



Operating Standard

Title: Early College/Dual Credit/High School Partnerships

Number: A2000.60

Type: Administrative

Responsible: VPAA; CAO

Related Policies: A2000, A2300, B1000, B1003, B1004, B1010, B1011, B1012

Linked Operating Standards: A2300.30, A2300.05, A1300.155

Related Laws: Dual Credit Quality Act (110 ILCS 27), IL Community College Act

Related External Standards: ICCB Recognition Standards (1(5), 1(8)), [NACEP](#)

HLC Criterion: 3.C.4, 4.A, 4.B

Statement

Shawnee Community College is committed to providing high-quality, accessible, and equitable dual credit opportunities that allow high school students to earn college credit while fulfilling high school graduation requirements. The College affirms that equity of access and success across all partner high schools and student groups is a central goal of Early College/Dual Credit programming. All dual credit offerings must comply with state laws, Illinois Community College Board (ICCB) regulations, and Higher Learning Commission (HLC) expectations, ensuring consistent academic standards, qualified faculty, and comprehensive program oversight.

The purpose of this standard is to ensure the College maintains a uniform, high-quality, and legally compliant dual credit program. This includes partnership development, instructor qualification and support, course and curricular alignment, student enrollment, and instructional evaluation.

Definitions

- **Dual Credit:** A program that allows high school students to enroll in college-level courses and earn credit simultaneously at both the high school and college level.
- **Dual Credit Course Types:**
 - Type A Course- A Dual Credit Course taught at a high school or other District-managed location by one or more District teachers.
 - Type B Course- A Dual Credit Course taught at a high school or other District-managed location by one or more College faculty members.
 - Type C Course- A Dual Credit Course that is taught online, taught via distance learning, co-taught by a District teacher and College faculty member, or other hybrid models of other Types.
 - Type D Course- A Dual Credit Course taught at the College or a College satellite location (other than a District-managed location) by one or more College faculty members.

- **Early College:** A broader umbrella term that includes all college-level learning opportunities for high school students, including but not limited to dual credit, dual enrollment, and articulated credit.
- **Lead Instructor:** A college faculty member assigned to oversee the academic quality and alignment of a dual credit course with on-campus equivalents.
- **Model Partnership Agreement (MPA):** a document outlining the responsibilities and terms for dual credit course offerings between the College and a high school.
- **MySCC:** Shawnee Community College's student information system, used for grading, registration, and student records.
- **Observation:** A formal classroom visit by the Lead Instructor to assess course alignment, instructional rigor, and faculty performance, in accordance with evaluation policies.
- **SCC Representative:** College personnel responsible for student enrollment, placement verification, and coordination between SCC and high schools.
- **Simple Syllabus:** SCC's centralized platform used for uploading and sharing syllabi with students and academic staff.
- **Type C Agreement:** ICCB-defined agreement used when the Dual Credit Course is taught online, taught via distance learning, co-taught by a District teacher and College faculty member, or other hybrid models of other Dual Credit Course Types.

Roles and Responsibilities

- **Coordinator of High School Partnerships & Pathways (CHSPP):**
 - Serves as the primary liaison between the College and high schools
 - Develops and manages partnership agreements
 - Coordinates scheduling of Dual Credit programming and develops pathways for each high school based on programming
 - Establish and maintain a comprehensive list of dual credit offerings and/or pathways by high school
 - Assist dual credit faculty and team leaders during the course of the semester
 - Provide information to high school teachers interested in becoming dual credit instructors and assist with questions in the completion of paperwork for new faculty
 - *In the event the CHSPP is unavailable, the Vice President of Academic Affairs (VPAA) will designate an alternate staff member (e.g., Academic Dean, Executive Assistant-VPAA, Director, etc.) to ensure continuity of agreements, scheduling, communications, and compliance functions.*
- **Lead Instructors:**
 - Attend the Dual Credit/Adjunct Orientation each fall
 - Provide content-specific information and updates to dual credit instructors
 - Conduct visits to the dual credit classrooms taught by high school instructors
 - Conduct observations and progress reports of dual credit courses taught by high school instructors according to Faculty Evaluation Operating Standard [A2300.30](#)

