

**ILLINOIS CENTRAL COLLEGE
LOCAL PARTNERSHIP AGREEMENT
UNDER
THE
DUAL CREDIT QUALITY ACT**

(Part 1)

2026-2027

DUAL CREDIT LOCAL PARTNERSHIP AGREEMENT BETWEEN

ILLINOIS CENTRAL COLLEGE

AND

Illini Central CUSD #189

("SCHOOL/DISTRICT")

THIS DUAL CREDIT LOCAL PARTNERSHIP AGREEMENT ("Agreement") is entered into as of the Effective Date (as defined herein) in accordance with the Dual Credit Quality Act (110 ILCS 27/1) ("DCQA") In this Agreement, both the College and the District are referred to as the "Parties," and each, a "Party."

This Agreement shall supplement any other partnership agreement between the Parties for dual credit delivery and administration. The Parties may, by mutual agreement, modify or delete any terms of the Local Partnership Agreement or agree to supplemental terms.

The Parties agree to implement the following Sections as marked by "X" in addition to Section A, Definitions and General Terms:

☒ Section B: Course Availability; Teacher and Course

☒ Section C: Cost and Fee Structure

☒ Section D: Student Procedures, Student Supports, Data, and Partnership Review

Section A and the other Sections marked above are hereby incorporated into this Agreement by this reference and expressly made a part of this Agreement. The Parties hereby confirm their agreement to the terms set forth herein.

**FOR THE COLLEGE
President**

Printed Name

Signature

Date

FOR THE DISTRICT

Superintendent

Jennifer Durbin

Printed Name

Jennifer Durbin
Signature

12/18/24
Date

Section A

Definitions and General Terms

I. Definitions.

All capitalized terms used in this Agreement will have the meaning set forth below or as defined in the Agreement:

“College Course Contact” means an identified appropriate Dean or content faculty member to serve as a contact for a Type A Course Instructor whose responsibilities include:

- i. Serving as a contact and ongoing resource to the Instructor during the course delivery, including being available for consultation on a timely basis as reasonably requested by the Instructor;
- ii. Coordinating course administrative tasks, such as feedback on syllabi and course assessments;
- iii. Sharing and supporting integration of updated course content materials used on campus, and notifying the Instructor of professional development opportunities; and
- iv. Other support for implementing the Course Documentation as directed by the College.

“Course Documentation” is defined in Section B, Paragraph III.C.

“College Dual Credit Liaison,” or “College Liaison” means an individual designated in writing by the College’s President as having primary responsibility for the management and administration of this Agreement and the dual credit relationship with the District.

“Course Planning” is defined in Section B, Paragraph III.A.

“Course Planning Decision Areas” is defined in Section B, Paragraph III.B.

“Course Request Form” means the form attached as Form B-1 of this Agreement, or another form agreed upon by the Parties that substantially addresses the information requirements of Form B-1.

“DCQA” means the Dual Credit Quality Act (110 ILCS 27/1 et seq.).

“DCQA Qualifications Requirements” means any of the minimum academic credential requirements an Instructor must meet as set forth in paragraph (1), (2), or (3) of Section 20 of the DCQA.

“District Dual Credit Liaison,” or “District Liaison” means an individual designated in writing by the District’s Superintendent as having primary responsibility for the management and administration of this Agreement and the dual credit relationship with the College.

“Dual Credit Course”, or “Course”, means a College course taken by a high school student enrolled in the District for credit at both the college and high school level.

“Effective Date” means either the date of execution by both the College and the District, or, if either Party does not execute the Agreement by the timelines required in Section 16 of the DCQA, the date established by either ISBE (with respect to the District) or ICCB (with respect to the College) as the Effective Date.

“FERPA” means the Family Educational Rights and Privacy Act of 1974, and the regulations at 34 CFR Part 99.

“ICCB” means the Illinois Community College Board.

