

Northwest Educational Council for Student Success (NECSS)

Dual Credit Partnership Agreement Memorandum of Understanding

Between

Township High School District 211

Township High School District 214

Community Unit School District 220

and

William Rainey Harper College

The Northwest Educational Council for Student Success (NECSS) partnership, which includes Township High School District 211, Township High School District 214, Community Unit School District 220 (NECSS High Schools or individual District), and William Rainey Harper College (Harper College or College) agrees to work cooperatively in the development and implementation of Dual Credit.

The purpose of the Dual Credit Quality Act is to reduce college costs, speed time to degree completion, and the alignment of the curriculum with college and workplace expectations. Dual Credit will reduce remediation rates, enhance communication between high schools and colleges, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved student populations.

THIS DUAL CREDIT 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 NECSS Partnership Agreement between the Parties for Dual Credit delivery and administration ("Local Agreement"). In the event of any conflict or inconsistency between this Agreement and Local Agreement, the Local Agreement will control. The Parties may, by mutual agreement, modify or delete any terms of the Agreement as adopted by ISBE and ICCB, or agree to supplemental terms.

Each institution recognizes that through their collective efforts, appropriate opportunities for Dual Credit can be provided to increase access and affordability to postsecondary education for high school graduates.

With this understanding, each Party agrees to the following, as outlined in this Agreement:

- Definitions;
- General Terms;
- Course Availability; Teacher and Course Approval;
- Cost and Fee Structure;
- Student Placement, Admissions, and Transcripts;
- Student Academic Supports and Guidance;
- Data Sharing;
- Annual Partnership Review;

- Disputes;
- Indemnification
- Term and Termination;
- Amendment

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

“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.).

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

- a. 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;
- b. Coordinating course administrative tasks, such as feedback on syllabi and course assessments;
- c. Sharing and supporting integration of updated course content materials used on campus, and notifying the Instructor of professional development opportunities; and
- d. Other support for implementing the Course Documentation as directed by the

College. “Course Documentation” is defined in Section 3d.iii

“College Liaison” means an individual designated to serve on the NECSS Power of 15 committee by the College as having primary responsibility for the management and administration of this Agreement and the dual credit relationship with the Districts.

“Course Planning” is defined in Section 3d.i

“Course Planning Decision Areas” is defined in Section 3d.ii

“Course Request Form” means the form agreed upon by the Parties for use in the Course Request process.

“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 Liaison” means an individual designated to serve on the NECSS Power of 15 committee by the District’s Superintendent or designee, as having primary responsibility for the management and administration of this Agreement and the dual credit relationship with the College.

“Drops” is defined in Section 7a.

“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.

“ISBE” means the Illinois State Board of Education.

“ISSRA” means the Illinois School Student Records Act, 105 ILCS 10/1 *et seq.*

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

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

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

“Power of 15” a model for enhancing college completion by earning 15+ college credit hours and high school diploma simultaneously.

“Supplemental Requirements” is defined in Section 4a.

“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.

“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.

“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.

“Withdrawals” defined in Section 7b.

2. 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 3b.iii.2., 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 3d. In the event any dispute under this Agreement cannot be timely resolved, either Liaison may refer the dispute to NECSS Council, or NECSS Board if necessary for resolution. If the dispute cannot be resolved

within sixty (60) days of submission to the NECSS Council Chair, 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. **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 circumstances 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.

3. Course Availability; Teacher and Course Approval

a. District Course Offerings.

- i. **Offering of Type A Courses.** Subject to the College's approval of the Instructor and the Parties' mutual agreement to the Course Documentation, the College will approve Course requests. The College may disapprove Type A Course requests if deemed necessary by the College to ensure appropriate levels of oversight and support for Courses and other aspects of its dual credit partnership with the District.
- ii. **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 Courses for which the District does not have sufficient qualified teachers to meet student demand.
- iii. **Offering of Type C Courses.** The College may disapprove a Type C Course request if the College determines, in its sole discretion that the College is unable to provide a qualified faculty or the technology does not support the course. The requirements applicable to the delivery and administration of a Type C Course must be defined by mutual agreement to the Course Documentation.
- iv. **For Type B, C, and D Courses,** the College shall not assign any instructor who would be prohibited from being employed by the School District due to a conviction of a crime listed in 105 ILCS 5/10-21.9 or who is listed in the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry. The College shall make every Type B, C, and D instructor available to the respective NECSS High School for the purpose of submitting to a fingerprint-based criminal history records check pursuant to 105 ILCS 5/10-21.9. The check shall occur before any instructor commences a Type B, C, or D course.

b. Course Request Process.

