

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, 10, 15, 16, 17, 19, 20, and 25 and by
6 adding Sections 16.10, 37, and 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 "Fully qualified instructor" means an instructor who meets
13 the academic credentials described in subparagraph (A) of
14 paragraph (1) of Section 20 or a career and technical
15 education instructor who meets the equivalent experience that
16 is commensurate with achievement of academic credentials, as
17 described by the Dual Credit Instructor Qualification
18 Framework in paragraph (b) of Section 45.

19 "Minimally qualified instructor" means an instructor who
20 meets the credentials described in paragraph (2), (2.5), or
21 (3) of Section 20.

22 "Postsecondary institution" ~~"Institution"~~ means an
23 "institution of higher learning" as defined in the Higher

1 Education Student Assistance Act.

2 "Priority career pathway course" means a career-focused
3 course that has been identified by a school district, after
4 consultation with a community college district, in its
5 submission to the State Board of Education as an early college
6 credit course within a career-focused instructional sequence
7 as part of a College and Career Pathway Endorsement system
8 under the Postsecondary and Workforce Readiness Act.

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

10 (110 ILCS 27/10)

11 Sec. 10. Purpose. The purpose of this Act is to accomplish
12 all of the following:

13 (1) To reduce college costs.

14 (2) To speed time to degree completion.

15 (3) To improve the curriculum for high school students
16 and the alignment of the curriculum with college and
17 workplace expectations.

18 (4) To facilitate the transition between high school
19 and college.

20 (5) To enhance communication and collaboration between
21 high schools and colleges that leads to the establishment
22 of thriving local partnerships that seek to expand
23 students' opportunities.

24 (6) To offer opportunities for improving degree
25 attainment for underserved student populations.

1 (7) To increase equitable access to high-quality
2 programs, provide meaningful educational opportunities
3 that support student success, and ensure dual credit is
4 used as a strategic tool for closing opportunity gaps.

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

6 (110 ILCS 27/15)

7 Sec. 15. Student academic standing. Postsecondary
8 institutions ~~Institutions~~ may adopt policies to protect the
9 academic standing of students who are not successful in dual
10 credit courses, including, but not limited to, options for (i)
11 late withdrawal from a course, or (ii) taking the course on a
12 pass-fail basis, or both. All institutional policies relating
13 to the academic standing of students enrolled in dual credit
14 courses or the transfer of credit for dual credit courses must
15 be made publicly available by the postsecondary institution
16 and provided to each student enrolled in dual credit courses
17 offered by that postsecondary institution.

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

19 (110 ILCS 27/16)

20 Sec. 16. High school and community college partnership
21 agreements; dual credit. A community college district shall,
22 upon the request of a school district within the jurisdiction
23 of the community college district, enter into a partnership
24 agreement with the school district to offer dual credit

1 coursework. The school district and community college district
2 must each designate a liaison and begin negotiations to reach
3 a partnership agreement no later than 60 calendar days after
4 the initial request.

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

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

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

25 (2) The dual credit courses that the school district
26 will offer its students and whether those courses will be

1 offered on the high school or community college campus or
2 through an online platform established by the Illinois
3 Community College Board.

4 (3) The establishment of academic criteria for
5 granting eligibility for high school students to enroll in
6 dual credit coursework. The academic criteria shall be
7 evidence-based and shall include multiple appropriate
8 measures to determine whether a student is prepared for
9 any dual credit coursework in which the student enrolls.

10 Multiple appropriate measures may include, but are not
11 limited to, placement measures under the Developmental
12 Education Reform Act. The school district and community
13 college district shall use the Illinois Community College
14 Board's placement framework, under the Developmental
15 Education Reform Act, to determine the appropriate cutoff
16 score if using grade point average or assessment scores to
17 determine eligibility criteria, unless both the school
18 district and community college district jointly agree to
19 accept a lower score on individual placement methods in
20 combination with other placement methods. The partnership
21 agreement shall require a communications plan for
22 notifying students, parents, and high school staff of the
23 multiple appropriate measures criteria and shall require
24 the school district to clearly designate dual credit
25 courses in course catalogs and curriculum guides. Any
26 changes to academic criteria shall be communicated to the

1 partnering high school not less than 60 days before any
2 course registration deadline.

