



Rep. Diane Blair-Sherlock

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LRB103 36165 RJT 72110 a

1 AMENDMENT TO HOUSE BILL 5020

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

5 "Section 5. The Dual Credit Quality Act is amended by
6 changing Sections 5, 10, 15, 16, 17, 19, 20, and 25 and by
7 adding Sections 16.10, 37, and 45 as follows:

8 (110 ILCS 27/5)

9 Sec. 5. Definitions. In this Act:

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

13 "Fully qualified instructor" means an instructor who meets
14 the academic credentials described in subparagraph (A) of
15 paragraph (1) of Section 20 or a career and technical
16 education instructor who meets the equivalent experience that

1 is commensurate with achievement of academic credentials, as
2 described by the Dual Credit Instructor Qualification
3 Framework in paragraph (b) of Section 45.

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

7 "Postsecondary institution" ~~"Institution"~~ means an
8 "institution of higher learning" as defined in the Higher
9 Education Student Assistance Act.

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

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

18 (110 ILCS 27/10)

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

21 (1) To reduce college costs.

22 (2) To speed time to degree completion.

23 (3) To improve the curriculum for high school students
24 and the alignment of the curriculum with college and
25 workplace expectations.

1 (4) To facilitate the transition between high school
2 and college.

3 (5) To enhance communication and collaboration between
4 high schools and colleges that leads to the establishment
5 of thriving local partnerships that seek to expand
6 students' opportunities.

7 (6) To offer opportunities for improving degree
8 attainment for underserved student populations.

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

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

14 (110 ILCS 27/15)

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

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

2 (110 ILCS 27/16)

3 Sec. 16. High school and community college partnership
4 agreements; dual credit. A community college district shall,
5 upon the request of a school district within the jurisdiction
6 of the community college district, enter into a partnership
7 agreement with the school district to offer dual credit
8 coursework. The school district and community college district
9 must each designate a liaison and begin negotiations to reach
10 a partnership agreement no later than 60 calendar days after
11 the initial request.

12 A school district may offer any course identified in the
13 Illinois Articulation Initiative General Education Core
14 Curriculum package under the Illinois Articulation Initiative
15 Act or any priority career pathway course aligned with current
16 course offerings at the partnering postsecondary institution
17 as a dual credit course on the campus of a high school of the
18 school district and may use a high school instructor who has
19 met the academic credential requirements under this Act to
20 teach the dual credit course.

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

23 (1) The establishment of the school district's and the
24 community college district's respective roles and
25 responsibilities in providing the program and ensuring the

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

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

12 (3) The establishment of academic criteria for
13 granting eligibility for high school students to enroll in
14 dual credit coursework. The academic criteria shall be
15 evidence-based and shall include multiple appropriate
16 measures to determine whether a student is prepared for
17 any dual credit coursework in which the student enrolls.
18 Multiple appropriate measures may include, but are not
19 limited to, placement measures under the Developmental
20 Education Reform Act. The school district and community
21 college district shall use the Illinois Community College
22 Board's placement framework, under the Developmental
23 Education Reform Act, to determine the appropriate cutoff
24 score if using grade point average or assessment scores to
25 determine eligibility criteria, unless both the school
26 district and community college district jointly agree to

1 accept a lower score on individual placement methods in
2 combination with other placement methods. The partnership
3 agreement shall require a communications plan for
4 notifying students, parents, and high school staff of the
5 multiple appropriate measures criteria and shall require
6 the school district to clearly designate dual credit
7 courses in course catalogs and curriculum guides. Any
8 changes to academic criteria shall be communicated to the
9 partnering high school not less than 60 days before any
10 course registration deadline.

11 (4) The establishment of any limitations that the
12 school district or community college district may put on
13 course offerings due to availability of instructors, the
14 availability of students for specific course offerings, or
15 local board policy.

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

21 (6) The collaborative process and criteria by which
22 the school district shall identify and recommend and the
23 community college district shall review and approve high
24 school instructors of dual credit courses taught on the
25 campus of a high school. This provision shall require that
26 the school district be responsible for hiring and

1 compensating the instructor.

2 (7) The requirement that a community college district
3 take the appropriate steps to ensure that dual credit
4 courses are equivalent to those courses offered at the
5 community college in quality and rigor to qualify for
6 college credit. The dual credit programs shall encompass
7 the following characteristics:

8 (A) Student learning outcomes expected for dual
9 credit courses in General Education Core Curriculum
10 courses and the professional and career and technical
11 disciplines shall be the same as the student learning
12 outcomes expected for the same courses taught on the
13 postsecondary campus.

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

1 Article 24A of the School Code. This evaluation shall
2 be completed within the same school year that the
3 course is taught.

4 (C) The academic supports and, if applicable,
5 guidance that will be provided to students
6 participating in the program by the high school and
7 the community college district.