“In-District Rate” means the College’s in-district per credit hour tuition and standard fee rate as reported to and annually published by ICCB.

“Instructor” means a high school teacher proposed by the District to teach a Type A Course.

“Instructor Qualifications Documentation” is defined in Section B, Paragraph II.C.

“Instructor Qualifications Review Form” means the form attached as Form B-2 of this Agreement, or another form agreed upon by the Parties that substantially addresses the information requirements of Form B-2.

“ISBE” means the Illinois State Board of Education.

“Liaisons” means the College Liaison and the District Liaison.

“Local Agreement” is defined on the signature page of this Agreement.

“Non-Priority Course” means any Dual Credit Course which is not a Priority Course. “

“Parties”, and “Party”, are defined on the signature page of this Agreement.

“Priority Career Pathway Course” means a career-focused course that has been identified by the District, after consultation with the College, in its submission to ISBE as an early college credit course within a career-focused instructional sequence as part of a College and Career Pathway Endorsement system under the Postsecondary and Workforce Readiness Act (110 ILCS 148/1 et seq.).

“Priority Course” means any course within the Illinois Articulation Initiative General Education Core Curriculum, or any Priority Career Pathway Course.

“Supplemental Requirements” is defined in Section C, Paragraph V.

“Type A Course” means a Dual Credit Course taught at a high school or other District-managed location by one or more District teachers.

“Type B Course” means a Dual Credit Course taught at a high school or other District-managed location by one or more College faculty members. Includes online courses offered to one high school exclusively and taught by College faculty.

“Type C Course” means 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. Includes online courses offered regionally and taught by College faculty.

“Type D Course” is 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. Includes Work-based Learning programs/courses.

II. General Terms.

- A. Liaisons; Disputes. Each Party will designate a Liaison. The Parties will use good faith efforts to collaboratively resolve any disputes regarding this Agreement through their Liaisons. Disputes regarding the College's basis for disapproval of Instructors for Type A Courses will be resolved in accordance with Section B, Paragraph II.C. Disputes regarding the Parties' inability to reach agreement on Course Planning Decision Areas and Course Documentation despite good faith efforts will be resolved in accordance with Section B, Paragraph III. In the event any other dispute under this Agreement cannot be timely resolved, either Liaison may refer the dispute to the College's President and the District's Superintendent for resolution. If the dispute can still not be resolved within thirty (30) days after such a referral, the Parties will notify ISBE and ICCB and the dispute will be resolved by authorized representatives of ISBE and ICCB. The resolution of the dispute by authorized representatives of ISBE and ICCB will be binding on the Parties.
- B. Amendment. This Agreement may be amended at any time by the written agreement of both Parties.
- C. Term and Termination. This Agreement will remain in effect unless terminated by the mutual agreement of the Parties. ISBE and ICCB shall be notified of any termination.
- D. Applicable Law and Severability. This Agreement shall be governed in all respects by the laws of the State of Illinois. If any provision of this Agreement shall be held or deemed to be or shall in fact be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all cases because it conflicts with any other provision or provisions hereof or any constitution, statute, regulation, or for any reason, such circumstance shall not have the effect of rendering any other provision or provisions contained herein invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining portions of this agreement or any part thereof. In the event that this Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.

Section B

Course Availability; Teacher and Course Approval

I. District Course Offerings.

- A. Offering of Type A Courses. Subject to the College's approval of the Instructor and facilities where applicable, the Parties' mutual agreement to the Course Documentation in accordance with this Section B, the College will approve Type A Priority Course requests. The College may disapprove Non-Priority Type A Course requests if deemed necessary by the College to ensure appropriate levels of oversight and support for Priority Courses and other aspects of its dual credit partnership with the District.
- B. Offering of Type B and Type D Courses. The College may disapprove a Type B Course request if the College determines, in its sole discretion, that the College is unable to provide a qualified faculty. The Parties will mutually specify the Type D Courses, if any, that will be subject to this Agreement. Type D Courses are subject to cancellation or modification by the College in accordance with generally applicable College policies. In determining the offering of Type B and Type D Courses, the Parties will prioritize Priority Courses for which the District does not have sufficient qualified teachers to meet student demand.
- C. Offering of Type C Courses. The requirements applicable to the delivery and administration of a Type C Course must be defined by Local Agreement.