- Ensure syllabi, textbooks, and instructional materials align with SCC standards
 - Serve as the primary point of contact for Dual Credit Instructors for academic questions and concerns
- **SCC Representatives:**
 - Typically, the advisors assigned to the high school
 - Conduct on-site visits to assist with enrollment and advising.
 - Verify placement and enrollment information
 - Collaborates with the CHSPP in the liaison role to the high schools
- **Dual Credit Instructors:**
 - Meet qualifications for teaching college-level courses per the Dual Credit Quality Act (DCQA)
 - Attend the Dual Credit/Adjunct Orientation each fall
 - Teach college-level content following SCC policies
 - Work collaboratively with an assigned SCC Lead Instructor
 - Verify dual credit class rosters to ensure the removal of non-attending/ineligible students
 - Submit a course syllabus online to Simple Syllabus paralleling the SCC syllabus for the same course and provide a copy of the syllabus to all dual credit students
 - Utilize the SCC textbook for the course (or a different textbook approved by the SCC lead faculty) and require all students to have a copy of the textbook
 - Submit grades and midterm verification forms, and participate in observation/progress report process
 - Submit student evaluations of the course through Smart Evals
 - Participate in campus-wide assessment initiatives
- **High School Dual Credit Liaison(s):**
 - Designated by each high school to work directly with the CHSPP and SCC employees
 - Coordinate and facilitate the activities of the Early College/Dual Credit program at the high school
 - Collaborate with high school administration and CHSPP and SCC Representatives to determine dual credit opportunities
 - Assist SCC in collecting information and paperwork needed to administer the Early College/Dual Credit program
 - Provide information regarding Early College/Dual Credit opportunities to all high school students
 - Provide opportunities for SCC to inform students and parents about programming
 - Ensure dual credit faculty submit their midterm verification forms and initial, midterm, and final grades to SCC by the established due dates
 - Collect, compile, and share data required for SCC to offer Early College/Dual Credit programming
- **Registrar:**
 - Ensures student records (i.e. placement evidence, transcripts, enrollment forms) and grade submissions are accurately processed and shared with high schools.

Institutional Effectiveness (IE):

- Manages midterm verification form process.

Procedures/Guidelines

All procedures and guidelines for Early College/Dual Credit programming will be implemented with a focus on equity of access, instructional quality, and consistency across all high schools in the College's rural service district. Equity considerations include ensuring that students from various socioeconomic groups and from both small and large districts have fair opportunities to participate and succeed.

1. Annual Planning and Agreements

- The CHSPP will annually develop and distribute Model Partnership Agreements (MPAs) and Type C agreements.
- Key dual credit responsibilities, including scheduling, enrollment verification, reporting deadlines, and high school communications, will be documented in a shared procedures calendar accessible to the VPAA, CHSPP, and SCC Representatives. This redundancy ensures that dual credit operations continue without interruption in the event of staffing changes or absences.

2. Instructor Qualifications

- Dual credit instructors must meet SCC Faculty Qualifications Operating Standard [A2300.05](#).

3. Scheduling and Enrollment

- The CHSPP coordinates all scheduling for dual credit courses offered at high schools, SCC's main campus, and extension centers.
- SCC representatives will assist with enrollment verification and student placement per published SCC placement guidelines.

4. Orientation and Support

- A Dual Credit Orientation will be held annually during SCC's Fall Convocation. Attendance is expected of dual credit instructors and lead instructors.
- Dual credit instructors receive calendar invites for key deadlines (10th day, midterm, final grades, and progress reports).
- Dual credit faculty will receive access to professional development, instructional resources, and advising support comparable to on-campus adjunct faculty.
- The College will provide timely communication of key deadlines, access to Simple Syllabus, Moodle, and other instructional platforms, and support from the Coordinator of High School Partnerships & Pathways (CHSPP) for administrative requirements.

5. Instructional Materials and Curriculum Alignment

- Dual credit courses must utilize the SCC-approved syllabus, textbooks, and lab manuals, aligned with on-campus course outcomes.
- Lead Instructors ensure instructional alignment through annual observations or document checks.

6. Course Observation

- Dual Credit courses taught by high school instructors will be observed in alignment with Faculty Evaluation Operating Standard [A2300.30](#).