8 (8) Identify all fees and costs to be assessed by the
9 community college district for dual credit courses. This
10 provision shall require that any fees and costs assessed
11 for dual credit courses shall be reasonable and promote
12 student access to those courses, and may take into account
13 regional considerations and differences. The community
14 college district shall utilize revenue received by the
15 school district for the coordination and administration of
16 the partnership agreement and the delivery and
17 administration of dual credit courses.

18 (8.5) The collaborative process and criteria by which
19 a school district and a community college district shall
20 work to ensure that individual students with disabilities
21 have access to dual credit courses, provided that those
22 students are able to meet the criteria for entry into a
23 dual credit course. Through this process and criteria, the
24 student shall have access to the supplementary aids and
25 accommodations included in the student's individualized
26 education program under Article 14 of the School Code or

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

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

23 (10) The expectations for maintaining the rigor of
24 dual credit courses that are taught at the high school and
25 including students not deemed ready for college-level
26 coursework according to the standards of the community

1 college.

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

12 (12) For courses taught by a high school instructor at
13 the high school, the school district may use its policies
14 to determine maximum class enrollment, student technology
15 access and usage, and student accommodations, provided
16 these policies do not interfere with rigorous student
17 learning outcomes. In coordination with the postsecondary
18 institution partner, a school district may determine
19 course length and the number of sections an individual
20 instructor may teach to ensure maximum access for all
21 students in the school district while maintaining rigorous
22 student learning outcomes. If the school district weights
23 Advanced Placement or International Baccalaureate courses,
24 dual credit courses may receive the same weight as
25 Advanced Placement or International Baccalaureate courses.
26 A community college district with an established

1 partnership agreement with a school district has 30 calendar
2 days from the initial course request to notify the school
3 district of its disapproval of the course request, instructor,
4 course documentation, or the community college district's
5 withdrawal of course or instructor approval. Thereafter, the
6 school district shall appeal the denial or withdrawal of the
7 instructor approval to the Illinois Community College Board
8 within 14 calendar days after the disapproval notice. The
9 Illinois Community College Board shall render a decision
10 within 45 calendar days after filing and provide notice of its
11 decision to the community college district and school
12 district. If the community college district disapproves a
13 course request for reasons other than instructor
14 qualifications or the Illinois Community College Board upholds
15 the community college district's decision, the school district
16 may pursue an alternative postsecondary institution to provide
17 that course and must notify the community college district
18 within 14 calendar days after the disapproval notice or
19 Illinois Community College Board denial of its intent to do
20 so, along with the reason for seeking an alternative provider.
21 Thereafter, the community college district may not object to
22 or seek to limit the school district's ability to contract
23 with another community college district or postsecondary
24 institution to offer that course. However, an alternative
25 postsecondary institution may not be operating as a for-profit
26 postsecondary institution. The community college district may

1 reevaluate the course request, instructor, or course
2 documentation disapproval annually following the disapproval
3 notice to approve the course as originally proposed by the
4 school district.

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

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

18 (110 ILCS 27/16.10 new)

19 Sec. 16.10. School district and postsecondary institution
20 partnership agreement; dual credit. Prior to offering dual
21 credit coursework, a school district shall attempt to enter
22 into a partnership agreement with the community college
23 district in the community college district in which the school
24 district is located as provided in Section 16 of this Act. If
25 pursuing an alternative provider other than a community

1 college district, the school district shall enter into a
2 partnership agreement with the alternative postsecondary
3 institution that addresses each item listed in paragraphs (1)
4 through (12) of Section 16.

5 (110 ILCS 27/17)

6 Sec. 17. Out-of-state dual credit contracts. ~~A On or after~~
7 ~~the effective date of this amendatory Act of the 100th General~~
8 ~~Assembly,~~ a school district may not enter into a new contract
9 with an out-of-state postsecondary institution to provide a
10 dual credit course without first offering the community
11 college district in the district in which the school district
12 is located the opportunity to provide the course. Prior to
13 entering into a contract with an out-of-state postsecondary
14 institution, the school district shall notify the Board of
15 Higher Education of its intent to enter into an agreement with
16 an out-of-state postsecondary institution. The Board of Higher
17 Education shall have 30 days to provide the school district
18 with a list of in-state postsecondary institutions that can
19 provide the school district an equivalent dual credit
20 opportunity. The school district may not enter into a contract
21 with an out-of-state postsecondary institution until it has
22 demonstrated to the Board of Higher Education that it has
23 taken appropriate steps to consider the listing of in-state
24 postsecondary institutions and provides a rationale as to why
25 the course can be provided only by an out-of-state

1 postsecondary institution. The Board of Higher Education shall
2 publish a list on its website of all dual credit agreements
3 between school districts and out-of-state or private
4 postsecondary institutions. In deciding which dual credit
5 courses to offer, a school district reserves the right to
6 evaluate any dual credit course offered by any postsecondary
7 institution for quality, rigor, and alignment with the school
8 district's students' needs.

9 Agreements to provide dual credit courses between a school
10 district and an out-of-state institution in existence on or
11 before the effective date of this amendatory Act of the 103rd
12 General Assembly ~~on the effective date of this amendatory Act~~
13 ~~of the 100th General Assembly~~ shall remain in effect and shall
14 not be impacted by this Section.