II. Course Request Process.

- A. New Courses. To initiate a request to offer a new Type A, B, or D Course, the District Liaison must complete and submit to the College Liaison a Course Request Form for each proposed Course. Unless otherwise agreed to by the College, for a **Fall 2026 Semester Course**, the Course Request Form must be submitted to the College Liaison by no later than **January 23, 2026**. Unless otherwise agreed to by the College, for a **Spring 2027 Semester Course**, the Course Request Form must be submitted to the College Liaison by no later than **March 2, 2026**.
- B. Action on Course Requests. The College may disapprove a Non-Priority Type A Course request or a Type B or Type D Course request for the reasons described in Paragraph I of this Section. The basis for the disapproval will be provided on the Course Request Form and returned to the District by **February , 2026**, following a **January 23, 2026**, submission. Unless otherwise agreed by the District, the College must proceed to the Instructor Qualifications Review process in Paragraph II.C of this Section for a Priority Type A Course and, if the Instructor is approved, the Course Planning and Documentation process in Paragraph III of this Section. Upon the College's disapproval or the Parties' mutual agreement to discontinue the Course request and approval process, the District may pursue an alternative provider for that Course in accordance with Paragraph V of this Section.
- C. Instructor Qualifications Review for Type A Courses. For a new Type A Course Request, the District Liaison will include with the Course Request Form the Instructor Qualifications Review Form identifying the proposed Instructor and demonstrating how the Instructor meets the DCQA Qualifications Requirements ("Instructor Qualifications Documentation"). The appropriate Academic Dean and Vice President of Academic Affairs will review the Instructor Qualifications Documentation and will respond to the District Liaison with preliminary approval or disapproval by **April 6, 2026**, for Fall semester courses following a **March 6, 2026**,

submission and by **June 8, 2026**, for Spring semester courses following a **May 4, 2026**, submission.

1. If preliminarily approved:
 - a. The College Liaison will indicate preliminary approval on the Course Request Form pending receipt of the Instructor's official transcripts;
 - b. If known by the College, the College will identify the College Course Contact; and
 - c. The District Liaison will provide the official transcripts of the Instructor and contact the College Liaison to commence Course Planning and Documentation in accordance with Paragraph III of this Section.
2. If disapproved, the College Liaison will identify the basis for disapproval in writing on the Instructor Qualifications Review Form and submit the written rationale to the District Liaison. The rationale must specifically indicate the basis for why the proposed Instructor does not meet the DCQA Qualifications Requirements, or another legitimate basis for why the College is unable to approve the proposed Instructor for the Course. The College cannot require an Instructor to exceed the DCQA Qualifications Requirements. Thereafter, the District Liaison may request an in-person or virtual meeting to discuss the disapproval among the applicable College Dean, the Liaisons, and the District Superintendent (or designee). The College will participate in such a meeting if requested. Further, upon disapproval, and with or without requesting a meeting to discuss, the District may pursue an alternative provider for that Course in accordance with Paragraph V of this Section.
3. The District must submit a new Instructor Qualifications Review Form (B-2) subject to the review and approval process set forth in this Section any time the District proposes a new Instructor assignment for an approved Course.