- Progress reports are submitted by the Dual Credit Instructors to the CHSPP in alignment with Faculty Evaluation Operating Standard A2300.30.
 - If required submissions are not received by established deadlines, the CHSPP (or designee) will notify the VPAA within five business days for resolution.
- 7. Grade Reporting**
- Dual Credit instructors are responsible for entering grades into MySCC by established College deadlines.
 - Midterm verifications forms are submitted per IE's instructions.
 - The Registrar sends final grade reports to each participating high school for any course taught by a College faculty.
 - If required submissions are not received by established deadlines, the CHSPP (or designee) will notify the VPAA within five business days for resolution.
- 8. Program Oversight and Continuous Improvement**
- The CHSPP will maintain a yearly [timeline](#) of dual credit responsibilities, available to faculty and staff.
 - Grant opportunities will be pursued to support and expand Early College/Dual Credit programming.
 - The CHSPP will collaborate with institutional and community partners to enhance program pathways and respond to regional workforce needs.

Assessment & Outcomes

The College will regularly assess the effectiveness of Early College/Dual Credit programming to ensure alignment with Board Strategic Outcomes and continuous improvement. **All data will be disaggregated by factors such as high school, course type, demographic group, and modality to monitor equity of access and outcomes.** Program evaluation will include, but not be limited to, the following measures:

- **Student Access & Participation**
 - Number and percentage of high school students enrolled in dual credit by high school district (equity of access).
- **Student Success & Completion**
 - Successful course completion rates (A, B, or C or "Pass") compared to on-campus equivalents.
 - Withdrawal rates and reasons for withdrawal.
- **Postsecondary Transition**
 - Percentage of dual credit students who subsequently enroll at SCC or transfer to a four-year institution.
 - Transferability of credits awarded (monitored through statewide data systems and student self-report), as available.
- **Instructional Quality**
 - Faculty observations, student evaluations, and alignment with campus course outcomes.
 - Compliance with HLC and ICCB faculty credentialing requirements.
- **Financial Performance**
 - Tuition Paid, Tuition Discounted, Tuition Saved

- Revenue estimates (Base Operating & Equalization)
- Cost Estimate (Both direct and indirect)
- Margin
- **Partnership Effectiveness**
 - High school partner satisfaction (measured through annual surveys or feedback sessions).
 - Responsiveness to workforce and community pathway needs.

Assessment results will be reviewed annually by the CHSPP in collaboration with Institutional Effectiveness (IE) and reported through the College's assessment and monitoring processes. The VPAA, with support from her Executive Assistant in collaboration with the CHSPP, will create annual High School Partnership & Success Reports. These reports will be shared with the Board of Trustees and with each participating high school district to ensure transparency and strengthen collaboration.

Change Log		Governance Unit: Academic Affairs Council
Date	Description of Change	
8.28.25	Initial Adoption	

Early College/ Dual Credit Timeline

Specific due dates will be provided annually by the Coordinator of High School Partnerships and Pathways (CHSPP)

Early College/Dual Credit Annual Timeline-Quick View

Month	Key Milestones
July	<div>■ Finalize ECDC Agreements and Type C Agreements</div> <div>■ Confirm course approvals & leads</div>
August	<div>■ Dual Credit Orientation</div> <div>■ Reminders of important dates and deadlines</div> <div>■ Dual Credit enrollment/placement</div> <div>■ Submit initial progress and rosters for fall and year-long courses</div>
September	<div>● Begin classroom observations and progress reports (Fall & Year-long)</div>
October	<div>■ Send Fall midterm verification forms</div> <div>■ Submit Fall midterm grades and midterm verification forms</div>
November	<div>● Submit progress reports</div> <div>■ Withdrawal deadline for students at-risk of failure</div> <div>■ Begin Spring course registration</div>
December	<div>■ Submit Fall final grades</div> <div>■ Send ECDC Fall grades to the high schools for courses taught by SCC faculty</div> <div>■ Distribute next year's ECDC request forms</div>
January	<div>■ Spring and Year-Long enrollment adjustments</div> <div>■ Submit initial Spring progress reports and rosters</div> <div>■ Send Year-Long midterm verification forms</div> <div>■ Submit Year-Long midterm grades and midterm verification forms</div> <div>● Begin classroom observations and progress reports (Spring)</div>
February	<div>■ Collect ECDC course requests from schools</div>
March	<div>■ Send Spring midterm verification forms</div> <div>■ Submit Spring midterm grades and midterm verification forms</div>
April	<div>● Submit Spring and Year-Long progress reports</div>
May	<div>■ Submit Spring and Year-long final grades</div> <div>■ Send ECDC Fall grades to the high schools for courses taught by SCC faculty</div>

