

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The Dual Credit Quality Act is amended by
5 changing Sections 16 and 20 and by adding Section 16.5 as
6 follows:

7 (110 ILCS 27/16)

8 Sec. 16. High school and community college partnership
9 agreements; dual credit. A community college district shall,
10 upon the request of a school district within the jurisdiction
11 of the community college district, enter into a partnership
12 agreement with the school district to offer dual credit
13 coursework.

14 A school district may offer any course identified in the
15 Illinois Articulation Initiative General Education Core
16 Curriculum package under the Illinois Articulation Initiative
17 Act as a dual credit course on the campus of a high school of
18 the school district and may use a high school instructor who
19 has met the academic credential requirements under this Act to
20 teach the dual credit course.

21 The partnership agreement shall include all of the
22 following:

23 (1) The establishment of the school district's and the

1 community college district's respective roles and
2 responsibilities in providing the program and ensuring the
3 quality and instructional rigor of the program. This must
4 include an assurance that the community college district
5 has appropriate academic control of the curriculum,
6 consistent with any State or federal law and as required
7 or negotiated with the Higher Learning Commission or other
8 applicable accrediting agency.

9 (2) The dual credit courses that the school district
10 will offer its students and whether those courses will be
11 offered on the high school or community college campus or
12 through an online platform established by the Illinois
13 Community College Board.

14 (3) The establishment of academic criteria for
15 granting eligibility for high school students to enroll in
16 dual credit coursework. The academic criteria shall be
17 evidence-based and shall include multiple appropriate
18 measures to determine whether a student is prepared for
19 any dual credit coursework in which the student enrolls.

20 (4) The establishment of any limitations that the
21 school district or community college district may put on
22 course offerings due to availability of instructors, the
23 availability of students for specific course offerings, or
24 local board policy.

25 (5) The requirement that the dual credit instructor
26 meet the academic credential requirements to teach a dual

1 credit course, consistent with paragraphs (1), (2), and
2 (3) of Section 20 of this Act, but shall not be required to
3 exceed those credentials.

4 (6) The collaborative process and criteria by which
5 the school district shall identify and recommend and the
6 community college district shall review and approve high
7 school instructors of dual credit courses taught on the
8 campus of a high school. This provision shall require that
9 the school district be responsible for hiring and
10 compensating the instructor.

11 (7) The requirement that a community college district
12 take the appropriate steps to ensure that dual credit
13 courses are equivalent to those courses offered at the
14 community college in quality and rigor to qualify for
15 college credit. The dual credit programs shall encompass
16 the following characteristics:

17 (A) Student learning outcomes expected for dual
18 credit courses in General Education Core Curriculum
19 courses and the professional and career and technical
20 disciplines shall be the same as the student learning
21 outcomes expected for the same courses taught on the
22 postsecondary campus.

23 (B) Course content, course delivery, and course
24 rigor shall be evaluated by the community college
25 chief academic officer or his or her designee, in
26 consultation with the school district's superintendent

1 or his or her designee. The evaluation shall be
2 conducted in a manner that is consistent with the
3 community college district's review and evaluation
4 policy and procedures for on-campus adjunct faculty,
5 including visits to the secondary class. This
6 evaluation shall be limited to the course and the
7 ability of the instructor to deliver quality, rigorous
8 college credit coursework. This evaluation shall not
9 impact the instructor's performance evaluation under
10 Article 24A of the School Code.

11 (C) The academic supports and, if applicable,
12 guidance that will be provided to students
13 participating in the program by the high school and
14 the community college district.

15 (8) Identify all fees and costs to be assessed by the
16 community college district for dual credit courses. This
17 provision shall require that any fees and costs assessed
18 for dual credit courses shall be reasonable and promote
19 student access to those courses, and may take into account
20 regional considerations and differences.