III. Course Planning and Documentation.

- A. Purpose; Schedule. The purpose of the Course Planning and Documentation process described in this Paragraph III ("Course Planning") is to ensure that Dual Credit Courses address equivalent content and include the same learning outcomes as those courses taught at the College. The Liaisons will determine the schedule and logistics of Course Planning, provided that:
 1. The Course Planning schedule must ensure its completion, including completion of the Course Documentation described in Paragraph III.C of this Section, by a date that enables the District to prepare the Instructor (with respect to Type A Courses) and enroll students as of its planned start date;
 2. The schedule and logistics must ensure that all prerequisites and placement requirements are determined in time to ensure certainty for high school scheduling and enrollments;
 3. The schedule and logistics must ensure adequate timing and engagement opportunities to collaboratively address the applicable Course Planning Decision Areas described in Paragraph III.B of this Section; and
 4. With respect to Type A Courses, the schedule and logistics must ensure the College Course Contact and Instructor have multiple opportunities to discuss Course content, delivery, and learning outcomes, and that an adequate onboarding process is designed and delivered for the Instructor.

- B. Course Planning Decision Areas. The Course Planning must result in documented agreement between the Liaisons on the administrative aspects and course content topical areas specified in this Paragraph III.B (“Course Planning Decision Areas”) and must be described in the form attached as Form B-3 or another form agreed upon by the Parties. For Type A Courses, all of the Course Planning Decision Areas must be addressed. For Type B and D Courses, the Liaisons will determine which of the Course Planning Decision Areas are applicable to the Course Planning process for that Course.
1. Course content and instruction, including:
 - a. Curriculum, which will include the College’s sharing of core content materials and syllabi used for the Course on campus;
 - b. Textbook and materials, which will include the College identifying any common textbook selected by faculty for all sections of the Course taught on campus;
 - c. Other facilities, technology, or equipment needed for the delivery of the Course, including the identification of any Supplemental Requirements;
 - d. Assessment of learning outcomes, which will include the College sharing any common assessment materials and rubrics for the Course along with any expectations related to the College’s assessment of student learning outcomes program; and
 - e. Accreditation requirements.
 2. Course administration, including:
 - a. Utilization of the College’s course management system or another system acceptable to the Parties;
 - b. The College’s academic calendar and class scheduling requirements and the impact on delivery of the Course;
 - c. The College’s processes and timing for submission of AWARe class rosters and grades; and
 - d. The anticipated student count and number of sections.
 3. Student prerequisites for enrollment (if any), placement requirements (if any), and any additional student registration or application requirements. The College will ensure that all placement requirements are evidence-based, include multiple appropriate measures to determine whether a student is prepared, address equity of high school student access to placement tests, and enable the use of standardized assessments appropriate to the grade level of potential students.
 4. Instructor support and expectations, including:
 - a. If not already identified, designation of the College Course Contact;
 - b. The onboarding process and expectations to ensure new Instructors are sufficiently trained in the Course content and learning outcomes, with expectations not to exceed those of adjunct faculty;
 - c. Ongoing available and required training and professional development opportunities for the Instructor, including a description of trainings and workshops available for the specific discipline as established by the College, with expectations not to exceed those of adjunct faculty; and
 - d. A description of the review and observation process to be used by the College under Paragraph IV of this Section, with student evaluation procedures as applicable, which must include the College’s provision of the instrument(s) to be used.
 5. Contingency plans that accommodate the delivery of the Course and minimize disruptions to students, including:

- a. A contingency plan if the approved Instructor is no longer able to teach the Course, which may involve using a different qualified high school teacher or offering the Course as a Type B or Type D Course; and
 - b. Plans for the Course delivery in the event a long-term substitute is required.
6. Other professional expectations for the Course.

