



Rep. Diane Blair-Sherlock

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LRB103 36165 RJT 71552 a

1 AMENDMENT TO HOUSE BILL 5020

2 AMENDMENT NO. _____. Amend House Bill 5020 by replacing
3 everything after the enacting clause with the following:

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 16.1 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 "Postsecondary institution" ~~"Institution"~~ means an
13 "institution of higher learning" as defined in the Higher
14 Education Student Assistance Act.

15 "Priority career pathway course" means a career-focused
16 course that has been identified by a school district, after

1 consultation with a community college district, in its
2 submission to the State Board of Education as an early college
3 credit course within a career-focused instructional sequence
4 as part of a College and Career Pathway Endorsement system
5 under the Postsecondary and Workforce Readiness Act.

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

7 (110 ILCS 27/10)

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

10 (1) To reduce college costs.

11 (2) To speed time to degree completion.

12 (3) To improve the curriculum for high school students
13 and the alignment of the curriculum with college and
14 workplace expectations.

15 (4) To facilitate the transition between high school
16 and college.

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

21 (6) To offer opportunities for improving degree
22 attainment for underserved student populations.

23 (7) To increase equitable access to high quality
24 programs, provide meaningful educational opportunities
25 that support student success, and ensure dual credit is

1 used as a strategic tool for closing opportunity gaps.

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

3 (110 ILCS 27/15)

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

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

16 (110 ILCS 27/16)

17 Sec. 16. High school and community college partnership
18 agreements; dual credit. A community college district shall,
19 upon the request of a school district within the jurisdiction
20 of the community college district, enter into a partnership
21 agreement with the school district to offer dual credit
22 coursework. The school district and community college district
23 must each designate a liaison and begin negotiations to reach
24 a partnership agreement no later than 60 calendar days after

1 the initial request.

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

11 The partnership agreement shall include all of the
12 following:

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

22 (2) The dual credit courses that the school district
23 will offer its students and whether those courses will be
24 offered on the high school or community college campus or
25 through an online platform established by the Illinois
26 Community College Board.

1 (3) The establishment of academic criteria for
2 granting eligibility for high school students to enroll in
3 dual credit coursework. The academic criteria shall be
4 evidence-based and shall include multiple appropriate
5 measures to determine whether a student is prepared for
6 any dual credit coursework in which the student enrolls.
7 Multiple appropriate measures may include, but are not
8 limited to, placement measures pursuant to the
9 Developmental Education Reform Act. The school district
10 and community college district shall use the Illinois
11 Community College Board's placement framework, pursuant to
12 the Developmental Education Reform Act, to determine the
13 appropriate cutoff score if using grade point average or
14 assessment scores to determine eligibility criteria,
15 unless both the school district and community college
16 district jointly agree to accept a lower score on
17 individual placement methods in combination with other
18 placement methods. The partnership agreement shall require
19 a communications plan for notifying students, parents, and
20 high school staff of the multiple appropriate measures
21 criteria and shall require the school district to clearly
22 designate dual credit courses in course catalogs and
23 curriculum guides. Any changes to academic criteria shall
24 be communicated to the partnering high school not less
25 than 60 days before any course registration deadline.

26 (4) The establishment of any limitations that the

1 school district or community college district may put on
2 course offerings due to availability of instructors, the
3 availability of students for specific course offerings, or
4 local board policy.

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

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

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

23 (A) Student learning outcomes expected for dual
24 credit courses in General Education Core Curriculum
25 courses and the professional and career and technical
26 disciplines shall be the same as the student learning

1 outcomes expected for the same courses taught on the
2 postsecondary campus.

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

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

23 (8) Identify all fees and costs to be assessed by the
24 community college district for dual credit courses. This
25 provision shall require that any fees and costs assessed
26 for dual credit courses shall be reasonable and promote

1 student access to those courses, and may take into account
2 regional considerations and differences. The community
3 college district shall utilize revenue received by the
4 school district for the coordination and administration of
5 the dual credit partnership agreement and the delivery and
6 administration of dual credit courses.

