MONTHLY NEWSLETTER

ILLINOIS EASTERN COMMUNITY COLLEGES

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ACROSS THE DISTRICT

What is learning?

Over the past few months, I have found myself returning to a deceptively simple question: **what is learning?** It is a question that feels both philosophical and urgent. Philosophical because it strikes at the core of why IECC exists as an institution. Urgent because the environment around us is changing rapidly, particularly with the rise of artificial intelligence and generative tools that are already shaping how our students search for and engage with information.

Early in my career as a faculty member, I remember genuine debates about whether students should be permitted to bring laptops into our classrooms. A few years later, the discussion shifted to cell phones. And now, the conversations are centered on Artificial Intelligence. I have lived through two major information revolutions: the birth of the internet and the emergence of generative AI. Unfortunately, I have seen higher education respond to these moments by trying to limit or contain the technology rather than embrace it as a tool that might help us do our work better. Why? It might be because it requires us to change, and change, however necessary, is not something higher education has historically done quickly. I'm certainly guilty of this.

I do believe that our instinct to protect what feels familiar is defensible. We believe what we are doing is working, and we are rightly concerned that the unfamiliar may introduce negative consequences for our students. Those concerns are not trivial. Good conversations need to happen about how we embrace change and how we ensure that student learning remains strong in the midst of it. But I believe the conversation has to be about thoughtful adaptation, not obstruction. We cannot expect the professional ecosystem we serve to stand still because of our historical preferences. If we want to remain relevant to the communities and industries we serve, then adoption of technology to advance student learning, not preservation of our own comfort, must remain at the center of our decision making.

So, in this moment in time, how should we be thinking about learning?

Sometimes it is best to begin a conversation about a complex topic by first indicating what it is not. Learning is not exposure to information. Information today is ubiquitous. It is searchable, interactive, and instantaneous. Students can access key terms, definitions, explanations, outlines, summaries, and even polished drafts in seconds. If we believed that our role as faculty was primarily to expose students to information, it would be easy to feel threatened by the changes AI is bringing. But I do not believe that information exposure is a complete and accurate reflection of the role we have as higher education professionals.

We also need to recognize that our delivery of teaching does not guarantee student uptake of materials. If there is no student uptake through our teaching, there can be no transformation. I can transmit content all semester long. I can deliver excellent lectures, curate rich materials in the LMS, and construct thoughtful assignments. But transmission, even of high-quality material, does not mean that I have fulfilled my role as an educator.

I believe that learning, in the context of higher education, is cultivated through teaching acts that are designed, intentional, cumulative, and transformational. That definition has guided my work as an educator, and I believe there should be clarity about what each of those words means for us as a body of educators. Many faculty already teach this way, regardless of their views on artificial intelligence.

(Chancellor cont.)

The principles themselves are not new. What is new is the urgency around them. Let's unpack these concepts just a little:

Designed means learning does not happen by accident. Last month, I wrote about Program Learning Outcomes as the promises we make to our students. Those promises should be the foundation for everything else we do: recruitment, student support, and classroom and co-curricular programming. Curriculum should not begin with "What do I want to teach?" but with "What should our graduates know, value, and be able to do?" Only after those outcomes are clearly defined should we engage in thoughtful conversations about content, sequence, pace, rigor, and assessment.

Intentional means that every reading, assignment, assessment, every expectation, and every course in the curriculum connects to something larger than itself. Why are we asking students to do this work? How does this advance the course outcomes? How does it move the program outcomes forward? And just as importantly, how does what I am doing here and now support a colleague who is teaching downstream in the curriculum? If I treat my course as a self-contained unit, I make the handoff more difficult for the next educator. When we design intentionally, we design with the next step in mind. That handoff is deliberate.

Cumulative means that deep learning builds across time. We reintroduce concepts from earlier courses or experiences, complicate them, challenge them in light of new information, and require students to engage them at increasingly sophisticated levels. When learning is cumulative, the developmental arc from understanding to application to judgment to creation is visible and intentional. When it is not, students experience our courses as disconnected intellectual islands, each one strong on its own but not clearly connected to what comes before or after.