Legend:

- ■ **CHSPP** (Coordinator of High School Partnerships & Pathways)
- ■ **SCC Rep** (Enrollment, Placement, Roster Matching)
- ■ **Dual Credit Instructor** (Grading & Instruction)
- ● **Lead Instructor** (Observations & Progress Reporting)
- ■ **IE and/or Registrar** (Verification & Data Entry)

Detailed Timeline

- **Ongoing throughout the Year-**

- CHSPP develops each school's Model Partnership Agreement (MPA) and Type C agreements for the upcoming and current school year.
- CHSPP works with IT to keep the Dual Credit Program Pathways webpage updated.
- CHSPP works with high school instructors, school counselors, and College faculty and staff on Dual Credit Instructor qualifications reviews per the Faculty Qualifications Operating Standard ([A2300.05](#)).
- CHSPP facilitates scheduling for dual credit courses on main campus and at extensions centers.
- CHSPP facilitates high school representatives, students/guardians, and College faculty and staff regarding questions and concerns that may arise.
- CHSPP writes and manages grants, as available, to support Early College/Dual Credit programming and initiatives.
- CHSPP collaborates with other College faculty and staff on their grants to braid initiatives and ensure Early College/Dual Credit intentional programming.
- CHSPP works with Five-County Regional Vocational Center to offer CTE programming to area high school students.
- CHSPP makes frequent visits to each high school to maintain relationships with employees, including checking in with school counselors and administrators, delivering books, materials and supplies, providing gifts/food for appreciation and holidays, etc.
- CHSPP works with other partners, such as the local county CEO programs, Local 773 Construction Management program, and other community colleges, as needed.

- **July**

- CHSPP sends each superintendent the Early College/Dual Credit Agreement for the upcoming academic year.
- CHSPP notify district coordinator of status on all requests for Dual Credit courses for the upcoming year
- CHSPP contacts department Chairs to confirm who the lead instructors are for the Dual Credit courses.

- **August-**

- CHSPP informs Dual Credit Instructors who their lead instructor will be.
- Early College/Dual Credit Agreements for the upcoming academic year are due to the CHSPP from each high school.
- CHSPP sends calendar invites to all Dual Credit instructors for 10th day, midterm, and final grade deadlines and to Dual Credit Lead Instructors for Dual Credit Progress Report deadlines.
- The College will host an Early College/Dual Credit Orientation on Main Campus, typically 4-6 p.m. on the SCC fall convocation day. The Executive Associate to the VPAA and the CHSPP will plan this event together. Save the dates will go to Dual Credit Teachers before the end of the previous school year, if possible. Dual Credit Instructors, Dual Credit Lead

Instructors, SCC Deans, SCC Department Chairs, SCC Faculty, school counselors, and other SCC staff/administration as needed. During this time, dual credit instructors and adjunct faculty will fill out travel reimbursement forms for attending the event. The current rate is \$30. Food and refreshments will be served and those who attend will receive a giveaway when checking in. (See Sample agenda)

- CHSPP will notify the SCC representatives going into each of the high schools for Early College/Dual Credit of the offerings available for their designated high schools.
 - High school academic year begins (First two weeks). SCC Representative goes into the high schools to have students fill out Early College Enrollment forms. SCC representatives verify placement requirements and enroll qualified Dual Credit students in fall and year-long courses. SCC representatives will utilize the [Dual Credit Courses and Program Plans webpage](#) to advise students and show them where to find the SCC Early College Pathways Handbook for Parents & Students at the bottom of the webpage.
 - CHSPP emails Dual Credit Instructors to compare their high school rosters to MySCC rosters to ensure all students are enrolled for fall and year-long courses and instructions for initial progress reports.
 - Instructors submit initial progress grades and verify enrollment for all fall and year-long Dual Credit courses.
 - SCC Representatives send in their SCC class roster (from SROS) and high school class roster to the CHSPP for the fall semester and year-long courses to make sure SCC rosters and the instructors' class lists match. This ensures accurate 10th day enrollment.
 - SCC Representatives will send the Registrar the completed and signed Early College enrollment forms from their assigned high school to be scanned into Etrieve.
- **September**
 - Dual Credit Lead Instructors begin conducting classroom observations and completing the Dual Credit Progress Reports per the Faculty Evaluation Operating Standards ([A2300.30](#)) for fall and year-long courses.
 - **October**
 - CHSPP sends out a reminder email to all Dual Credit Instructors along with instructions on how to submit midterm grades and complete midterm verification form for fall courses.
 - IE sends midterm verification forms to all instructors of fall only courses.
 - Dual Credit Instructors enter midterm grades for fall Dual Credit courses (MySCC)
 - Dual Credit Instructors submit signed midterm verification form to IE per instructions on the form
 - **November**
 - CHSPP sends out reminder to Dual Credit Instructors and school counselors about withdrawing students at risk of failure