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

8 (5) The requirement that the dual credit instructor
9 meet the academic credential requirements to teach a dual
10 credit course, consistent with paragraphs (1), (2), (2.5),
11 and (3) of Section 20 of this Act, but shall not be
12 required to exceed those credentials.

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

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

26 (A) Student learning outcomes expected for dual

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

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

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

26 (8) Identify all fees and costs to be assessed by the

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

10 (8.5) The collaborative process and criteria by which
11 a school district and a community college district shall
12 work to ensure that individual students with disabilities
13 have access to dual credit courses, provided that those
14 students are able to meet the criteria for entry into a
15 dual credit course. Through this process and criteria, the
16 student shall have access to the supplementary aids and
17 accommodations included in the student's individualized
18 education program under Article 14 of the School Code or
19 Section 504 plan under the federal Rehabilitation Act of
20 1973 while the student is accessing a dual credit course
21 on a high school campus taught by a high school
22 instructor, in accordance with established practices at
23 the high school for providing these services. A student
24 who accesses a dual credit course ~~on a community college~~
25 ~~campus~~ shall have access to supplementary aids and
26 accommodations provided in the partnership agreement,

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

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

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

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

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

4 (12) For courses taught by a high school instructor at
5 the high school, the school district may use its policies
6 to determine maximum class enrollment, student technology
7 access and usage, and student accommodations, provided
8 these policies do not interfere with rigorous student
9 learning outcomes. In coordination with the postsecondary
10 institution partner, a school district may determine
11 course length and the number of sections an individual
12 instructor may teach to ensure maximum access for all
13 students in the school district while maintaining rigorous
14 student learning outcomes. If the school district weights
15 Advanced Placement or International Baccalaureate courses,
16 dual credit courses may receive the same weight as
17 Advanced Placement or International Baccalaureate courses.

18 A community college district with an established
19 partnership agreement with a school district has 30 calendar
20 days from the initial course request to notify the school
21 district of its disapproval of the course request, instructor,
22 course documentation, or the community college district's
23 withdrawal of course or instructor approval. Thereafter, the
24 school district shall appeal the denial or withdrawal of the
25 instructor approval to the Illinois Community College Board
26 within 14 calendar days after the disapproval notice. The

1 Illinois Community College Board shall render a decision
2 within 45 calendar days after filing and provide notice of its
3 decision to the community college district and school
4 district. If the community college district disapproves a
5 course request for reasons other than instructor
6 qualifications or the Illinois Community College Board upholds
7 the community college district's decision, the school district
8 may pursue an alternative postsecondary institution to provide
9 that course and must notify the community college district
10 within 14 calendar days after the disapproval notice or
11 Illinois Community College Board denial of its intent to do
12 so, along with the reason for seeking an alternative provider.
13 Thereafter, the community college district may not object to
14 or seek to limit the school district's ability to contract
15 with another community college district or postsecondary
16 institution to offer that course. However, an alternative
17 postsecondary institution may not be operating as a for-profit
18 postsecondary institution. The community college district may
19 reevaluate the course request, instructor, or course
20 documentation disapproval annually following the disapproval
21 notice to approve the course as originally proposed by the
22 school district.

23 If, within 180 calendar days of the school district's
24 initial request to enter into a partnership agreement with the
25 community college district, the school district and the
26 community college district do not reach agreement on the

1 partnership agreement, then the school district and community
2 college district shall jointly implement the provisions of the
3 Model Partnership Agreement established under Section 19 of
4 this Act for which local agreement could not be reached. A
5 community college district may combine its negotiations with
6 multiple school districts to establish one multi-district
7 partnership agreement or may negotiate individual partnership
8 agreements at its discretion.

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

10 (110 ILCS 27/16.10 new)

11 Sec. 16.10. School district and postsecondary institution
12 partnership agreement; dual credit. Prior to offering dual
13 credit coursework, a school district shall attempt to enter
14 into a partnership agreement with the community college
15 district in the community college district in which the school
16 district is located as provided in Section 16 of this Act. If
17 pursuing an alternative provider other than a community
18 college district, the school district shall enter into a
19 partnership agreement with the alternative postsecondary
20 institution that addresses each item listed in paragraphs (1)
21 through (12) of Section 16.

