



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

HB5020

Introduced 2/8/2024, by Rep. Diane Blair-Sherlock

SYNOPSIS AS INTRODUCED:

110 ILCS 27/5
110 ILCS 27/16
110 ILCS 27/19
110 ILCS 27/20
110 ILCS 27/25
110 ILCS 27/45 new

Amends the Dual Credit Quality Act. Makes changes concerning high school and community college partnership agreements, the Dual Credit Committee, instructor and other standards for dual credit courses, and the data in reports made by institutions of higher learning. Provides that a Dual Credit Instructor Endorsement Framework shall be developed through a committee involving collaboration between the Illinois Community College Board and the State Board of Education by December 31, 2024. Sets forth the membership of the committee. Provides that the Framework shall establish criteria for evaluating instructors on the basis of academic credentials, progress toward academic credentials, equivalent experience, or some combination of these. Sets forth what the criteria shall include and what the Framework may do. Effective immediately.

LRB103 36165 RJT 66257 b

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 5, 16, 19, 20, and 25 and by adding Section
6 45 as follows:

7 (110 ILCS 27/5)

8 Sec. 5. Definitions. In this Act:

9 "Dual credit course" means a college course taken by a
10 high school student for credit at both the college and high
11 school level.

12 "Institution" means an "institution of higher learning" as
13 defined in the Higher Education Student Assistance Act.

14 "Priority career pathway course" means a career-focused
15 course that has been identified by a school district, after
16 consultation with a community college district, in its
17 submission to the State Board of Education as an early college
18 credit course within a career-focused instructional sequence
19 as part of a College and Career Pathway Endorsement system
20 under the Postsecondary and Workforce Readiness Act.

21 (Source: P.A. 96-194, eff. 1-1-10.)

22 (110 ILCS 27/16)

1 Sec. 16. High school and community college partnership
2 agreements; dual credit. A community college district shall,
3 upon the request of a school district within the jurisdiction
4 of the community college district, enter into a partnership
5 agreement with the school district to offer dual credit
6 coursework within 180 calendar days after the initial request.

7 A school district may offer any course identified in the
8 Illinois Articulation Initiative General Education Core
9 Curriculum package under the Illinois Articulation Initiative
10 Act or any priority career pathway course as a dual credit
11 course on the campus of a high school of the school district
12 and may use a high school instructor who has met the academic
13 credential requirements under this Act to teach the dual
14 credit course.

15 The partnership agreement shall include all of the
16 following:

17 (1) The establishment of the school district's and the
18 community college district's respective roles and
19 responsibilities in providing the program and ensuring the
20 quality and instructional rigor of the program. This must
21 include an assurance that the community college district
22 has appropriate academic control of the curriculum,
23 consistent with any State or federal law and as required
24 or negotiated with the Higher Learning Commission or other
25 applicable accrediting agency.

26 (2) The dual credit courses that the school district

1 will offer its students and whether those courses will be
2 offered on the high school or community college campus or
3 through an online platform established by the Illinois
4 Community College Board.

5 (3) The establishment of academic criteria for
6 granting eligibility for high school students to enroll in
7 dual credit coursework. The academic criteria shall be
8 evidence-based and shall include multiple appropriate
9 measures to determine whether a student is prepared for
10 any dual credit coursework in which the student enrolls.
11 Multiple appropriate measures may include, but are not
12 limited to, placement measures pursuant to the
13 Developmental Education Reform Act. The school district
14 and community college district shall use the Illinois
15 Community College Board's placement framework, pursuant to
16 the Developmental Education Reform Act, to determine the
17 appropriate cutoff score if using grade point average or
18 assessment scores to determine eligibility criteria,
19 unless both the school district and community college
20 district jointly agree to accept a lower score on
21 individual placement methods in combination with other
22 placement methods. The partnership agreement shall require
23 a communications plan for notifying students, parents, and
24 high school staff of the multiple appropriate measures
25 criteria and shall require the school district to clearly
26 designate dual credit courses in course catalogs and

1 curriculum guides. Any changes to academic criteria shall
2 be communicated to the partnering high school not less
3 than 60 days before any course registration deadline.

4 (4) The establishment of any limitations that the
5 school district or community college district may put on
6 course offerings due to availability of instructors, the
7 availability of students for specific course offerings, or
8 local board policy.

9 (5) The requirement that the dual credit instructor
10 meet the academic credential requirements to teach a dual
11 credit course, consistent with paragraphs (1), (2), and
12 (3) of Section 20 of this Act, but shall not be required to
13 exceed those credentials.

14 (6) The collaborative process and criteria by which
15 the school district shall identify and recommend and the
16 community college district shall review and approve high
17 school instructors of dual credit courses taught on the
18 campus of a high school. This provision shall require that
19 the school district be responsible for hiring and
20 compensating the instructor.