- i. **New Courses.** To initiate a request to offer any new Type of 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 semester Course, the Course Request Form must be submitted to the College Liaison by no later than February 1 of the same calendar year. Unless otherwise agreed to by the College, for a Spring or Summer Semester Course, the Course Request Form must be submitted to the College Liaison by no later than May 1 of the calendar year prior to the semester.
- ii. **Action on Course Requests.**
 - 1. Within 30 days of a Course Request Form being submitted, the College Dual

Credit Coordinator will schedule a meeting with the appropriate District and College representatives.

2. The College may disapprove a Type A Course request, or any Type B, C, or D, for the reasons described in Section 3a. The basis for the disapproval must be provided on the Course Request Form and returned to the District within fourteen (14) days after the meeting. 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 Section 3f.
 3. Unless otherwise agreed by the District, the College must proceed to the Instructor Credentials Review process in Section 3b.iii for a Type A Course and, if the Instructor is approved, the Course Planning and Documentation process in Section 3d. 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 Section 3f.
- iii. Instructor Credentials Review for Type A Courses. Course requests and meetings can be completed prior to and independently of instructor credential review. For a new Type A Course Request, the District Liaison will include with the Course Request Form, the Instructor Credentials Review Form identifying the proposed Instructor and demonstrating how the Instructor meets the DCQA Qualifications. The Instructor Credentials Review Form for the upcoming academic year must be submitted to the College Liaison no later than April 1st. The College Liaison will review the Instructor Qualifications Documentation and will respond to the District Liaison with preliminary approval or disapproval by May 15th, unless otherwise agreed upon by the District and College.
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 Section 3d.
 2. If disapproved, the College Liaison will identify the basis for disapproval in writing on the Instructor Credentials Review Form and submit 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 teleconference meeting to discuss the disapproval among the applicable College Dean, Associate Provost, 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 Section 3f.
 3. If disapproved, upon request, the College will work with the liaison to complete a graduate coursework pre-approval form. Upon completion of the coursework the teacher would be credentialed to teach the identified course(s).
- c. Changes to Previously Approved Course. Changes to previously approved courses will be reviewed on a three year cycle (see Appendix C). Any changes or updates to the course or instructor credentialing will be communicated in a timely manner by the college. Districts to develop an action plan for addressing these changes prior to the next review cycle.

- i. The District must submit a new Instructor Credentials Review Form subject to the review and approval process set forth in this Section 3b.iii any time the District proposes a new Instructor assignment for a previously approved Course.
 - ii. For Type A Courses, changes to Timeline, Prerequisite, Course Outline, Curriculum, Textbooks, Software, and/or Instructional Materials, will be communicated by the College Liaison to the District Liaison by October 15 for Spring term and March 15 for Fall term.
 - iii. Seat Caps and Cancelling. Every attempt will be made to notify the District Liaison as soon as possible of any changes and possible solutions.
 - iv. Discontinuing A Course. If either party would like to discontinue a course, every effort will be made to notify the other party and establish a timeline for termination.
 - v. Credentialing. Any changes in credentials will be communicated to the Districts by April 1. If these changes impact a previously approved Dual Credit Instructor, a grace period and plan for credentialing will be established by the College and District Liaisons.
 - vi. Onboarding of New Instructor(s). District Liaison to facilitate credentialed faculty meeting with new instructor(s) to review agreed upon agenda items. Process will be communicated to College Liaison.
 - vii. Contingency Plans. Establishment of a contingency plan if the approved instructor is no longer able to teach the course, which may involve using a different credentialed high school teacher and/or team teaching with a Harper College Instructor. Establishment of a contingency plan for course delivery in the event that a long-term substitute is required. A long-term substitute is defined as more than 25% of the course.
- d. Course Planning and Documentation.
- i. Purpose; Schedule. The purpose of the Course Planning and Documentation process described in this Section 3d (“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 Section 3d.iii, 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 Section 3d.ii; 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.
 - ii. 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 Section 3d.ii (“Course Planning Decision Areas”) and must be described on the 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 the delivery of the Course;
 - c. The College's processes and timing for submission of 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, with expectations not to exceed those of adjunct faculty; and
 - d. A description of the classroom visit process to be used by the College under Section 3e of this Agreement, with student evaluation procedures as applicable, which must include the College's provision of the instrument(s) to be used. This classroom visit shall be limited to the course and the ability of the instructor to deliver quality, rigorous college credit coursework. This classroom visit shall not impact the instructor's performance evaluation under Article 24A of the School Code.
 - 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.
 - c. In the event a course cannot be delivered as expected, the Power of 15 will meet to develop an action plan.
 - 6. Other professional expectations for the Course.
- iii. Course Documentation.
 - 1. The Liaisons will jointly document the understandings arising from the Course Planning