21 (8.5) The collaborative process and criteria by which
22 a school district and a community college district shall
23 work to ensure that individual students with disabilities
24 have access to dual credit courses, provided that those
25 students are able to meet the criteria for entry into a
26 dual credit course. Through this process and criteria, the

1 student shall have access to the supplementary aids and
2 accommodations included in the student's individualized
3 education program under Article 14 of the School Code or
4 Section 504 plan under the federal Rehabilitation Act of
5 1973 while the student is accessing a dual credit course
6 on a high school campus, in accordance with established
7 practices at the high school for providing these services.
8 A student who accesses a dual credit course on a community
9 college campus shall have access to supplementary aids and
10 accommodations provided in the partnership agreement,
11 including access to the community college's disability
12 services. A school district and community college district
13 shall work together to provide seamless communication
14 about the student's progress.

15 (9) The community college district shall establish a
16 mechanism for evaluating and documenting on a regular
17 basis the performance of students who complete dual credit
18 courses, consistent with paragraph (9) of Section 20 and
19 Section 30 of this Act, and for sharing that data in a
20 meaningful and timely manner with the school district.
21 This evaluation shall be limited to the course and the
22 coursework. This evaluation shall not impact the
23 instructor's performance evaluation under Article 24A of
24 the School Code.

25 (10) The expectations for maintaining the rigor of
26 dual credit courses that are taught at the high school and

1 including students not deemed ready for college-level
2 coursework according to the standards of the community
3 college.

4 If, within 180 calendar days of the school district's
5 initial request to enter into a partnership agreement with the
6 community college district, the school district and the
7 community college district do not reach agreement on the
8 partnership agreement, then the school district and community
9 college district shall jointly implement the provisions of the
10 Model Partnership Agreement established under Section 19 of
11 this Act for which local agreement could not be reached. A
12 community college district may combine its negotiations with
13 multiple school districts to establish one multi-district
14 partnership agreement or may negotiate individual partnership
15 agreements at its discretion.

16 (Source: P.A. 102-516, eff. 8-20-21.)

17 (110 ILCS 27/16.5 new)

18 Sec. 16.5. High school and community college partnership
19 agreements; student enrollment eligibility.

20 (a) A partnership agreement under Section 16 that is
21 entered into, amended, renewed, or extended after the
22 effective date of this amendatory Act of the 102nd General
23 Assembly shall allow a high school student who does not
24 otherwise meet the community college district's academic
25 eligibility requirements to enroll in a dual credit course

1 taught at the high school, but only for high school credit.
2 Instructors, in coordination with their higher learning
3 partner, may differentiate instruction by credit section.

4 (b) Nothing in this Section shall be construed to allow
5 the award of dual credit to a student who does not meet the
6 requirements of the partnership agreement.

7 (110 ILCS 27/20)

8 Sec. 20. Standards. All institutions offering dual credit
9 courses shall meet the following standards:

10 (1) High school instructors teaching credit-bearing
11 college-level courses for dual credit must meet any of the
12 academic credential requirements set forth in this
13 paragraph or paragraph (2) or (3) of this Section and need
14 not meet higher certification requirements or those set
15 out in Article 21B of the School Code:

16 (A) Approved instructors of dual credit courses
17 shall meet any of the faculty credential standards
18 allowed by the Higher Learning Commission to determine
19 minimally qualified faculty. At the request of an
20 instructor, an instructor who meets these credential
21 standards shall be provided by the State Board of
22 Education with a Dual Credit Endorsement, to be placed
23 on the professional educator license, as established
24 by the State Board of Education and as authorized
25 under Article 21B of the School Code and promulgated

1 through administrative rule in cooperation with the
2 Illinois Community College Board and the Board of
3 Higher Education.