And we will know that our design has been successful when it is **transformational**. Students leave us thinking differently, seeing the world around them differently, and as a result, capable of doing things they could not previously do. When we reduce learning to coverage of instructional material, we risk confusing activity with growth. Students may complete assignments and earn grades. We may cover chapters. But growth is something else entirely.

For many of us, when we think about design, our default is to think about design within our own courses. Please do not misunderstand what I am trying to communicate. There absolutely needs to be strong design inside individual spaces. Good lectures matter. Thoughtfully structured learning environments matter. Meaningful formative and summative assessments matter. **However, student learning will never be optimized when we are only thinking in terms of individual courses.** We all have a responsibility to the broader curriculum.

As a team of educators, administrators, and staff, we need to think about our roles and responsibilities differently. **We are architects of a system.** We design the learning, implement it, support it, assess it, and use evidence to improve it over time. That responsibility belongs to all of us. **Our Program Learning Outcomes are the promises we make to students, and we share responsibility for keeping those promises at every level in the organization.**

This is where **Guided Pathways** becomes more than a structural change. It gives us a moment to reconsider how we work together as educators. Guided Pathways is not simply about course sequencing. It is about coherence across courses, student support structures, and co-curricular experiences. It invites faculty, staff, and administration to align their work around shared outcomes. Each course, each advising interaction, each tutoring session, each experiential opportunity should intentionally build toward the promise we have made to our graduates.

(Chancellor cont.)

I personally believe that Artificial intelligence intensifies the importance of this moment. It would be disingenuous to pretend that AI does not introduce real concerns. When it is misused, it can short-circuit the writing process, obscure authentic student voice, and it obviously makes certain forms of academic dishonesty easier. Those challenges are real, and many faculty are already navigating them thoughtfully in their classrooms.

But we are fooling ourselves if we believe students will not use these tools beyond our classrooms. They will. In many fields, they will be expected to. The question before us is not whether AI exists or will be used, but whether our teaching evolves in ways that continue to require thinking, judgment, discernment, and application. The issue is not stopping technology. It is designing learning experiences and assessments that require students to demonstrate understanding in ways that generative tools alone cannot substitute. This is not easy work.

And here is where I want to speak plainly, not as the Chancellor, but as someone who spent 20 years in the classroom.

The largest barrier to cumulative and cooperative design in most institutions is not understanding, capability, or intelligence. I see every day how deeply our administration, faculty, and staff care about students. What I also see is a system running at full speed. Grading. Preparation. Meetings. Special Assignments. We aren't alone. Each institution has "quiet priorities" that find their way to the helm. With the best of intentions, educators allow them to steer us away from what should be central; delivering the highest quality education possible.

The daily pace leaves little margin for the deep architectural conversations that cumulative design requires. If we are serious about coherence and shared ownership of learning, it will require intentional choices about time, focus, and how we allocate our collective energy. **That responsibility, I believe, belongs to both administration and faculty.**

Over time, like many institutions, we have allowed other priorities to shape our first responses. We say that student learning is our highest value, yet our time and structures do not always reflect that claim. Familiar routines can become comfortable. Individual interests can quietly shape direction. The desire to maintain clarity and control can influence decisions. None of these motivations are malicious. But if we are honest, they can crowd out the deeper collaborative work we say we value.

Our students trust us with their time, their resources, and their personal and professional futures. That trust carries enormous responsibility.

It requires us to move beyond "what we have always done" and work together to strengthen how we design and support learning as the world around us changes. Some of those changes are unsettling. Some are deeply unfortunate. Others are promising and powerful. All of them are real.

Guided Pathways challenges us to design learning as a coherent journey rather than a collection of courses. Artificial intelligence challenges us to clarify what we truly mean by learning and to strengthen how we cultivate and assess it. Neither reality will slow down for us. The opportunity before us is whether we will approach this moment collaboratively and intentionally.

If student learning truly remains at the center of our decisions, even when that requires adjustment from all of us, then this moment will not weaken IECC. **It will refine us and bring something stronger to the forefront.** I'm sure we all believe our students deserve that kind of clarity and commitment.