("Course Documentation"). 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 Section 3f.

- iv. Multiple Districts. The College may establish a Course Planning process with multiple schooldistricts offering the same Course.
- e. Classroom Visit and Review of Course Delivery.
The Parties agree to utilize the Dual Credit Classroom Visit Form. Exhibit B.
 - i. Purpose; Process. The College's designee will review the delivery of each Type A Course in a manner that is consistent with the NECSS Dual Credit Classroom Visit procedure. The College will schedule and coordinate all aspects of the classroom visit with the District Liaison in a collaborative manner. This classroom visit shall not impact the Instructor's performance evaluation under Article 24A of the School Code.
 - ii. Cycle of Visits. All new courses and/or instructors will have a classroom visit during the first cycle of teaching and at least one time during each three year review cycle going forward, pursuant to Section 3c. For instructors who are teaching multiple dual credit courses, classroom visits of the same instructor may be waived if mutually agreed upon.
 - iii. Sharing Results. No later than two business weeks after the classroom visit, 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.
- f. Alternative Providers. Upon disapproval by the College of a Course request pursuant to Section 3b.ii, disapproval of an Instructor pursuant to Section 3b.iii, failure to reach agreement on Course Documentation pursuant to Section 3d, or the College's withdrawal of Course approval pursuant to Section 3d.iii, 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.

4. Cost and Fee Structure.

The Parties will follow the NECSS Dual Credit Fee Schedule. Exhibit A.

- a. 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.
- b. Textbooks and Materials.
 - i. Type A courses will use the required college textbook. When a high school version of the same text is available at a reduced cost the college will review for consideration. The College agrees to allow the use of the textbook in accordance with the high school districts textbook cycle, provided the use of a previously published edition of the textbook does not appreciably impact the content and delivery of the Course. 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.

ii. Type B, C, and D courses will use the current approved textbook.

- c. 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 enrollment numbers after midterm verifications of the Course. The District will pay the invoice in accordance with standard District payment processes.

5. Student Placement, Admissions, and Transcripts.

a. Identification and Placement of Students.

i. The District Liaison will ensure that all students enrolling in a Dual Credit Course meet the Course prerequisites of the College as defined in the Course Request Form.

ii. The College will provide appropriate placement and assessment testing as set forth in the Course Request Form.

b. Student Admissions. The District Liaison or designee will work directly with students to complete applicable registration and application materials. The College Liaison will assist in any admissions and registration process, if needed.

c. College Credit and Transcripts. The College will award college credit for successful completion for each Dual Credit Course and record student grades on College transcripts.

6. Student Academic Supports and Guidance.

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

- a. The rights, responsibilities, and expectations of enrolled College students;
- b. Student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; and
- c. Processes such as credit transfer.
- d. District Liaisons and College Liaisons will ensure an annual pre-college and college transition advising services, academic services and supports meeting.

7. Drops and Withdrawals

a. Drops - Classes dropped prior to or within the refund period will not become a part of the student's Harper permanent record/transcript.

i. The high school dual credit coordinator/administrator is responsible for contacting the Harper Dual Credit Coordinator in a timely manner for any student that wishes to drop their Harper Course. Please refer to the dual credit calendar distributed each term for these important deadlines.

ii. Students may be dropped from their Dual Credit course without penalty, up until midterm. The highschool district will not be charged any tuition or fees for a complete drop.

iii. After the midterm date, the high school dual credit coordinator/administrator can request a complete drop due to extenuating circumstances to the Harper Dual Credit Coordinator for approval by the appropriate bodies. The high school district must provide supporting documentation.

b. Withdrawals - If a student withdraws from a course, the course will be included on their Harper permanent record/ transcript with a 'W.' This 'W' indicates to transcript reviewers that the student attempted the course but eventually withdrew prior to completing the course for a letter grade. 'W's do not count towards a student's GPA, however they do count towards students' progress rate which can have financial aid implications.

i. An administrative withdrawal may be suggested for those students who are not actively attending or pursuing course objectives, or students may withdraw from their Dual Credit course after

midterm verifications and before Harper's last published date to withdraw.