21 (7) The requirement that a community college district
22 take the appropriate steps to ensure that dual credit
23 courses are equivalent to those courses offered at the
24 community college in quality and rigor to qualify for
25 college credit. The dual credit programs shall encompass
26 the following characteristics:

1 (A) Student learning outcomes expected for dual
2 credit courses in General Education Core Curriculum
3 courses and the professional and career and technical
4 disciplines shall be the same as the student learning
5 outcomes expected for the same courses taught on the
6 postsecondary campus.

7 (B) Course content, course delivery, and course
8 rigor shall be evaluated by the community college
9 chief academic officer or his or her designee, in
10 consultation with the school district's superintendent
11 or his or her designee. The evaluation shall be
12 conducted in a manner that is consistent with the
13 community college district's review and evaluation
14 policy and procedures for on-campus adjunct faculty,
15 including visits to the secondary class. This
16 evaluation shall be limited to the course and the
17 ability of the instructor to deliver quality, rigorous
18 college credit coursework. This evaluation shall not
19 impact the instructor's performance evaluation under
20 Article 24A of the School Code. This evaluation shall
21 be completed within the same school year that the
22 course is taught.

23 (C) The academic supports and, if applicable,
24 guidance that will be provided to students
25 participating in the program by the high school and
26 the community college district.

1 (8) Identify all fees and costs to be assessed by the
2 community college district for dual credit courses. This
3 provision shall require that any fees and costs assessed
4 for dual credit courses shall be reasonable and promote
5 student access to those courses, and may take into account
6 regional considerations and differences. The community
7 college district shall utilize revenue received by the
8 school district for the coordination and administration of
9 the dual partnership agreement and the delivery and
10 administration of dual credit courses.

11 (8.5) The collaborative process and criteria by which
12 a school district and a community college district shall
13 work to ensure that individual students with disabilities
14 have access to dual credit courses, provided that those
15 students are able to meet the criteria for entry into a
16 dual credit course. Through this process and criteria, the
17 student shall have access to the supplementary aids and
18 accommodations included in the student's individualized
19 education program under Article 14 of the School Code or
20 Section 504 plan under the federal Rehabilitation Act of
21 1973 while the student is accessing a dual credit course
22 on a high school campus taught by a high school
23 instructor, in accordance with established practices at
24 the high school for providing these services. A student
25 who accesses a dual credit course on a community college
26 campus shall have access to supplementary aids and

1 accommodations provided in the partnership agreement,
2 including access to the community college's disability
3 services. A school district and community college district
4 shall work together to provide seamless communication
5 about the student's progress.

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

16 (10) The expectations for maintaining the rigor of
17 dual credit courses that are taught at the high school and
18 including students not deemed ready for college-level
19 coursework according to the standards of the community
20 college.

21 (11) A requirement that the school district and
22 community college annually assess disaggregated data
23 pertaining to dual credit course enrollments, completions,
24 and subsequent postsecondary enrollment and performance to
25 the extent feasible. If applicable, this assessment shall
26 include an analysis of dual credit courses with credit

1 sections for dual credit and for high school credit only
2 pursuant to subsection (a) of Section 16.5 that reviews
3 student characteristics by credit section in relation to
4 gender, race and ethnicity, and low-income status.

5 (12) For courses taught by a high school instructor at
6 the high school, the school district may use its policies
7 to determine maximum class enrollment, grading procedures,
8 student technology access and usage, student
9 accommodations, including course length, and the number of
10 classes an individual instructor may teach. If the school
11 district weighs Advanced Placement or International
12 Baccalaureate courses, dual credit courses shall receive
13 the same weight as Advanced Placement or International
14 Baccalaureate courses. If the school district does not
15 weigh Advanced Placement or International Baccalaureate
16 courses, then the school district may consider the rigor
17 of the dual credit course and the school district's
18 policies to determine the course's weight.

19 If, within 180 calendar days of the school district's
20 initial request to enter into a partnership agreement with the
21 community college district, the school district and the
22 community college district do not reach agreement on the
23 partnership agreement, then the school district and community
24 college district shall jointly implement the provisions of the
25 Model Partnership Agreement established under Section 19 of
26 this Act for which local agreement could not be reached. A

1 community college district may combine its negotiations with
2 multiple school districts to establish one multi-district
3 partnership agreement or may negotiate individual partnership
4 agreements at its discretion.