Ryan Gower, Ph.D.
Chancellor; Illinois Eastern Community Colleges

IECC Fall 2026 District Workshop - Call for Proposals

The IECC Fall District Workshop will be held on August 12, 2026, at Olney Central College and will focus on the theme **CONNECT**. This year, we are committed to creating an engaging, collaborative environment where employees can build relationships, share expertise, and experience meaningful networking in every session. Our goal is to help employees connect in new, exciting ways – professionally, academically, and interdepartmentally.

At IECC, we are fortunate to have a district full of talented, creative, and deeply committed employees. Every division, department, every team, and every campus is filled with individuals who bring unique experiences, problem-solving abilities, and professional insights that strengthen our college community. This year's workshop theme – CONNECT – highlights that our greatest resource is each other.

We want to encourage you to step forward, share what you know, and let your strengths shine. Your ideas matter! Your experiences matter! Your expertise matters! Even if you have never presented before, this is your moment. We are intentionally providing session topics to remove uncertainty and to help you feel supported. What you bring to the table may be exactly what someone else needs to hear.

Our goal this year is to create a workshop that celebrates the skills already within our district. By contributing as a presenter, you help us build stronger connections, foster collaboration, and elevate the learning experience for everyone.

We believe in you – and we can't wait to see what you share!

[Click here for more information and to access the Proposal Form](). The deadline to submit proposals and outline is April 30, 2026. Please call Sonja Holtz at ext. 5522 or email at [holtzs4@iecc.edu]() with any questions.

🤝

FALL DISTRICT WORKSHOP 2026

CONNECT
Our Greatest Resource Is Each Other

Vice Chancellor Town Halls

*Date/Location Changes - Vice Chancellor Town Hall Meetings:

- **April 13 -** OCC Student Services Conference Room: 11:00 - 12:00 pm and 1:00 - 2:00 pm
- **April 14 -** WVC Learning Commons: 11:00 - 12:00 pm and 1:00 - 2:00 pm
- **April 28 -** FCC Mason Hall Conference Room: 11:00 - 12:00 pm and 1:00 - 2:00 pm

IECC College and Career Fair Recap

IECC hosted a College and Career Fair at OCC on Wednesday, February 18th. Sixty exhibitors participated in the event to promote University transfer and career opportunities in a wide variety of fields. **249 IECC and area high school students attended this year's event.**

Events like the College and Career Fair make the pathway from IECC to a transfer institution or into the workforce real. This event was an opportunity for students to think about their future, ask questions, and explore options.

Look for marketing for **our upcoming transfer visit to the University of Illinois Urbana-Champaign on March 24th and the University of Illinois Springfield on March 25th.** These visits are not just campus tours; they are an opportunity for our students to picture themselves there - and thriving!

TRIO

UPWARD BOUND

IECC MONTHLY NEWSLETTER   **FEBRUARY 2025**

STEM LAB OPEN HOUSE

The TRIO Upward Bound program hosted an Open House on February 27th from 3:00 P.M. to 5:00 P.M., showcasing the new STEM Lab situated in the OCC Learning Commons. This innovative space invites students to engage in a hands-on, curiosity-driven environment where technology, creativity, and collaboration converge. Attendees had the opportunity to explore interactive stations featuring Sphero robots, coding activities, virtual reality headsets, and robotics challenges, while witnessing real-time innovation with custom designs produced on the 3D printer. The lab also emphasizes our expanding E-Sports area, where teamwork, strategy, and digital literacy take precedence.

Beyond its technological offerings, the STEM Lab functions as a welcoming hub for TRIO Upward Bound students and the broader IECC community. It serves as a gathering space for sharing ideas and engaging in a diverse array of STEM projects—whether constructing, programming, designing, or simply exploring new concepts. The lab fosters study groups, collaborative problem-solving, and peer support, transforming it from merely a workspace into a vibrant community for learners eager to push boundaries and discover new possibilities. We invite everyone in the IECC community to join us in exploring the endless opportunities that STEM presents as we turn dreams into reality through the power of vision.

