

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 (11) A requirement that the school district and
5 community college annually assess disaggregated data
6 pertaining to dual credit course enrollments, completions,
7 and subsequent postsecondary enrollment and performance to
8 the extent feasible. If applicable, this assessment shall
9 include an analysis of dual credit courses with credit
10 sections for dual credit and for high school credit only
11 pursuant to subsection (a) of Section 16.5 that reviews
12 student characteristics by credit section in relation to
13 gender, race and ethnicity, and low-income status.

14 If, within 180 calendar days of the school district's
15 initial request to enter into a partnership agreement with the
16 community college district, the school district and the
17 community college district do not reach agreement on the
18 partnership agreement, then the school district and community
19 college district shall jointly implement the provisions of the
20 Model Partnership Agreement established under Section 19 of
21 this Act for which local agreement could not be reached. A
22 community college district may combine its negotiations with
23 multiple school districts to establish one multi-district
24 partnership agreement or may negotiate individual partnership
25 agreements at its discretion.

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

1 (110 ILCS 27/16.5 new)

2 Sec. 16.5. High school and community college partnership
3 agreements; student enrollment eligibility.

4 (a) A partnership agreement under Section 16 that is
5 entered into, amended, renewed, or extended after the
6 effective date of this amendatory Act of the 102nd General
7 Assembly shall allow a high school student who does not
8 otherwise meet the community college district's academic
9 eligibility requirements to enroll in a dual credit course
10 taught at the high school, but only for high school credit.
11 Instructors, in coordination with their higher learning
12 partner, may differentiate instruction by credit section.

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

16 (c) High schools shall establish procedures, prior to the
17 first day of class, to notify all individual high school
18 students enrolled in a mixed enrollment dual credit course
19 that includes students who have and have not met the criteria
20 for dual credit coursework of whether or not they are eligible
21 to earn college credit for the course.

22 (110 ILCS 27/20)

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

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

7 (A) Approved instructors of dual credit courses
8 shall meet any of the faculty credential standards
9 allowed by the Higher Learning Commission to determine
10 minimally qualified faculty. At the request of an
11 instructor, an instructor who meets these credential
12 standards shall be provided by the State Board of
13 Education with a Dual Credit Endorsement, to be placed
14 on the professional educator license, as established
15 by the State Board of Education and as authorized
16 under Article 21B of the School Code and promulgated
17 through administrative rule in cooperation with the
18 Illinois Community College Board and the Board of
19 Higher Education.

20 (B) An instructor who does not meet the faculty
21 credential standards allowed by the Higher Learning
22 Commission to determine minimally qualified faculty
23 may teach dual credit courses if the instructor has a
24 professional development plan, approved by the
25 institution and shared with the State Board of
26 Education no later than January 1, 2025, ~~within 4~~

1 ~~years of January 1, 2019 (the effective date of Public~~
2 ~~Act 100-1049)~~, to raise his or her credentials to be in
3 line with the credentials under subparagraph (A) of
4 this paragraph (1). The institution shall have 30 days
5 to review the plan and approve an instructor
6 professional development plan that is in line with the
7 credentials set forth in paragraph (2) of this
8 Section. The institution shall not unreasonably
9 withhold approval of a professional development plan.
10 These approvals shall be good for as long as
11 satisfactory progress toward the completion of the
12 credential is demonstrated, but in no event shall a
13 professional development plan be in effect for more
14 than 3 years from the date of its approval or after
15 January 1, 2028, whichever is sooner. A high school
16 instructor whose professional development plan is not
17 approved by the institution may appeal to the Illinois
18 Community College Board or the Board of Higher
19 Education, as appropriate.

20 (C) The Illinois Community College Board and Board
21 of Higher Education shall report yearly on its
22 Internet website the following:

23 (i) the number of teachers presently enrolled
24 in an ~~who have~~ approved professional development
25 plan ~~plans~~ under this Section;

26 (ii) the number of instructors who

1 successfully completed an approved professional
2 development plan;

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

6 (iv) a breakdown of the information in
7 subdivisions (i), (ii), and (iii) of this
8 subparagraph (C) by subject area; and

9 (v) a summary, by community college district,
10 of professional development plans that are in
11 progress, that were successfully completed, or
12 that have expired.

13 (2) For a high school instructor entering into a
14 professional development plan prior to January 1, 2023,
15 the ~~A~~ high school instructor shall qualify for a
16 professional development plan if the instructor:

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

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

24 (C) agrees to demonstrate his or her progress
25 toward completion to the supervising institution, as
26 outlined in the professional development plan.

1 (2.5) For a high school instructor entering into a
2 professional development plan on or after January 1, 2023,
3 the high school instructor shall qualify for a
4 professional development plan if the instructor:

5 (A) has a master's degree in any discipline, has
6 earned 9 graduate hours in a discipline in which he or
7 she currently teaches or expects to teach, and agrees
8 to demonstrate his or her progress toward completion
9 to the supervising institution, as outlined in the
10 professional development plan; or

11 (B) is a fully licensed instructor in career and
12 technical education who is halfway toward meeting the
13 institution's requirements for faculty in the
14 discipline to be taught and agrees to demonstrate his
15 or her progress toward completion to the supervising
16 institution, as outlined in the professional
17 development plan.

18 (3) An instructor in career and technical education
19 courses must possess the credentials and demonstrated
20 teaching competencies appropriate to the field of
21 instruction.

22 (4) Course content must be equivalent to
23 credit-bearing college-level courses offered at the
24 community college.

25 (5) Learning outcomes must be the same as
26 credit-bearing college-level courses and be appropriately

1 measured.

2 (6) A high school instructor is expected to
3 participate in any orientation developed by the
4 institution for dual credit instructors in course
5 curriculum, assessment methods, and administrative
6 requirements.

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

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

16 (9) Dual credit students must be assessed using
17 methods consistent with students in traditional
18 credit-bearing college courses.

19 (10) Within 15 days after entering into or renewing a
20 partnership agreement, the institution shall notify its
21 faculty of the agreement, including access to copies of
22 the agreement if requested.

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