7 (8.5) The collaborative process and criteria by which
8 a school district and a community college district shall
9 work to ensure that individual students with disabilities
10 have access to dual credit courses, provided that those
11 students are able to meet the criteria for entry into a
12 dual credit course. Through this process and criteria, the
13 student shall have access to the supplementary aids and
14 accommodations included in the student's individualized
15 education program under Article 14 of the School Code or
16 Section 504 plan under the federal Rehabilitation Act of
17 1973 while the student is accessing a dual credit course
18 on a high school campus taught by a high school
19 instructor, in accordance with established practices at
20 the high school for providing these services. A student
21 who accesses a dual credit course ~~on a community college~~
22 ~~campus~~ shall have access to supplementary aids and
23 accommodations provided in the partnership agreement,
24 including access to the community college's disability
25 services. A school district and community college district
26 shall work together to provide seamless communication

1 about the student's progress.

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

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

17 (11) A requirement that the school district and
18 community college annually assess disaggregated data
19 pertaining to dual credit course enrollments, completions,
20 and subsequent postsecondary enrollment and performance to
21 the extent feasible. If applicable, this assessment shall
22 include an analysis of dual credit courses with credit
23 sections for dual credit and for high school credit only
24 pursuant to subsection (a) of Section 16.5 that reviews
25 student characteristics by credit section in relation to
26 gender, race and ethnicity, and low-income status.

1 (12) For courses taught by a high school instructor at
2 the high school, the school district may use its policies
3 to determine maximum class enrollment, student technology
4 access and usage, and student accommodations. In
5 coordination with the postsecondary institution partner, a
6 school district may determine course length and the number
7 of sections an individual instructor may teach to ensure
8 maximum access for all students in the district while
9 maintaining rigorous student learning outcomes. If the
10 district weights Advanced Placement or International
11 Baccalaureate courses, dual credit courses shall receive
12 the same weight as Advanced Placement or International
13 Baccalaureate courses.

14 A community college district with an established
15 partnership agreement with a school district has 30 calendar
16 days from the initial course request to notify the school
17 district of its disapproval of the course request, instructor,
18 course documentation, or the community college's withdrawal of
19 course or instructor approval. Thereafter, the school district
20 shall appeal the denial or withdrawal of the instructor
21 approval to the Illinois Community College Board within 14
22 calendar days of the disapproval notice. The Illinois
23 Community College Board shall render a decision within 45
24 calendar days of filing and provide notice of its decision to
25 the community college district and school district. If the
26 community college district disapproves a course request for

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

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

1 multiple school districts to establish one multi-district
2 partnership agreement or may negotiate individual partnership
3 agreements at its discretion.

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

5 (110 ILCS 27/16.1 new)

6 Sec. 16.1. School district and postsecondary institution
7 partnership agreement; dual credit. Prior to offering dual
8 credit coursework, a school district shall attempt to enter
9 into a partnership agreement with the community college
10 district in the district in which the school district is
11 located per Section 16 of this Act. If pursuing an alternative
12 provider, other than a community college district, the school
13 district shall enter into a partnership agreement with the
14 alternative postsecondary institution that addresses each item
15 listed in paragraphs (1) through (12) of Section 16.

16 (110 ILCS 27/17)

17 Sec. 17. Out-of-state dual credit contracts. ~~A On or after~~
18 ~~the effective date of this amendatory Act of the 100th General~~
19 ~~Assembly, a school district may not enter into a new contract~~
20 with an out-of-state postsecondary institution to provide a
21 dual credit course without first offering the community
22 college district in the district in which the school district
23 is located the opportunity to provide the course. Prior to
24 entering into a contract with an out-of-state postsecondary