5 Upon disapproval by the community college district of a
6 course request or instructor, failure to reach agreement on
7 course documentation, or the community college district's
8 withdrawal of course or instructor approval, the school
9 district may pursue an alternative provider of that course and
10 must notify the community college district of its intent to do
11 so, along with the reason for seeking an alternative provider.
12 Thereafter, the community college district may not object to
13 or seek to limit the school district's ability to contract
14 with another community college district or institution of
15 higher learning to offer that course. An alternative provider
16 may not be an institution of higher learning operating as a
17 for-profit institution.

18 (Source: P.A. 102-516, eff. 8-20-21; 102-1077, eff. 1-1-23.)

19 (110 ILCS 27/19)

20 Sec. 19. Model Partnership Agreement and Dual Credit
21 Committee. A Model Partnership Agreement shall be developed
22 through a Dual Credit Committee involving collaboration
23 between the Illinois Community College Board and the State
24 Board of Education by June 30, 2019. The Committee shall
25 consist of 5 members appointed by the State Superintendent of

1 Education and 5 members appointed by the Executive Director of
2 the Illinois Community College Board. The Model Partnership
3 Agreement shall address all of the matters set forth in
4 Section 16 of this Act.

5 The Committee shall meet within 60 days after the
6 effective date of this amendatory Act of the 103rd General
7 Assembly and subsequently shall meet annually to consider and
8 develop updates to the Model Partnership Agreement and
9 associated exhibits to ensure concordance with any policies
10 established by State, federal, or accrediting entities.

11 (Source: P.A. 100-1049, eff. 1-1-19.)

12 (110 ILCS 27/20)

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

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

21 (A) Approved instructors of dual credit courses
22 shall meet any of the faculty credential standards
23 allowed by the Higher Learning Commission to determine
24 minimally qualified faculty, including achievement of
25 academic credentials, progress toward academic

1 credentials, equivalent experience, or some
2 combination of these, as defined by the Dual Credit
3 Instructor Endorsement Framework developed pursuant to
4 Section 45 of this Act. Instructors may not be
5 required to meet higher standards than those
6 established in the Dual Credit Instructor Endorsement
7 Framework. At the request of an instructor, an
8 instructor who meets these credential standards shall
9 be provided by the State Board of Education with a Dual
10 Credit Endorsement, to be placed on the professional
11 educator license, as established by the State Board of
12 Education and as authorized under Article 21B of the
13 School Code and promulgated through administrative
14 rule in cooperation with the Illinois Community
15 College Board and the Board of Higher Education.

16 (B) An instructor who does not meet the faculty
17 credential standards allowed by the Higher Learning
18 Commission to determine minimally qualified faculty
19 may teach dual credit courses if the instructor has a
20 professional development plan, approved by the
21 institution and shared with the State Board of
22 Education ~~no later than January 1, 2025,~~ to raise his
23 or her credentials to be in line with the credentials
24 under subparagraph (A) of this paragraph (1). The
25 institution shall have 30 days to review the plan and
26 approve an instructor professional development plan

1 that is in line with the credentials set forth in
2 paragraph (2) of this Section. The institution shall
3 not unreasonably withhold approval of a professional
4 development plan. These approvals shall be good for as
5 long as satisfactory progress toward the completion of
6 the credential is demonstrated, but in no event shall
7 a professional development plan be in effect for more
8 than 3 years from the date of its approval ~~or after~~
9 ~~January 1, 2028, whichever is sooner.~~ A high school
10 instructor whose professional development plan is not
11 approved by the institution may appeal to the Illinois
12 Community College Board or the Board of Higher
13 Education, as appropriate.

14 (C) The Illinois Community College Board and Board
15 of Higher Education shall report yearly on their
16 Internet websites the following:

17 (i) the number of teachers presently enrolled
18 in an approved professional development plan under
19 this Section;

20 (ii) the number of instructors who
21 successfully completed an approved professional
22 development plan;

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

26 (iv) a breakdown of the information in

1 subdivisions (i), (ii), and (iii) of this
2 subparagraph (C) by subject area; and

3 (v) a summary, by community college district,
4 of professional development plans that are in
5 progress, that were successfully completed, or
6 that have expired.

7 (2) For a high school instructor entering into a
8 professional development plan prior to January 1, 2023,
9 the high school instructor shall qualify for a
10 professional development plan if the instructor:

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

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

18 (C) agrees to demonstrate his or her progress
19 toward completion to the supervising institution, as
20 outlined in the professional development plan.