https://iecc.edu/trioub
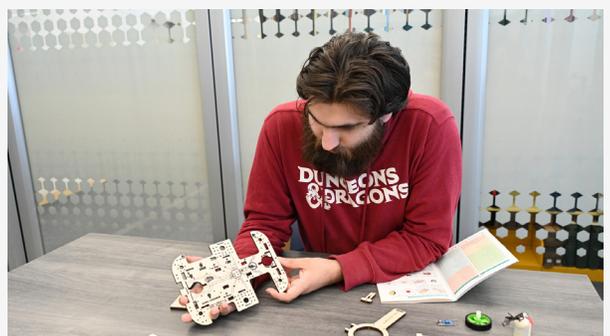
Unlocking Potential: The Success of the AMOC Process at IECC

For many adult learners, the journey to a high school diploma is often stalled by life's unpredictable hurdles. Traditional paths like the GED can feel like starting from scratch, overlooking the years of hard work already put into a high school career. At IECC, a transformative initiative is changing that narrative. The **Alternative Methods of Credentialing (AMOC)** process is proving that education isn't a one-size-fits-all race. By recognizing "Credit for Prior Learning," IECC is helping students cross the finish line using the foundation they've already built.

What is the AMOC Process?
The AMOC process is a transcript-based route to an Illinois High School Diploma. Unlike traditional equivalency testing, it focuses on evaluating a student's existing high school or post-secondary credits and filling only the specific "gaps" remaining.

Eligibility Requirements:
To qualify for this streamlined path, students must meet specific benchmarks:
- Age: 18.5 years or older (with specific exceptions for 17-year-olds whose class has already graduated).
- Prior Credit: Must have completed at least 13.5 credits (75% of the state requirement) from an accredited high school.
- Reading Proficiency: An NRS Level of ASE 5 or higher (CASAS score of 239+ or TABE of 576+).
- Residency: Must be an Illinois resident for at least 30 days.

Once a student is approved, the IECC Adult Education Team, in collaboration with the Regional Offices of Education (ROE) 12 and 20, performs a deep-dive transcript audit. The goal is to reach the state-mandated 18 total credits. Students fill their specific credit gaps through i-Pathways.org modules.

Real Success: By the Numbers
The impact of AMOC within the APC 529 school district has been immediate and profound. By partnering directly with local high schools, IECC provides an "alternate solution" for students who may have struggled in a traditional setting but are just a few steps away from their goal.
- FY25 Results: 84 Graduates
- FY26 (To Date): 46 Completers and counting

These aren't just statistics; they represent individuals who are now eligible for college admission, military service, and better employment opportunities.

Success Spotlight: Jackson Lamp

Jackson reached his senior year of high school but faced barriers that prevented him from earning enough credits to graduate. Through the AMOC process in FY25, Jackson was able to validate his prior hard work, complete his remaining requirements, and receive his Illinois High School Diploma. Today, Jackson has transitioned into higher education at Wabash Valley College, where he is currently pursuing his Associate's Degree.

IECC Adult Education Success Story: Drake Yates

For 31 year old Drake Yates, the path back to education wasn't straightforward; it was built through perseverance, resilience, and the decision to finally invest in his future.

During high school, Drake faced challenges at home that made it difficult to focus on school. At the time, having a job felt more important than earning a diploma. Life demanded responsibility early, and education had to take a back seat.

Years later, Drake found himself in a new role: a stay-at-home dad while his wife worked as a traveling nurse. But recently, Drake began applying for jobs. He submitted more than 20 applications, only to be turned down every single time. Even entry-level positions paying around $16 an hour weren't offering him a chance.

That's when Drake made a decision.

He chose to enroll in IECC's Adult Education diploma classes and the Welding ICAPS program because it offered something he needed: the opportunity to earn a good living without having to travel far from his family. Welding wasn't just a job option, it was a career pathway.

With encouragement from Adult Education teachers and administrators, Drake kept being nudged to take the next step, to talk to the next person, and to learn about all the college opportunities available to him. Eventually, he decided to go for it.

Drake recently completed his high school diploma through the Alternative Method of Credentialing, proving to himself that it was never too late to finish what he started. Now, he is continuing forward and is currently working toward completing the two-year Welding and Fabrication Degree at Illinois Eastern Community Colleges. He credits much of his success to the support he received along the way, including the Innovative Bridge and Transitions Grant, which helped cover the cost of tuition and books.