22 (110 ILCS 27/17)

23 Sec. 17. Out-of-state dual credit contracts. ~~A On or after~~
24 ~~the effective date of this amendatory Act of the 100th General~~

1 ~~Assembly,~~ a school district may not enter into a new contract
2 with an out-of-state postsecondary institution to provide a
3 dual credit course without first offering the community
4 college district in the district in which the school district
5 is located the opportunity to provide the course. Prior to
6 entering into a contract with an out-of-state postsecondary
7 institution, the school district shall notify the Board of
8 Higher Education of its intent to enter into an agreement with
9 an out-of-state postsecondary institution. The Board of Higher
10 Education shall have 30 days to provide the school district
11 with a list of in-state postsecondary institutions that can
12 provide the school district an equivalent dual credit
13 opportunity. The school district may not enter into a contract
14 with an out-of-state postsecondary institution until it has
15 demonstrated to the Board of Higher Education that it has
16 taken appropriate steps to consider the listing of in-state
17 postsecondary institutions and provides a rationale as to why
18 the course can be provided only by an out-of-state
19 postsecondary institution. The Board of Higher Education shall
20 publish a list on its website of all dual credit agreements
21 between school districts and out-of-state or private
22 postsecondary institutions. In deciding which dual credit
23 courses to offer, a school district reserves the right to
24 evaluate any dual credit course offered by any postsecondary
25 institution for quality, rigor, and alignment with the school
26 district's students' needs.

1 Agreements to provide dual credit courses between a school
2 district and an out-of-state institution in existence on or
3 before the effective date of this amendatory Act of the 103rd
4 General Assembly ~~on the effective date of this amendatory Act~~
5 ~~of the 100th General Assembly~~ shall remain in effect and shall
6 not be impacted by this Section.

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

8 (110 ILCS 27/19)

9 Sec. 19. Model Partnership Agreement and Dual Credit
10 Committee. A Model Partnership Agreement shall be developed
11 through a Dual Credit Committee involving collaboration
12 between the Illinois Community College Board and the State
13 Board of Education by June 30, 2019. The Committee shall
14 consist of 5 members appointed by the State Superintendent of
15 Education and 5 members appointed by the Executive Director of
16 the Illinois Community College Board. The Model Partnership
17 Agreement shall address all of the matters set forth in
18 Section 16 of this Act.

19 The Committee shall meet within 60 days after the
20 effective date of this amendatory Act of the 103rd General
21 Assembly and subsequently shall meet biennially to consider
22 and develop updates to the Model Partnership Agreement and
23 associated exhibits to ensure concordance with any policies
24 established by State, federal, or accrediting entities.

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

1 (110 ILCS 27/20)

2 Sec. 20. Standards. All postsecondary institutions
3 offering dual credit courses shall meet the following
4 standards:

5 (1) High school instructors teaching credit-bearing
6 college-level courses for dual credit must meet any of the
7 academic credential requirements set forth in this
8 paragraph or paragraph (2), (2.5), or (3) of this Section
9 and need not meet higher certification requirements or
10 those set out in Article 21B of the School Code:

11 (A) Approved instructors of dual credit courses
12 shall meet any of the faculty credential standards
13 allowed by the Higher Learning Commission to determine
14 minimally qualified faculty, including achievement of
15 academic credentials, progress toward academic
16 credentials, or equivalent experience. Instructors may
17 not be required to meet higher standards than those
18 established by the Higher Learning Commission. The
19 academic credentials required to be a fully qualified
20 instructor shall include either (i) a master's degree
21 within the discipline to be taught or (ii) any
22 master's degree and not more than 18 graduate hours
23 appropriate to the academic field of study or in the
24 discipline to be taught, as defined by the Dual Credit
25 Instructor Qualification Framework. At the request of

1 an instructor, an instructor who meets these
2 credential standards shall be provided by the State
3 Board of Education with a Dual Credit Endorsement, to
4 be placed on the professional educator license, as
5 established by the State Board of Education and as
6 authorized under Article 21B of the School Code and
7 promulgated through administrative rule in cooperation
8 with the Illinois Community College Board and the
9 Board of Higher Education.

