3. Registration:

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

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

Family Educational Rights and Privacy Act (FERPA)

What is FERPA?

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

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

What does FERPA mean for Parents and Families?

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

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

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

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

Checklist for High School Dual Credit Faculty

At the Beginning of the Course

Share the following with students:

- PCC Dual Credit registration bookmark
- All students **must** receive a link to the [Dual Credit Student Handbook](#)
- PCC [Dual Credit Academic Calendar](#)
- Dual Credit Syllabus for the course
- MyPCC Overview**: How to login as a first time user & How to register for classes

During the Course

- Remind students of their [PCC Library Access](#) via MyPCC
- Review your Summary Class List regularly
 - Log into your 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. *Additional information on the next page.*
- Remind Students about the option to Drop or Withdraw from the Course
 - Students who register to earn PCC dual credit 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 via MyPCC
 - 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.
- Encourage Student Course Evaluations
 - Near the end of the term teachers will receive a link to our PCC Dual Credit QUALTRICS evaluation form. Please forward it to students to fill out and evaluate their Dual Credit experience in a timely manner. This data is very important to us to meet our credentialing guidelines. We appreciate your help.

Verifying Your Summary Class List

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

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

THIS STEP IS VERY IMPORTANT!

Faculty tools

Manage your course

[My courses](#)

[Course evaluations](#)

[Edit class details](#)

[Textbook adoptions](#)

[Accessible Ed & Disability Resources](#)

Banner / Banweb

[Banner login](#)

[Final grades](#)

[Summary class list](#)

[Faculty detailed schedule](#)

[Faculty services menu](#)

Curriculum management with Courseleaf

[Catalog editing](#)

[Course management](#)

[Degrees & certificates management](#)

[Electronic approval queue](#)

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

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
Summary Class List Regularly!

Submitting Final Grades

Faculty tools

Manage your course

[My courses](#)

[Course evaluations](#)

[Edit class details](#)

[Textbook adoptions](#)

[Accessible Ed & Disability Resources](#)

Banner / Banweb

[Banner login](#)

[Final grades](#)

[Summary class list](#)

[Faculty detailed schedule](#)

[Faculty services menu](#)

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

NOTE:

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

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

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

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

PCC Grading Options

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

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

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

How students can change a grading option:	Considerations when choosing a grading option:
<ul style="list-style-type: none"> Students can change their grading option by logging into MyPCC and clicking on the My Courses tab. Click on Register for Classes, under the Get Started heading. Click on Grade Change Options and select the term. Find the applicable course and click the list arrow to select the grade option desired. Click on Submit Changes Refer to the PCC Dual Credit Academic Calendars for the deadline by which to have a grade change completed. 	<ul style="list-style-type: none"> There is a limit to the number of Pass credits that can apply towards a degree or certificate. Check with an academic advisor at the college you plan to attend regarding the limit set for a degree or certificate. There are also a limited number of Pass credits that will transfer to other colleges/universities. For more information, check with an academic advisor at the institution the student plans to attend. Refer to the PCC Grading Guidelines section on the following page for additional information.

Repeat Policy

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

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

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

Grading Guidelines

Traditional Grade System

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

Pass/No Pass System

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

Attendance

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

Grade Definitions

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

Grade Definitions Continued

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

Incomplete Grading Contract Guidelines

- Prior to submitting this mark, the instructor and student must sign a written agreement (see below) that describes the missing requirements, the basis for the requirements’ evaluation, the effect on the final grade computation, and the completion date (within one year of the end of term in which the class was taught) for the requirements.
- The written agreement must also indicate what final grade the student will receive if the identified coursework is not completed by the completion date. A copy of the agreement must be shared with the Dual Credit office (dualcredit@pcc.edu)
- To complete a digital PDF copy of the contract, visit: [Dual Credit Program Incomplete Process and Contract](#)

Incomplete (I) Mark Process and Contract

Guidelines:

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

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

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

Student Information:

Last name	First name	Student PCC ID (G#)

Class Information:

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

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

--

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

--

Student's default grade:

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

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

Student signature	Date
Instructor signature	Date



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