1 institution, the school district shall notify the Board of
2 Higher Education of its intent to enter into an agreement with
3 an out-of-state postsecondary institution. The Board of Higher
4 Education shall have 30 days to provide the school district
5 with a list of in-state postsecondary institutions that can
6 provide the school district an equivalent dual credit
7 opportunity. The school district shall not enter into a
8 contract with an out-of-state postsecondary institution until
9 it has demonstrated to the Board of Higher Education that it
10 has taken appropriate steps to consider the listing of
11 in-state postsecondary institutions and provides a rationale
12 as to why the course can only be provided by an out-of-state
13 postsecondary institution. The Board of Higher Education shall
14 publish a list on its website of all dual credit agreements
15 between high school districts and out-of-state postsecondary
16 institutions. In deciding which dual credit courses to offer,
17 a school district reserves the right to evaluate any dual
18 credit course offered by any postsecondary institution for
19 quality, rigor, and alignment with the school district's
20 students' needs.

21 Agreements to provide dual credit courses between a school
22 district and an out-of-state institution in existence on or
23 before the effective date of this amendatory Act of the 103rd
24 General Assembly ~~on the effective date of this amendatory Act~~
25 ~~of the 100th General Assembly~~ shall remain in effect and shall
26 not be impacted by this Section.

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

2 (110 ILCS 27/19)

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

13 The Committee shall meet within 60 days after the
14 effective date of this amendatory Act of the 103rd General
15 Assembly and subsequently shall meet biennially to consider
16 and develop updates to the Model Partnership Agreement and
17 associated exhibits to ensure concordance with any policies
18 established by State, federal, or accrediting entities.

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

20 (110 ILCS 27/20)

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

24 (1) High school instructors teaching credit-bearing

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

6 (A) Approved instructors of dual credit courses
7 shall meet any of the faculty credential standards
8 allowed by the Higher Learning Commission to determine
9 minimally qualified faculty, including achievement of
10 academic credentials, progress toward academic
11 credentials, or equivalent experience. Instructors may
12 not be required to meet higher standards than those
13 established by the Higher Learning Commission. The
14 academic credentials required to be a fully qualified
15 instructor shall include either (i) a master's degree
16 within the discipline to be taught or (ii) any
17 master's degree and not more than 18 graduate hours
18 appropriate to the academic field of study or in the
19 discipline to be taught, as defined by the Dual Credit
20 Instructor Qualification Framework. At the request of
21 an instructor, an instructor who meets these
22 credential standards shall be provided by the State
23 Board of Education with a Dual Credit Endorsement, to
24 be placed on the professional educator license, as
25 established by the State Board of Education and as
26 authorized under Article 21B of the School Code and

1 promulgated through administrative rule in cooperation
2 with the Illinois Community College Board and the
3 Board of 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 postsecondary institution and shared with the State
10 Board of Education ~~no later than January 1, 2025,~~ to
11 raise his or her credentials to be in line with the
12 credentials under subparagraph (A) of this paragraph
13 (1). The postsecondary institution shall have 30 days
14 to review the plan and approve an instructor
15 professional development plan that is in line with the
16 credentials set forth in paragraph (2) of this
17 Section. The postsecondary institution shall not
18 unreasonably withhold approval of a professional
19 development plan. These approvals shall be good for as
20 long as satisfactory progress toward the completion of
21 the credential is demonstrated, but in no event shall
22 a professional development plan be in effect for more
23 than 3 years from the date of its approval ~~or after~~
24 ~~January 1, 2028, whichever is sooner.~~ A high school
25 instructor whose professional development plan is not
26 approved by the postsecondary institution may appeal

1 to the Illinois Community College Board or the Board
2 of Higher Education, as appropriate.

3 (C) The Illinois Community College Board and Board
4 of Higher Education shall report yearly on their
5 Internet websites the following:

6 (i) the number of teachers presently enrolled
7 in an approved professional development plan under
8 this Section;

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

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

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

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

22 The State Board of Education shall provide to the
23 Illinois Community College Board and Board of Higher
24 Education any information necessary to complete the
25 reporting required under this subparagraph.

26 (2) For a high school instructor entering into a

1 professional development plan prior to January 1, 2023,
2 the high school instructor shall qualify for a
3 professional development plan if the instructor:

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

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

11 (C) agrees to demonstrate his or her progress
12 toward completion to the supervising postsecondary
13 institution, as outlined in the professional
14 development plan.