- ii. The withdrawal will be indicated as a "W" on the student's Harper academic transcript. A "W" on their academic transcript does not affect their GPA. It will be counted as hours attempted but not earned for credit and can have an impact on future financial aid eligibility.
 - iii. For students who are withdrawn, the high school district will still be charged for any applicable tuition and fees.
 - iv. After the withdrawal date has passed, students cannot be withdrawn from classes unless there is an extenuating circumstance that can be adequately documented. If a late withdrawal is not granted the student will receive the grade they earned in the class.
8. 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, ISSRA, and other applicable law. If a student is enrolled concurrently in the District and Harper College, the Parties may disclose the student's education records in accordance with FERPA and ISSRA 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 and ISSRA. The Parties will institute policies and procedures designed to ensure that its employees and agents comply with FERPA, ISSRA, 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.
9. Annual Partnership Review. The Districts and College will annually review their Dual Credit Partnership Agreement during a NECSS Power of 15 joint meeting. The Power of 15 joint meeting must include appropriate senior leadership of the Parties and address all of the following matters:
 - a. Review of shared Dual Credit forms created by Power of 15 for use in Dual Credit;
 - b. Review of successes and challenges pertaining to current Course offerings;
 - c. Concerns regarding placement requirements or prerequisites for student enrollment, as well as consideration of remediation opportunities for high school students to broaden access;
 - d. Anticipated expansion of Courses in the upcoming school year;
 - e. Anticipated modifications to Course Documentation in the upcoming school year; and
 - f. Recommended modifications to this Agreement or other policies and procedures of the Parties to improve Dual Credit Course delivery.
10. Indemnification. Each party will defend, hold harmless, and indemnify the other party against any claim or threat of claim brought by a third party against the non-indemnifying party arising out of the negligent or willful acts or omissions of the indemnifying party.
11. Disputes. The Districts and Harper College agree to seek to collaboratively resolve any disputes regarding this Agreement through NECSS Power of 15 Committee. In the event any such dispute cannot be timely resolved, it will be referred to NECSS Council, or NECSS Board if necessary, for resolution. If the dispute cannot be resolved, NECSS may refer the dispute to ISBE and ICCB. In addition, any party may seek redress in the Circuit Court located in Cook County, Illinois, or the federal district court for the Northern District of Illinois. This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Illinois without regard to conflict of law principles.
12. Term and Termination. This Agreement will remain in effect unless terminated by either Party. Any termination will be effective upon the completion of the Dual Credit courses being offered that school year and the notification of the termination to ISBE and ICCB of the termination, provided the Parties will adhere to all commitments set forth in this Agreement relating to students enrolled in such courses.
13. Amendment. This Agreement may be amended at any time by the written agreement of all Parties.

The Parties hereby confirm their agreement to the terms set forth herein.

Signed:



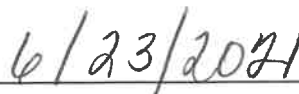
Lisa A. Small, Superintendent
Township High School District 211



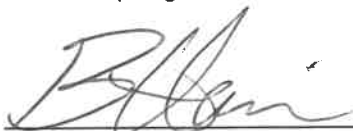
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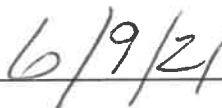
David R. Schuler, Superintendent
Township High School District 214



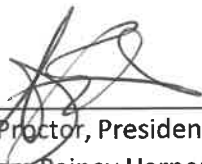
Date



Brian L. Harris, Superintendent
Community Unit District 220



Date



Avis Proctor, President
William Rainey Harper College



Date

Exhibit A

NECSS Dual Credit Cost and Fee Structure

<p>Type A</p> <p>Taught at HS by HS Staff</p>	<p>Type B</p> <p>Taught at HS by College Staff</p>	<p>Type C</p> <p>Taught Online by HS and College Staff</p>	<p>Type D</p> <p>Taught at College by College Staff</p>
<p>\$23</p> <p>Flat fee, per student/per course + CNA course fees</p>	<p>Flat fee, per credit hour + course fees</p> <p>(75% of in-district rate)</p>	<p>Flat fee, per credit hour + course fees</p> <p>(75% of in-district rate)</p>	<p>Flat fee, per credit hour + course fees</p> <p>(75% of in-district rate)</p>