10 (B) An instructor who does not meet the faculty
11 credential standards allowed by the Higher Learning
12 Commission to determine minimally qualified faculty
13 may teach dual credit courses if the instructor has a
14 professional development plan, approved by the
15 postsecondary institution and shared with the State
16 Board of Education ~~no later than January 1, 2025,~~ to
17 raise his or her credentials to be in line with the
18 credentials under subparagraph (A) of this paragraph
19 (1). The postsecondary institution shall have 30 days
20 to review the plan and approve an instructor
21 professional development plan that is in line with the
22 credentials set forth in paragraph (2) or (2.5) of
23 this Section. The postsecondary institution shall not
24 unreasonably withhold approval of a professional
25 development plan. These approvals shall be good for as
26 long as satisfactory progress toward the completion of

1 the credential is demonstrated, but in no event shall
2 a professional development plan be in effect for more
3 than 3 years from the date of its approval ~~or after~~
4 ~~January 1, 2028, whichever is sooner~~. A high school
5 instructor whose professional development plan is not
6 approved by the postsecondary institution may appeal
7 to the Illinois Community College Board or the Board
8 of Higher Education, as appropriate.

9 (C) The Illinois Community College Board and Board
10 of Higher Education shall report yearly on their
11 Internet websites the following:

12 (i) the number of teachers presently enrolled
13 in an approved professional development plan under
14 this Section;

15 (ii) the number of instructors who
16 successfully completed an approved professional
17 development plan;

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

21 (iv) a breakdown of the information in
22 subdivisions (i), (ii), and (iii) of this
23 subparagraph (C) by subject area; and

24 (v) a summary, by community college district,
25 of professional development plans that are in
26 progress, that were successfully completed, or

1 that have expired.

2 The State Board of Education shall provide to the
3 Illinois Community College Board and Board of Higher
4 Education any information necessary to complete the
5 reporting required under this subparagraph (C).

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

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

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

17 (C) agrees to demonstrate his or her progress
18 toward completion to the supervising postsecondary
19 institution, as outlined in the professional
20 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, has
26 completed a minimum of 9 hours of the graduate

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

8 (B) is a fully licensed instructor in career and
9 technical education who is halfway toward meeting the
10 required equivalent experience criteria defined by the
11 Dual Credit Instructor Qualification Framework
12 ~~institution's requirements for faculty~~ in the
13 discipline to be taught and agrees to demonstrate his
14 or her progress toward completion to the supervising
15 postsecondary institution, as outlined in the
16 professional development plan.

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

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 postsecondary institution for dual credit instructors in
5 course 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 the higher-learning-partner faculty department
15 chairperson or the chairperson's designee and the chief
16 academic officer of the postsecondary 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 postsecondary institution shall
24 notify its faculty of the agreement, including access to
25 copies of 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 postsecondary institutions, except for
14 public community colleges as provided in subsection (a) of
15 this Section. The Board of Higher Education shall develop and
16 implement a review process based on the standards enumerated
17 in Section 20 of this Act.

18 (c) Each postsecondary institution shall report annually
19 to the appropriate agency, the Illinois Community College
20 Board or the Board of Higher Education. The reports shall
21 include, but 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 27/37 new)

7 Sec. 37. Study.

8 (a) The Illinois Community College Board shall conduct a
9 study to examine dual credit students and their short-term and
10 long-term outcomes, including determining how differing types
11 and levels of credit-hour achievement influence college
12 enrollment, persistence, advancement, and completion, either
13 at a public community college or public university. The study
14 shall attempt to isolate the unique effect of credit-hour
15 achievement levels on college enrollment and college
16 completion overall and for subpopulations by student
17 subgroups, such as race and ethnicity, sex, and dual-credit
18 type. The study shall further examine the differential impacts
19 of enrollment in specific career pathways versus ad hoc,
20 dual-credit participation on college enrollment, persistence,
21 advancement, and completion at either a public community
22 college or public university.

23 (b) Notwithstanding any other provision of law to the
24 contrary, all public universities, all public community
25 colleges, the State Board of Education, the Illinois Student

1 Assistance Commission, and any other State agency that
2 collects pertinent data shall furnish such data and
3 information to the Illinois Community College Board as the
4 Illinois Community College Board deems necessary to fulfill
5 the requirements of this Section.

6 (110 ILCS 27/45 new)

7 Sec. 45. Dual Credit Instructor Qualification Framework.

8 (a) A Dual Credit Instructor Qualification Framework shall
9 be developed through a Dual Credit Committee by July 31, 2025.