C. Course Documentation.

1. The Liaisons will jointly document the understandings arising from the Course Planning ("Course Documentation") by no later than thirty (30) days prior to the scheduled first day of the Course. If, however, despite good faith efforts, the Liaisons are unable to reach agreement on the Course Documentation, then either (a) the Parties may mutually agree not to offer the Course, or (b) either Liaison may refer the disputed matter or matters to the College's President and the District's Superintendent for resolution. If the disputed matter(s) can still not be resolved through good faith efforts within thirty (30) days, the District may pursue an alternative provider for that Course in accordance with Paragraph V of this Section.
2. The Parties will ensure the delivery of the Course in accordance with the Course Documentation, unless variances are mutually approved during the Course's delivery. If the College reasonably determines that the District is not adhering to the Course Documentation, the College Liaison will notify the District Liaison and provide the District with a reasonable opportunity to correct the matter. If, following a reasonable opportunity to correct, the District is not adhering to the Course Documentation, the College may withdraw its approval of the Course for the next semester, and the District may pursue an alternative provider for that Course in accordance with Paragraph V of this Section.

- D. Multiple Districts. The College may establish a Course Planning process with multiple school districts offering the same Course.

IV. Observation and Review of Course Delivery.

- A. Purpose; Process. The College's Chief Academic Officer or designee will observe and review the delivery of each Type A Course in a manner that is consistent with the College's review and evaluation policy and procedures for on-campus adjunct faculty and any related agreements set forth in the Course Documentation. The College will schedule and coordinate all aspects of the observation and review with the District Liaison in a collaborative manner. This evaluation shall not impact the Instructor's performance evaluation under Article 24A of the School Code. The evaluation may impact the Instructor's approved status and future eligibility as an adjunct faculty member for that Course in accordance with the College's evaluation policies and procedures.
- B. Sharing Results. No later than thirty (30) days after the observation and review, the College will share the results with the District Liaison and be available to discuss the results with the District Liaison, the High School Department Chair, and the Instructor.

V. Alternative Providers. Upon disapproval by the College of a Course request pursuant to Paragraph II.B, disapproval of an Instructor pursuant to Paragraph II.C, failure to reach agreement on Course Documentation pursuant to Paragraph III, or the College's withdrawal of Course approval pursuant to Paragraph III.C, the District may pursue an alternative provider of that

Course, and will notify the College Liaison of its intent to do so. Thereafter, the College will not object to, or seek to limit, the District's ability to contract with another community college or institution of higher learning (whether in-state or out-of-state) for delivery of that Course. Nothing in this Agreement restricts the ability of the District to pursue Dual Credit Course delivery with an in-state institution of higher learning at any time, for any reason.

Section C

Textbooks, Materials and Costs

I. Supplemental Fees. If the District is not able to provide or pay for the facilities, equipment, materials, or required activities necessary to offer a Course ("Supplemental Requirements") and the College is willing to address the Supplemental Requirements on behalf of the District to offer the course at a high school, the District and College must agree to a supplemental fee to cover the Supplemental Requirements.

II. Textbooks and Materials.

- A. For Type A and B Courses, the District will purchase textbooks and materials on behalf of students. For Type D Courses, the District may elect to either purchase such items on behalf of students, or have the students purchase textbooks and materials in accordance with standard College policies. Arrangements for Type C Courses are subject to Local Agreement.
- B. For Type A Courses, the College will specify whether a common textbook has been selected by faculty for all sections of the Course taught at the College.
 - 1. If there is no common textbook, the Instructor will determine textbook and course materials in consultation with the College; textbook and materials must address equivalent content and the same learning outcomes as the outcomes expected of the same Courses taught at the College.
 - 2. If there is a common textbook and set of course materials, the common textbook and materials will be used unless the College, in consultation with the District, agrees to a different textbook and materials covering equivalent content and the same learning outcomes. The College will consider any alternatives proposed by the District but will retain final decision-making authority.
- C. For Type B Courses, the College faculty member will specify the required textbook and materials unless the faculty member, in consultation with the District, agrees to a different textbook and materials covering equivalent content and the same learning outcomes. The College and faculty member will consider any alternatives proposed by the District but will retain final decision-making authority.
- D. For any Type A or Type B Course where the College specifies the textbook, the College agrees to allow the use of the textbook for at least two (2) years, provided the use of a previously published edition of the textbook does not appreciably impact the content and delivery of the Course.