Drake is grateful that since being in Adult Ed and at IECC, everyone has just wanted to help him. As Drake stated, "I am just grateful for the opportunities because my life has not had a whole lot of them."

Looking ahead, Drake's goal is to join the Boilermakers and build a strong future for himself and his family through skilled work.

And for anyone considering going back to finish their diploma, Drake offers this advice: "It had been a decade since I had been in school. When I started, I didn't think I had a chance until I took the Accuplacer to enter the Welding program and saw the scores. Do it, sooner than later."

FORWARD >>>
>>>TOGETHER

**CENTER FOR EXCELLENCE
IN TEACHING & LEARNING**
ILLINOIS EASTERN COMMUNITY COLLEGES

CETL Updates

CETL now provides **PD certificates for website sessions and videos.** Faculty or staff needing PD credits for licensure can request documentation for CETL events and workshops by emailing cetl@iecc.edu after completing the training.

Now available: Draft Coach!

Turnitin Draft Coach is an MS Word add-in that helps students check their work and prepare drafts. It offers similarity, citation, and grammar tools for use while writing assignments.

Click here for the Turnitin Guide: Adding Draft Coach to Microsoft Word Online

LLTLC Conference

IECC is heading back to the LLTLC conference!

Dates: May 18–19, 2026
Theme: Beyond Limits: Practical Pathways to the Future of Learning
Location: Illini Union, Urbana, IL

CETL will cover registration fees and arrange transportation from OCC. Don't miss this opportunity to connect and learn! Click below to register.

LLTLC 2026 Registration Form

https://lincolnlegacytlc.web.illinois.edu/index.html

Register for the LLTLC 2026 event, taking place May 18-19. The deadline to register is March 1st, 2026. For questions, email connm@iecc.edu.

Start now

Coming Soon! Afternoon Copilot AI and Canvas trainings

Starting in March, **CETL will initiate monthly synchronous professional development sessions for faculty and staff, scheduled for noon and afternoon hours.** The inaugural training will concentrate on Microsoft Copilot. Presenters, including Brandon Weger, Cameron Ireland, Mike Conn, and additional CETL team members, will address a variety of pertinent topics, and participants may earn PD certification. Please monitor your email for forthcoming updates regarding event details.

B&I Professional Development Opportunities

IECC Business and Industry is hitting the ground running in 2026 with an expanded lineup of professional development opportunities. Leading the charge is our new **AI training series**, alongside a **strategic Workforce Grant initiative** designed to bridge the gap in underemployed sectors through no-cost, grant-funded programs. Additionally, our Emergency Preparedness team is **expanding public access to CPR and BLS courses**, furthering our mission to build a more resilient and life-saving community.

SBDC Workshops and SBDC Day

It has been an active month for the Illinois SBDC at IECC as we continue to empower our local business community. We recently partnered with the Fairfield Chamber for a high-impact AI workshop and traveled to Springfield for the Small Business Day Legislative Reception to ensure our local entrepreneurs' voices are heard at the state level.

Looking ahead, we invite you to celebrate **SBDC Day on March 18th** with a Business Resource Open House at the TLBWRC. We will also be hosting a series of focused events throughout the week, including a Chamber Director's Roundtable, a Social Media Workshop in Flora, and a Manufacturing Roundtable. Our mission remains clear: providing the resources and advocacy needed to help Illinois businesses thrive.

Click here to learn more about the IL SBDC at IECC

SPRING BREAK DOESN'T ALWAYS MEAN REST.

Support for you is still available.