10 The Committee shall consist of the following:

11 (1) the State Superintendent of Education or his or
12 her designee;

13 (2) the Executive Director of the Illinois Community
14 College Board or his or her designee;

15 (3) the Executive Director of the Board of Higher
16 Education or his or her designee;

17 (4) the following members appointed by the Executive
18 Director of the Illinois Community College Board:

19 (A) one member who represents college faculty upon
20 recommendation from a statewide professional teachers'
21 organization;

22 (B) one member who represents college faculty upon
23 recommendation from another statewide professional
24 teachers' organization;

25 (C) one member upon recommendation from community

1 college district trustees;

2 (D) one member representing a community college
3 located in the City of Chicago;

4 (E) one member representing a community college
5 located in a metropolitan area outside of the City of
6 Chicago;

7 (F) one member representing a community college
8 located in a rural community;

9 (G) one member representing community college
10 chief academic officers;

11 (H) one member upon recommendation from an
12 association of community college presidents;

13 (I) one member upon recommendation from a
14 statewide network of educators and stakeholders
15 dedicated to implementing engaging, effective
16 assessment and instructional strategies for all
17 learners and to support the adoption of policies and
18 systems that promote such practices; and

19 (J) one member upon recommendation from a
20 statewide policy organization that works to strengthen
21 education and workforce systems;

22 (5) the following members appointed by the Executive
23 Director of the Board of Higher Education:

24 (A) one member representing a public university
25 offering dual credit programs;

26 (B) another member representing a public

1 university offering dual credit programs;

2 (C) one member representing a private
3 not-for-profit college or university offering dual
4 credit programs; and

5 (D) one member representing public university
6 chief academic officers; and

7 (6) the following members appointed by the State
8 Superintendent of Education:

9 (A) one member upon recommendation from a
10 statewide organization that represents school
11 administrators;

12 (B) one member upon recommendation from a
13 statewide principals' organization;

14 (C) one member upon recommendation from a
15 statewide organization of school boards;

16 (D) one member upon recommendation from an
17 organization that represents school districts in both
18 the Chicago south suburbs and collar counties;

19 (E) one member upon recommendation from a
20 statewide organization representing large unit school
21 districts;

22 (F) one member representing a superintendent of a
23 suburban school district;

24 (G) one member who represents a school district
25 serving a community with a population of 500,000 or
26 more inhabitants;

1 (H) one member representing a rural school
2 district;

3 (I) one member upon recommendation from a
4 statewide advocacy organization that champions
5 education equity and racial justice;

6 (J) one member representing Education for
7 Employment System directors;

8 (K) one member who represents a secondary school
9 instructor who teaches dual credit at a secondary
10 school upon recommendation from a statewide
11 professional teachers' organization; and

12 (L) one member who represents a secondary school
13 instructor who teaches dual credit at a secondary
14 school upon recommendation from another statewide
15 professional teachers' organization.

16 (b) The Dual Credit Instructor Qualification Framework
17 shall define the appropriate graduate coursework for fully
18 qualified and minimally qualified instructors and the
19 equivalent experience required to be a fully qualified career
20 and technical education instructor. The Framework shall list
21 the appropriate coursework for each discipline within the
22 Illinois Articulation Initiative General Education Core
23 Curriculum package by the discipline to be taught.

24 The Framework shall establish equivalent experience that
25 is commensurate with achievement of academic credentials to be
26 a fully qualified career and technical education dual-credit

1 course instructor. The criteria shall determine a minimum
2 threshold of experience and appropriate combination of the
3 following:

4 (1) related work experience, which shall not exceed
5 2,000 hours and shall include the appropriate recognizable
6 credentials;

7 (2) research or scholarship;

8 (3) recognized achievement;

9 (4) previous years of teaching experience;

10 (5) honors and awards; and

11 (6) other activities and factors to demonstrate
12 teaching competencies appropriate to the field of
13 instruction.

14 The Framework may differentiate between career and
15 technical courses and General Education Core Curriculum
16 courses. The Framework shall reference the faculty credential
17 standards allowed by the Higher Learning Commission to ensure
18 uniform guidance from this State and the Higher Learning
19 Commission.

20 (c) The Illinois Community College Board shall provide
21 administrative and other support to the Dual Credit Committee.
22 The Committee shall meet at least every 4 years or as needed to
23 consider and develop updates to the Dual Credit Instructor
24 Qualification Framework to ensure concordance with any
25 policies established by State, federal, or accrediting
26 entities. The Framework may not disqualify instructors deemed

1 fully qualified prior to the effective date of this amendatory
2 Act of the 103rd General Assembly.

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