III. Charges to Students/Families; Low-income Discounts and Waivers.

- A. The District may charge students for fees, textbooks and materials in any instance where the District is paying the College for the Course or directly purchasing textbooks and materials, provided:
 - 1. The District may not charge more than amounts payable to the College or directly incurred by the District for textbook and material purchases on a per student basis under this Agreement; and
 - 2. The District must apply fee waivers or discounts to low-income families. The District's

policy for fee waivers or discounts shall be described in the chart attached as Section C or another form agreed upon by the Parties to this Agreement and must be publicized to families.

- IV. Invoicing and Payment Processes.** For Courses where the District is making payment to the College of fees and, if applicable, textbooks and materials, the College will invoice the District each semester based on set rates documented in Section C. The District will pay the invoice in accordance with standard District payment processes.

Section C
Early College Pricing for
Academic Year 2026-2027

- Dual credit courses taught in person at the high school by high school instructor
 - \$50/course/student
 - Free/reduced lunch eligible: Course fee waived
 - Must submit free/reduced lunch eligible list/documentation to ICC by semester refund date
 - No textbook cost charged to student; high schools may rent or purchase books*
- In person at ICC, hybrid, or online anytime courses blended with non-high school ICC Students
 - Current ICC tuition: \$160/credit hour
 - Student responsible for textbooks and fees
- Online dual credit courses reserved for high school students
 - \$50 per credit hour
 - No textbook cost charged to student; high schools may rent or purchase books*
- Work-based learning program courses taught at ICC by ICC instructor
 - \$80 per credit hour
 - Additional program costs vary by program or course

Note: All course fees, except for Fast Start/Strong Start, and Dual Degree, will be billed directly to the high school. The high school will determine what fees are passed to the student. A signed Memorandum of Agreement will be required of each participating school district.

**Inclusive Access (AI) charges may apply for some courses. ICC will notify schools of courses that have required inclusive access fees and will bill schools accordingly. Textbook/materials will be delivered through online LMS.*

Section D

Student Procedures, Student Supports, Data, and Partnership Review

I. Student Placement, Admissions, and Transcripts.

A. Identification and Placement of Students.

1. The District Liaison will ensure that all students enrolling in a Dual Credit Course for college credit meet the Course prerequisites of the College as defined in the Course Documentation.
2. The District will provide copies of student transcripts (if needed) in accordance with admission procedures of the College. The College will provide appropriate placement and assessment testing as set forth in the Course Documentation.

B. Student Admissions. The District Liaison will work directly with students to complete applicable registration and application materials. Early College staff will assist in any needed admissions and registration assistance.

C. College Credit and Transcripts. The College will award college credit for each successful completion of a Dual Credit Course by an eligible and enrolled student, and record student grades on College transcripts.

II. Student Academic Supports and Guidance.

D. The College will provide students and the District with information regarding:

- i. The rights, responsibilities, and expectations of enrolled College students;
- ii. Student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; and
- iii. Processes such as credit transfer.

E. The Liaisons will jointly identify and establish pre-college and college transition advising services, supports for student progress monitoring, and supports to engage students in postsecondary counseling including, but not limited to advising on:

- i. Articulation of Dual Credit Courses into postsecondary education degree completion plans;
- ii. Financial aid and scholarship options;
- iii. Class enrollment and scheduling;
- iv. Degree and certificate programs offered through the College;
- v. Supports and services for individuals with disabilities to successfully transition into postsecondary;
- vi. Other targeted supports for students who need additional support to successfully transition into postsecondary, as identified by Instructors; and
- vii. College policies, procedures, academic programs of study, and other support services provided by the College.