1. Cost Structure – Type A Courses.
 - a. The District is responsible for making payment to the College for all Course costs on behalf of all students enrolled in Type A Courses in accordance with this Agreement.
 - b. No other fees or costs will be charged by the College for Type A Courses, except as provided in the Supplemental Fees for Supplemental Requirements.
 - c. The College will utilize revenue received from the District for Type A Courses for the coordination and administration of dual credit partnerships with school districts and the delivery and administration of Dual Credit Courses (which may include all Types).
2. Cost Structure – Type B Courses.
 - a. The District is responsible for making payment to the College for all Course costs on behalf of all students enrolled in Type B Courses in accordance with this Agreement.
 - b. No other fees or costs will be charged by the College for Type B Courses, except as provided in the Supplemental Fees for Supplemental Requirements.
3. Cost Structure – Type C Courses. The cost structure for Type C Courses must be established by Local Agreement. Without a Local Agreement Type C Courses will not be offered.
4. Cost Structure – Type D Courses.
 - a. For Type D Courses, the District will elect to either make payment on behalf of students, or elect for students to pay tuition and fees to the College in accordance with generally applicable College rates and policies.
 - b. If the District elects for students to pay tuition and fees, tuition and fees will be charged in accordance with generally applicable College rates and policies.

Exhibit B

Dual Credit Classroom Visit Form

Harper Course Prefix & Number:	
Dual Credit Instructor:	
High School:	
Visitor:	
Visitor's Position/Title:	

Section A: Pre-Visit Meeting

The classroom visitor will contact the dual credit instructor to arrange a mutually convenient time for the pre-visit meeting.

Date of Pre-Visit Meeting:

A1. Lesson and Assignments Preview:

In preparation for the classroom visit, the dual credit instructor should share the following information. The completed responses for section A1 must be shared with the classroom visitor in advance of the pre-conference meeting.

1. List the learning objectives for the class period to be visited.
2. What formative and summative assessment methods will be used to evaluate students learning from this class period? Provide sample(s) of assignments for the current lesson or unit of study as an example.
3. What teaching methodologies will be used for lesson observed?

A2. Pre-visit meeting discussion topics:

In addition to the above, the pre-visit meeting conversation should include, but is not limited to, the following:

1. Grading practices.
2. Progress of the class.
3. Feedback that the dual credit instructor is seeking from the classroom visit.

Section B: Classroom Visit

Observer will complete the following section during/after the classroom visit.

Date of Classroom Visit:

Criteria to observe	Yes	No	Notes/examples
Course content aligns with sections taught on campus <ul style="list-style-type: none">● Content rigor is equal to college classroom.● The material presented relates to past/upcoming class sessions.● An appropriate amount of content is covered in the given time.● Instructor used a variety of learning strategies.			
Students are actively engaged <ul style="list-style-type: none">● Student thought and participation required.● Students asked questions and, if applicable, participated in discussion.● Student activities seem consistent with those on-campus.			
Students are demonstrating their learning/content knowledge <ul style="list-style-type: none">● Students have necessary background to understand current content.● Students asked relevant and probing questions based on the course content.● Students demonstrated understanding by participation and answers to questions.			

Section C: Post-Visit Meeting

The classroom visitor will contact the dual credit instructor to arrange a mutually convenient time to for the post-visit meeting for them to review the information compiled in Sections A and B above.

Date of Post-Visit Meeting:

Section D: Classroom Visit Summary

A brief summary will be documented by the classroom visitor after the post-visit meeting. The summary will be shared with the dual credit instructor. The classroom visitor and dual credit instructor should both sign the completed form and submit to Harper College Dual Credit Liaison no later than 2 weeks after the classroom visit.

Classroom Visitor's Summary of Strengths:

Classroom Visitor's Suggestions:

Classroom Visitor's Signature:	Date:
Dual Credit Instructor's Signature:	Date:

Exhibit C

Dual Credit Review Cycle