4 (B) An instructor who does not meet the faculty
5 credential standards allowed by the Higher Learning
6 Commission to determine minimally qualified faculty
7 may teach dual credit courses if the instructor has a
8 professional development plan, approved by the
9 institution and shared with the State Board of
10 Education no later than January 1, 2025, ~~within 4~~
11 ~~years of January 1, 2019 (the effective date of Public~~
12 ~~Act 100-1049),~~ to raise his or her credentials to be in
13 line with the credentials under subparagraph (A) of
14 this paragraph (1). The institution shall have 30 days
15 to review the plan and approve an instructor
16 professional development plan that is in line with the
17 credentials set forth in paragraph (2) of this
18 Section. The institution shall not unreasonably
19 withhold approval of a professional development plan.
20 These approvals shall be good for as long as
21 satisfactory progress toward the completion of the
22 credential is demonstrated, but in no event shall a
23 professional development plan be in effect for more
24 than 3 years from the date of its approval or after
25 January 1, 2028, whichever is sooner. A high school
26 instructor whose professional development plan is not

1 approved by the institution may appeal to the Illinois
2 Community College Board or the Board of Higher
3 Education, as appropriate.

4 (C) The Illinois Community College Board and Board
5 of Higher Education shall report yearly on its
6 Internet website the following:

7 (i) the number of teachers presently enrolled
8 in an ~~who have~~ approved professional development
9 plan ~~plans~~ under this Section;

10 (ii) the number of instructors who
11 successfully completed an approved professional
12 development plan;

13 (iii) the number of instructors who did not
14 successfully complete an approved professional
15 development plan after 3 years;

16 (iv) a breakdown of the information in
17 subdivisions (i), (ii), and (iii) of this
18 subparagraph (C) by subject area; and

19 (v) a summary, by community college district,
20 of professional development plans that are in
21 progress, that were successfully completed, or
22 that have expired.

23 (2) For a high school instructor entering into a
24 professional development plan prior to January 1, 2023,
25 the ~~A~~ high school instructor shall qualify for a
26 professional development plan if the instructor:

1 (A) has a master's degree in any discipline and
2 has earned 9 graduate hours in a discipline in which he
3 or she is currently teaching or expects to teach; or

4 (B) has a bachelor's degree with a minimum of 18
5 graduate hours in a discipline that he or she is
6 currently teaching or expects to teach and is enrolled
7 in a discipline-specific master's degree program; and

8 (C) agrees to demonstrate his or her progress
9 toward completion to the supervising institution, as
10 outlined in the professional development plan.

11 (2.5) For a high school instructor entering into a
12 professional development plan on or after January 1, 2023,
13 the high school instructor shall qualify for a
14 professional development plan if the instructor:

15 (A) has a master's degree in any discipline, has
16 earned 9 graduate hours in a discipline in which he or
17 she currently teaches or expects to teach, and agrees
18 to demonstrate his or her progress toward completion
19 to the supervising institution, as outlined in the
20 professional development plan; or

21 (B) is a fully licensed instructor in career and
22 technical education who is halfway toward meeting the
23 institution's requirements for faculty in the
24 discipline to be taught and agrees to demonstrate his
25 or her progress toward completion to the supervising
26 institution, as outlined in the professional

1 development plan.

2 (3) An instructor in career and technical education
3 courses must possess the credentials and demonstrated
4 teaching competencies appropriate to the field of
5 instruction.

6 (4) Course content must be equivalent to
7 credit-bearing college-level courses offered at the
8 community college.

9 (5) Learning outcomes must be the same as
10 credit-bearing college-level courses and be appropriately
11 measured.

12 (6) A high school instructor is expected to
13 participate in any orientation developed by the
14 institution for dual credit instructors in course
15 curriculum, assessment methods, and administrative
16 requirements.

17 (7) Dual credit instructors must be given the
18 opportunity to participate in all activities available to
19 other adjunct faculty, including professional development,
20 seminars, site visits, and internal communication,
21 provided that such opportunities do not interfere with an
22 instructor's regular teaching duties.

23 (8) Every dual credit course must be reviewed annually
24 by faculty through the appropriate department to ensure
25 consistency with campus courses.

26 (9) Dual credit students must be assessed using

1 methods consistent with students in traditional
2 credit-bearing college courses.

3 (10) Within 15 days after entering into or renewing a
4 partnership agreement, the institution shall notify its
5 faculty of the agreement, including access to copies of
6 the agreement if requested.

7 (Source: P.A. 102-558, eff. 8-20-21.)