- Dual Credit Lead Instructors submit the completed Dual Credit Progress Reports to the CHSPP.
- SCC Representative communicates with assigned local high schools for registering spring courses & verifies year-long courses. Representative sends Registrar completed and enrolled Dual Credit enrollment forms from their high schools Dual Credit students to be scanned into Etrieve for the spring semester and year-long courses.
- **December** -
 - CHSPP emails the Registrar the class rosters for all dual credit/early college courses taught by College faculty.
 - CHSPP emails all school counselors the Early College request form for the next Academic year in Google Sheet format. (See Sample Form)
 - CHSPP works with the school counselors on questions and arrangements for courses for the next academic year, as needed.
 - Dual Credit Instructors enter midterm grades for year-long Dual Credit courses (MySCC)
 - CHSPP sends out reminders along with instructions to Dual Credit Instructors of fall courses about final grades being entered.
 - CHSPP sends out a reminder email to all Dual Credit Instructors along with instructions on how to submit midterm grades and complete midterm verification form for year-long courses.
 - Dual Credit Instructor enters final grades into MySCC for fall courses.
 - The Registrar send the Early College students' grades to the respective high schools (i.e. Fast Start and Welding).
- **January** -
 - CHSPP works with the school counselors on questions and arrangements for courses for the next academic year, as needed.
 - IE emails midterm verification forms to Dual Credit Instructors of year-long courses.
 - SCC Representative works with school counselors on any student schedule changes and to verify placement requirements and enrollment for spring and year-long courses.
 - CHSPP emails reminders to all Dual Credit Instructors along with instructions on how to submit Initial Progress Reports.
 - Dual Credit Instructors submit initial progress grades for spring courses
 - SCC Representatives verify spring and year-long Dual Credit courses and make final enrollment adjustments.
 - SCC Representatives submit their SCC class roster (SROS) and high school class roster to the CHSPP for the spring semester and all year-long courses.
 - Dual Credit Lead Instructors begin conducting classroom observations and completing the Dual Credit Progress Reports per the Faculty Evaluation Operating Standards ([A2300.30](#)) for spring courses.
- **February** -
 - CHSPP works with the school counselors on questions and arrangements for courses for the next academic year, as needed.
 - Early College Course request form for the next academic year is due from school counselors.

- **March** -
 - CHSPP works with the school counselors on questions and arrangements for courses for the next academic year, as needed.
 - CHSPP emails all Dual Credit Instructors a reminder along with instructions on how to submit midterm grades and midterm verification forms for spring courses.
 - Dual Credit Instructors enter midterm grades for spring courses.
 - Dual Credit Instructors submit signed midterm verification form to IE
 - CHSPP sends each Dual Credit Lead instructor a reminder about Dual Credit Progress Reports being due April 1
- **April**-
 - SCC Lead Instructors submit Dual Credit Progress Reports for spring courses to the CHSPP.
 - CHSPP sends out reminder to Dual Credit Instructors and school counselors about withdrawing students at risk of failure.
- **May**-
 - CHSPP emails the Registrar the class rosters for all dual credit/early college courses taught by College faculty.
 - CHSPP sends email along with instructions to Dual Credit Instructors about final grades being entered for spring and year-long courses.
 - Dual Credit Instructor enters final grades for spring and year-long courses.
 - Registrar send the Type D sections' grades to the respective high schools