timelycare
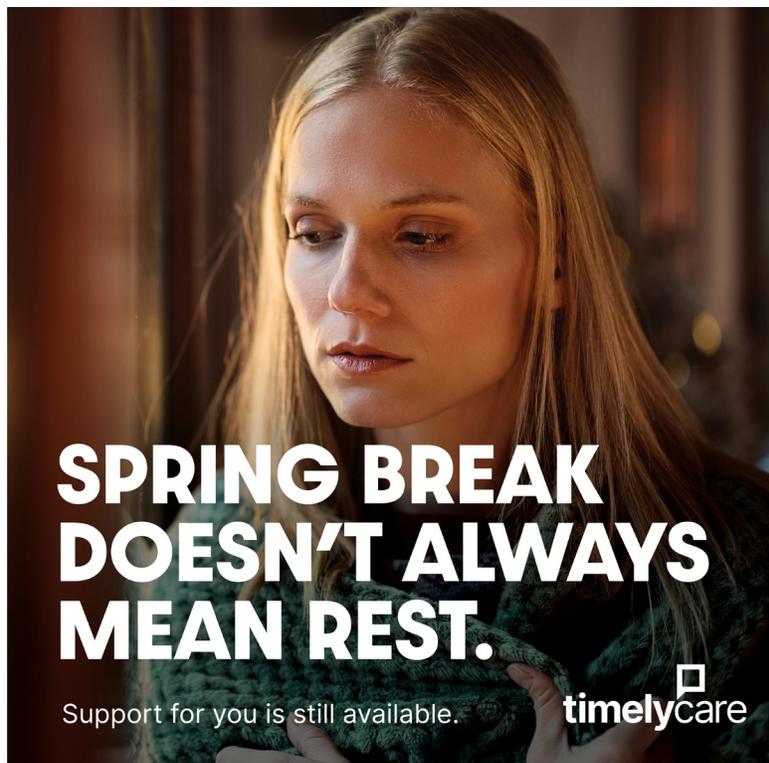
Informational Workshops for Champion Labs Employees

A series of informational workshops have been scheduled to help employees of Champion Labs learn about services available under the Workforce Innovation and Opportunity Act. These sessions will provide guidance on career counseling, job search assistance, education and retraining opportunities, and unemployment insurance assistance.

Presenters include the Illinois Department of Commerce and Economic Opportunity, Southern 14 Workforce Investment Board, Illinois Eastern Community Colleges, US Department of Labor/Employee Benefits Security Administration, and the Illinois Department of Employment Security.

SUPPORT FOR CHAMPION LABS EMPLOYEES

RAPID RESPONSE MEETINGS

THURSDAY, MARCH 5, 10 AM: LAST NAMES BEGINNING WITH LETTERS A-E

THURSDAY, MARCH 5, 1:30 PM: LAST NAMES BEGINNING WITH LETTERS F-J

FRIDAY, MARCH 6, 10 AM: LAST NAMES BEGINNING WITH LETTERS K-O

FRIDAY, MARCH 6, 1:30 PM: LAST NAMES BEGINNING WITH LETTERS P-T

MONDAY, MARCH 9, 10 AM: LAST NAMES BEGINNING WITH LETTERS U-Z

MONDAY, MARCH 9, 1:30 PM: FOR ANYONE UNABLE TO ATTEND PREVIOUS SESSIONS

LOCATION FOR THESE MEETINGS:

FRONTIER COMMUNITY COLLEGE

WORKFORCE DEVELOPMENT BUILDING

2 FRONTIER DRIVE, FAIRFIELD, IL 62837

NEWS AT THE COLLEGES

Click each newsletter to view

The Voyager

Network LT

Knightline

View from the Valley

To submit information for upcoming IECC newsletters, please email newsletter@iecc.edu.

AG EDUCATION. RIGHT HERE.
LINCOLN TRAIL COLLEGE

Agriculture is more than an industry; it's innovation, science, business, and leadership. Lincoln Trail College is proud to introduce in-person agriculture classes, giving students a strong foundation for careers in ag and related fields.

HOW IT WORKS

- In-person classes at Lincoln Trail College
- Open to LTC students and dual credit students
- Taught by experienced instructors
- Designed to support agriculture-related degrees and careers
- Continue and complete an Associate's Degree in Ag at Wabash Valley College

INTRODUCTORY AG CERTIFICATE

Course		Credit Hours
	Semester 1	
AGR 1112	Introduction to Agronomy	3
MTH 1102	College Algebra/Transfer Math	4
	Semester 2	
AGR 1210	Precision Agriculture	4
SPE 1101	Fundamentals of Effective Speaking	3
	Semester 3	
AGR 1121	Introduction to Animal Science	3
ENG 1111	Composition I	3
	Semester 4	
AGR 2252	Advanced Computers in Agriculture	4
ENG 1121	Composition & Analysis	3

Core Courses: 14 Credit Hours
General Education: 13 Credit Hours

BEGIN AT LTC. GROW AT WVC.