III. Data Sharing. To administer and assess the impact of this Agreement, the Parties will exchange student information, grades, and other appropriate data as permitted by FERPA and other applicable law. If a student is enrolled concurrently in the District and the College, the Parties may disclose the student's education records in accordance with FERPA and will mutually share data on the performance of students in a meaningful and timely basis. Each Party designates the other Party as its agent with a legitimate educational interest in students' educational records for purposes of FERPA. The Parties will institute policies and procedures designed to ensure that its employees and agents comply with FERPA

and other applicable laws governing the privacy and protection of student education records and will protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

IV. **Grades.** A letter grade will be provided at the end of each term for all courses taught by College faculty. ICC does not have a standard numeric percentage grading scale.

V. **Annual Partnership Review.** The College and District will annually review their dual credit partnership under this Agreement. Appropriate senior leadership of the Parties will address of the following matters:

- i. Assessment of disaggregated data pertaining to Dual Credit Course enrollments, completions, and subsequent postsecondary enrollment and performance to the extent feasible;
- ii. Review of successes and challenges pertaining to current Course offerings;
- iii. Concerns regarding placement requirements or prerequisites for student enrollment, as well as consideration of remediation opportunities for high school students to broaden access;
- iv. Recommendations from either Party to adjust the cost and fee structure for the upcoming school year to support the sustainability, quality, and expansion of the dual credit partnership;
- v. Anticipated expansion of Courses in the upcoming school year;
- vi. Anticipated modifications to Course Documentation in the upcoming school year; and
- vii. Recommended modifications to this Agreement or other policies and procedures of the Parties to improve Dual Credit Course delivery.

VI. Timeline for Course and Instructor Approval Requests

Please note the following form submission deadlines:

	2026-2027 Academic Year
Deadline for Course Requests	January 23, 2026
Deadline for Fall 2026 Semester New Instructor Requests and Approvals*	March 2, 2026
Deadline for Spring 2027 Semester New Instructor Requests and Approvals*	May 4, 2026

An important note regarding NEW instructor approvals:

- Instructors seeking approval to teach in the Fall semester of the upcoming Academic Year must submit transcripts and resume (with conferred degrees if applicable) by **March 2, 2026**.
- Instructors seeking approval to teach in the Spring semester of the upcoming Academic Year must submit transcripts and resume (with conferred degrees if applicable) by **May 4, 2026**.

Last Updated December 2025

ILLINOIS CENTRAL COLLEGE

**EARLY COLLEGE PLANNING AGREEMENT
AND FORMS
UNDER THE
DUAL CREDIT QUALITY ACT**

2026-2027

(Part 2)

2026-2027
EARLY COLLEGE PLANNING AGREEMENT
between
ILLINOIS CENTRAL COLLEGE &

Illini Central **High School**

Illinois Central College and the High School will maintain a partnership agreement that automatically renews annually until revoked. The purpose of that agreement is to extend access to affordable higher education to high school juniors and seniors, giving them a jump-start in their pursuit of a college degree and/or a living wage career. This agreement is a reminder that both institutions agree to participate according to the signed agreement. In addition, it documents the list of courses the high school plans to offer.

Early College includes Illinois Central College (ICC) classes taught at the high school for dual credit through a partnership between ICC and the high school.

ICC agrees to:

- Offer Illinois Community College Board (ICCB)-approved transfer courses and/or prerequisite or first-semester/first-year courses for ICCB-approved career and technical education programs
- Provide copies of all official college course syllabi, including course descriptions, prerequisites, learning outcomes, course content, instructional methods, and grading
- Assist high schools with dual credit enrollment, including courses at the high school, online, on-campus, and other locations. ICC will provide instructions for application, enrollment, and submission and maintenance of rosters
- Conduct orientation for instructors in course curriculum, assessment methods, and administrative requirements
- Provide copies of required textbooks to high school faculty teaching an ICC course for their use
- Provide information regarding the required textbooks to be used in ICC courses
- Award college credit and record student grades on college transcript
- Provide access to the current college catalog and important dates including enrollment due dates, refund and withdrawal dates for each semester
- Provide instructors teaching ICC classes at the high school the opportunity to participate in all activities available to other adjunct faculty, provided such opportunities do not interfere with an instructor's regular teaching duties
- Review the resume, transcripts, and other pertinent documentation of high school instructors who have been requested by a school district administrator to teach a particular ICC course at the high school, determine if the Higher Learning Commission (HLC) faculty qualifications for the respective discipline have been met, and communicate the determination to the high school principal in a timely manner