15 (2.5) For a high school instructor entering into a
16 professional development plan on or after January 1, 2023,
17 the high school instructor shall qualify for a
18 professional development plan if the instructor:

19 (A) has a master's degree in any discipline, has
20 completed a minimum of 9 hours of the graduate
21 coursework requirements of the Dual Credit Instructor
22 Qualification Framework for the course, ~~has earned 9~~
23 ~~graduate hours in a discipline~~ in which he or she
24 currently teaches or expects to teach, and agrees to
25 demonstrate his or her progress toward completion to
26 the supervising postsecondary institution, as outlined

1 in the professional development plan; ~~or~~

2 (B) is a fully licensed instructor in career and
3 technical education who is halfway toward meeting the
4 the required equivalent experience criteria defined by
5 the Dual Credit Instructor Qualification Framework
6 ~~institution's requirements for faculty~~ in the
7 discipline to be taught and agrees to demonstrate his
8 or her progress toward completion to the supervising
9 postsecondary institution, as outlined in the
10 professional development plan; or-

11 (C) has a bachelor's degree, has completed a
12 minimum of 18 graduate hours, defined by the Dual
13 Credit Instructor Qualification Framework, in a
14 discipline that the instructor is currently teaching
15 in or expects to teach in, and is enrolled in a
16 discipline-specific master's degree program.

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 27/45 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 Illinois Board of
16 Higher 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 of a statewide professional
20 teachers' organization that represents college
21 faculty;

22 (B) one member of another statewide professional
23 teachers' organization that represents college
24 faculty;

25 (C) one member representing college community

1 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 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; and

11 (H) one member representing an association of
12 community college presidents;

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

19 (J) one member representing a statewide policy
20 organization that works to strengthen education and
21 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;

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 of a statewide organization that
10 represents school administrators;

11 (B) one member from a statewide principals'
12 organization;

13 (C) one member who represents a statewide
14 organization of school boards;

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

18 (E) one member from a statewide organization
19 representing large unit school districts;

20 (F) one member representing a superintendent of a
21 suburban school district;

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

25 (H) one member representing a rural school
26 district;

1 (I) one member from a statewide advocacy
2 organization that champions education equity and
3 racial justice;

4 (J) one member representing Education for
5 Employment System Directors;

6 (K) one member of a statewide professional
7 teachers' organization that represents a secondary
8 instructor who teaches dual credit at a secondary
9 school; and

10 (L) one member of another statewide professional
11 teachers' organization that represents a secondary
12 instructor who teaches dual credit at a secondary
13 school.

14 (b) The Dual Credit Instructor Qualification Framework
15 shall define the appropriate graduate coursework for
16 academically qualified and interim qualified instructors and
17 the equivalent experience required to be a fully qualified
18 Career and Technical Education instructor. The Framework shall
19 list the appropriate coursework for each discipline within the
20 Illinois Articulation Agreement General Education Core
21 Curriculum Package by the discipline to be taught.

22 The Framework shall establish equivalent experience that
23 is commensurate with achievement of academic credentials to be
24 a fully-qualified Career and Technical Education dual credit
25 course instructor. The criteria shall determine a minimum
26 threshold of experience and appropriate combination of the

1 following:

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

5 (B) research or scholarship;

6 (C) recognized achievement;

7 (D) previous years of teaching experience;

8 (E) honors and awards;

9 (F) other activities and factors to demonstrate
10 teaching competencies appropriate to the field of
11 instruction.

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

18 (c) The Illinois Community College Board shall provide
19 administrative and other support to the Dual Credit Committee.
20 The Committee shall meet at least every 4 years or as needed to
21 consider and develop updates to the Dual Credit Instructor
22 Qualification Framework to ensure concordance with any
23 policies established by State, federal, or accrediting
24 entities. The Dual Credit Instructor Qualification Framework
25 may not disqualify instructors deemed fully qualified prior to
26 the effective date of this amendatory Act of the 103rd General

1 Assembly.

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