- Take agriculture classes close to home at Lincoln Trail College
- Build a strong foundation in ag coursework
- Seamlessly transition to Wabash Valley College
- Earn your Associate's Degree in Agriculture
- Enter the workforce or transfer to a four-year university

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LINCOLN TRAIL COLLEGE
AG EXPLORATION NIGHT

MARCH 19 | 5:30-7 PM | LTC SPORTS CENTER

AG EDUCATION. RIGHT HERE.

The opportunities in agriculture are expanding. Now, you can start your journey close to home at Lincoln Trail College.

EXPLORE THE PROGRAM
Learn about LTC's new agriculture classes and certificate, and how to get started.

MEET THE EXPERTS
Connect with instructors Doug Robb and Alex Hamblin and talk with local ag professionals.

DISCOVER CAREER OPPORTUNITIES
Explore real-world agriculture careers and industry pathways right here in our region.

iecc.edu • 618-544-8657

Wabash Valley FS is providing free pork chop sandwiches and drinks.

SPIN NIGHT
ILLINOIS EASTERN COMMUNITY COLLEGES
STUDENT/PARENT INFORMATION NIGHT

Ag Exploration Night is part of Student Parent Information Night, giving families the opportunity to explore agriculture programs while also learning about admissions, financial aid, advising, and campus life.

Scout Merit Badge Day at LTC

Scout Merit Badge Day at Lincoln Trail College was a success because of one simple reason: our people stepped up.

On a Saturday, IECC faculty, staff, and students gave their time and expertise to support an event that welcomed Scouts from across the region, some traveling two to three hours to attend. Their commitment turned a weekend event into a meaningful, hands-on learning experience for the 81 Scouts who attended the event and earned 50 merit badges.

Several IECC faculty and staff members led merit badge sessions, sharing real-world knowledge and professional experience. Erin Volk, Director of Dual Credit, led Personal Management; Jay Prindable, Lincoln Trail College Golf Coach, led Golf; Austin Alexander, Instructor, taught Citizenship in the Nation; and Welding Instructors Will Bookhout and Maverick Fisher guided Scouts through Welding activities.

IECC students also played a key role, serving as instructors and mentors throughout the day. Dylan Batten assisted with Swimming, while James Lockhart led Chess, helping Scouts learn new skills while also modeling leadership and service.

Behind the scenes, many others ensured the day ran smoothly. Carrie Halbert and Heather Watts coordinated planning efforts, Taylor Newlin managed lunch logistics, Chris Ellington supported operations and maintenance, and Charity Clark from the Crawford County Recreation Center assisted with swimming activities. Chris Forde captured the day through photography to help share the story.

The event was made even more special through the partnership with Blake Girdner, Redhawk District Executive, whose leadership helped bring Scout Merit Badge Day to campus. Gardner is also a Lincoln Trail College alumnus, adding a meaningful full-circle moment to the event.

"Scout Merit Badge Day reflects the very best of Lincoln Trail College," Vice Chancellor of Institutional Outreach Tona Ambrose said. "Our faculty, staff, and students were willing to give their time on a Saturday to serve young people and our community, and that speaks volumes about who we are. It was especially meaningful to work alongside an alumnus like Blake Gardner and see the impact of that connection come to life on our campus."

Community partners also played an important role, including David Shaw, Mark Hermann, and Howard Hunt in Aviation, and Mike Kennedy in Search and Rescue. Support from the Greater St. Louis Area Scouting organization and the Redhawk District of Central Illinois Scouting helped make the day possible.

Scout Merit Badge Day isn't just a fun community event; it reflects who we are as an institution. By putting students and community engagement at the center, the day supported IECC's mission to deliver exceptional education and services that improve the lives of our students and strengthen our communities. It brought faculty, staff, and students together in service, modeling the values of responsibility, integrity, respect, accessibility, and stewardship that guide our work every day, and it highlighted how IECC strives to positively impact our local region through intentional partnerships and hands-on learning experiences.