21 (2.5) For a high school instructor entering into a
22 professional development plan on or after January 1, 2023,
23 the high school instructor shall qualify for a
24 professional development plan if the instructor:

25 (A) has a master's degree in any discipline, meets
26 the graduate coursework requirements of the Dual

1 Credit Instructor Endorsement Framework for the
2 course, ~~has earned 9 graduate hours in a discipline in~~
3 which he or she currently teaches or expects to teach,
4 and agrees to demonstrate his or her progress toward
5 completion to the supervising institution, as outlined
6 in the professional development plan; ~~or~~

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

14 (C) has a bachelor's degree, has completed a
15 minimum of 18 graduate hours in a discipline that the
16 instructor is currently teaching in or expects to
17 teach in, and is enrolled in a discipline-specific
18 master's degree program.

19 (3) An instructor in career and technical education
20 courses must possess the credentials and demonstrated
21 teaching competencies appropriate to the field of
22 instruction. Equivalent experience may be considered if
23 determining instructor qualifications.

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

1 (5) Learning outcomes must be the same as
2 credit-bearing college-level courses and be appropriately
3 measured.

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

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

15 (8) Every dual credit course must be reviewed annually
16 by the chief academic officer of the institution or the
17 officer's designee, ~~faculty~~ through the appropriate
18 department, to ensure consistency with campus courses.

19 (9) Dual credit students must be assessed using
20 methods consistent with students in traditional
21 credit-bearing college courses.

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

26 (Source: P.A. 102-558, eff. 8-20-21; 102-1077, eff. 1-1-23;

1 103-154, eff. 6-30-23.)

2 (110 ILCS 27/25)

3 Sec. 25. Oversight, review, and reporting.

4 (a) The Illinois Community College Board shall be
5 responsible for oversight and review of dual credit programs
6 offered jointly by public community colleges and high schools.
7 The Illinois Community College Board shall implement a review
8 process and criteria for evaluating dual credit program
9 quality based upon the standards enumerated in Section 20 of
10 this Act.

11 (b) The Board of Higher Education shall be responsible for
12 oversight and review of dual credit programs offered jointly
13 by high schools and institutions, except for public community
14 colleges as provided in subsection (a) of this Section. The
15 Board of Higher Education shall develop and implement a review
16 process based on the standards enumerated in Section 20 of
17 this Act.

18 (c) Each institution shall report annually to the
19 appropriate agency, the Illinois Community College Board or
20 the Board of Higher Education. The reports shall include, but
21 not be limited to, the following data:

22 (1) Number and description of dual credit courses.

23 (2) Faculty teaching dual credit courses and their
24 academic credentials.

25 (3) Enrollments in dual credit courses.

1 (4) Sites of dual credit offerings.

2 (5) The multiple appropriate measures adopted for
3 program eligibility and for placement into English,
4 mathematics, and other subject-area coursework.

5 (Source: P.A. 96-194, eff. 1-1-10.)

6 (110 ILCS 27/45 new)

7 Sec. 45. Dual Credit Instructor Endorsement Framework.

8 (a) A Dual Credit Instructor Endorsement Framework shall
9 be developed through a committee involving collaboration
10 between the Illinois Community College Board and the State
11 Board of Education by December 31, 2024. The Committee shall
12 consist of 5 members appointed by the State Superintendent of
13 Education and 5 members appointed by the Executive Director of
14 the Illinois Community College Board. The Framework shall
15 establish criteria for evaluating instructors on the basis of
16 academic credentials, progress toward academic credentials,
17 equivalent experience, or some combination of these. The
18 criteria shall include all of the following:

19 (1) The academic credentials required to be a fully
20 qualified instructor, which shall include:

21 (A) a master's degree within the discipline to be
22 taught; or

23 (B) any master's degree and not more than 18
24 graduate hours appropriate to the academic field of
25 study or in the discipline to be taught.

1 The criteria shall list the appropriate coursework
2 organized by discipline.

3 (2) The progress toward academic credentials required
4 to be an interim-qualified instructor, which shall include
5 a threshold for an instructor to be considered halfway to
6 meeting the required graduate coursework in the discipline
7 to be taught, not to exceed 9 graduate hours.

8 (3) The equivalent experience considered to be
9 commensurate with achievement of academic credentials to
10 be a fully qualified instructor. The criteria shall
11 establish a minimum threshold of experience and the
12 appropriate combination of the following items:

13 (A) Two thousand hours of related work experience,
14 along with the appropriate, recognizable credential
15 for the field to be taught.

16 (B) Research or scholarship.

17 (C) Recognized achievement.

18 (D) Previous years of teaching experience.

19 (E) Honors and awards.

20 (F) Other activities and factors to demonstrate
21 teaching competencies appropriate to the field of
22 instruction.

23 (b) The Framework may differentiate between career and
24 technical courses and general education core curriculum
25 courses. The Framework may reference the faculty credential
26 standards allowed by an accrediting body to ensure uniform

1 guidance from this State and the accrediting body.

2 Section 99. Effective date. This Act takes effect upon
3 becoming law.