The high school agrees to:

- Provide ICC no later than the first two weeks of the course the official high school class roster with verification that all dual credit students meet the course prerequisites
- Ensure that all students attending dual credit classes are notified by the start of class whether they are qualified to be enrolled for college credit
- Verify that total class contact time meets the minimum required by ICC and the ICCB
- Use the required textbooks that have been approved by the appropriate academic department at the College.
- Assess and grade students using the same methods and performance expectations as those used in all other sections of the ICC course
- Follow college policy for dropping and withdrawing from a course and notify the Early College office of all students dropping a dual credit course or withdrawing by the refund and withdrawal dates respectively
- Complete documents for attendance and grades at times requested by ICC
- Ensure that all documentation requested by ICC to determine if HLC faculty qualifications have been met is sent to ICC in a timely manner
- Notify ICC of any upcoming retirements or instructor departures that will impact 2026-2027 dual credit course offerings.

Complete the following planning pages as accurately as possible and notify Early College immediately if there are any changes. earlycollege@icc.edu

Planned Retirements:

Instructor	Planned Retirement Date	Course(s) Taught for Dual Credit

New* Dual Credit Course Requests for the 2026-27 Academic Year

Include Type A courses – courses taught by qualified high school instructors at the high school

ICC Course Prefix and Number	Instructor Name	Instructor contact Information

**You must complete the Course Request Form for each of these courses (Form B-1) and instructors (Form B-2) and submit them with this signed agreement*

List Type B courses – online courses offered exclusively to one high school taught by College faculty**

ICC Course Prefix and Number	Estimated # of students	List any support teacher if available for this course with email address

***You must submit a Course Request Form (Form B-1) for each of these courses and specify # of sections needed.*

The high school plans to offer the following ICC courses for the FALL 2026 semester: Previously approved courses (Type A)

ICC Course and Prefix Number	Number of Sections	High School Instructor(s)	Is this instructor already approved by ICC?	Estimated Number of Students
Eng110	1	Spring Hyde	Yes	10

The high school plans to offer the following ICC courses for the SPRING 2027 semester: Previously approved courses (Type A)

ICC Course and Prefix Number	Number of Sections	High School Instructor(s)	Is this instructor already approved by ICC?	Estimated Number of Students
Eng111	1	Spring Hyde	Yes	10

Please Indicate below interest in our online & WBL courses by estimating number of students

Regional Online Course (Type C)	Est # Fall	Est # Spring	Work-based Learning program (Type D)	Est # Fall	Est # Spring
ART 110	3	3	Certified Nursing Assistant (CNA) (one semester)		
BUS 110	1	1	EMS/Fire Science (one year)		
COMM 110	3	3	EMS (one year)		
ENGL 110	3	0	Welding (one year)		
ENGL 111		3			
HLTH 121	2	2			
MATH 110	1	1			
MATH 111	1	1			
PSY 110	5	5			
SOC 110	5	5			

List plans to offer Transitional English and/or math

Transitional Course	Semester offered (fall, spring, full acad year)	Instructor name	Instructor email
Transitional English	Full Academic year only		
Transitional math	Full Ac. Year	Jeremy Tobolaski	jtolaski@illini-central.org

A Baugher

Signature of Authorized High School Administrator

Annie Baugher

Printed Name of Authorized High School Administrator

12/11/25

Date

Signature of Authorized ICC Administrator

Date

Printed Name of Authorized ICC Administrator

Please email signed copy of this agreement to Early College at earlycollege@icc.edu by January 23, 2026. A fully executed copy will be sent to the high school.