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

16 (110 ILCS 27/19)

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

1 Section 16 of this Act.

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

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

9 (110 ILCS 27/20)

10 Sec. 20. Standards. All postsecondary institutions
11 offering dual credit courses shall meet the following
12 standards:

13 (1) High school instructors teaching credit-bearing
14 college-level courses for dual credit must meet any of the
15 academic credential requirements set forth in this
16 paragraph or paragraph (2), (2.5), or (3) of this Section
17 and need not meet higher certification requirements or
18 those set out in Article 21B of the School Code:

19 (A) Approved instructors of dual credit courses
20 shall meet any of the faculty credential standards
21 allowed by the Higher Learning Commission to determine
22 minimally qualified faculty, including achievement of
23 academic credentials, progress toward academic
24 credentials, or equivalent experience. Instructors may
25 not be required to meet higher standards than those

1 established by the Higher Learning Commission. The
2 academic credentials required to be a fully qualified
3 instructor shall include either (i) a master's degree
4 within the discipline to be taught or (ii) any
5 master's degree and not more than 18 graduate hours
6 appropriate to the academic field of study or in the
7 discipline to be taught, as defined by the Dual Credit
8 Instructor Qualification Framework. At the request of
9 an instructor, an instructor who meets these
10 credential standards shall be provided by the State
11 Board of Education with a Dual Credit Endorsement, to
12 be placed on the professional educator license, as
13 established by the State Board of Education and as
14 authorized under Article 21B of the School Code and
15 promulgated through administrative rule in cooperation
16 with the Illinois Community College Board and the
17 Board of Higher Education.

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

1 (1). The postsecondary institution shall have 30 days
2 to review the plan and approve an instructor
3 professional development plan that is in line with the
4 credentials set forth in paragraph (2) or (2.5) of
5 this Section. The postsecondary institution shall not
6 unreasonably withhold approval of a professional
7 development plan. These approvals shall be good for as
8 long as satisfactory progress toward the completion of
9 the credential is demonstrated, but in no event shall
10 a professional development plan be in effect for more
11 than 3 years from the date of its approval ~~or after~~
12 ~~January 1, 2028, whichever is sooner~~. A high school
13 instructor whose professional development plan is not
14 approved by the postsecondary institution may appeal
15 to the Illinois Community College Board or the Board
16 of Higher Education, as appropriate.

17 (C) The Illinois Community College Board and Board
18 of Higher Education shall report yearly on their
19 Internet websites the following:

20 (i) the number of teachers presently enrolled
21 in an approved professional development plan under
22 this Section;

23 (ii) the number of instructors who
24 successfully completed an approved professional
25 development plan;

26 (iii) the number of instructors who did not

1 successfully complete an approved professional
2 development plan after 3 years;

3 (iv) a breakdown of the information in
4 subdivisions (i), (ii), and (iii) of this
5 subparagraph (C) by subject area; and

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

10 The State Board of Education shall provide to the
11 Illinois Community College Board and Board of Higher
12 Education any information necessary to complete the
13 reporting required under this subparagraph (C).

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

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

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

25 (C) agrees to demonstrate his or her progress
26 toward completion to the supervising postsecondary

1 institution, as outlined in the professional
2 development plan.

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

7 (A) has a master's degree in any discipline, has
8 completed a minimum of 9 hours of the graduate
9 coursework requirements of the Dual Credit Instructor
10 Qualification Framework for the course, ~~has earned 9~~
11 ~~graduate hours in a discipline~~ in which he or she
12 currently teaches or expects to teach, and agrees to
13 demonstrate his or her progress toward completion to
14 the supervising postsecondary institution, as outlined
15 in the professional development plan; or

16 (B) is a fully licensed instructor in career and
17 technical education who is halfway toward meeting the
18 required equivalent experience criteria defined by the
19 Dual Credit Instructor Qualification Framework
20 ~~institution's requirements for faculty~~ in the
21 discipline to be taught and agrees to demonstrate his
22 or her progress toward completion to the supervising
23 postsecondary institution, as outlined in the
24 professional development plan.

25 (3) An instructor in career and technical education
26 courses must possess the credentials and demonstrated

1 teaching competencies appropriate to the field of
2 instruction. Equivalent experience may be considered if
3 determining instructor qualifications.

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

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

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

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

21 (8) Every dual credit course must be reviewed annually
22 by the higher-learning-partner faculty department
23 chairperson or the chairperson's designee and the chief
24 academic officer of the postsecondary institution or the
25 officer's designee, ~~faculty~~ through the appropriate
26 department, to ensure consistency with campus courses.

1 (9) Dual credit students must be assessed using
2 methods consistent with students in traditional
3 credit-bearing college courses.

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

8 (Source: P.A. 102-558, eff. 8-20-21; 102-1077, eff. 1-1-23;
9 103-154, eff. 6-30-23.)

10 (110 ILCS 27/25)

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

12 (a) The Illinois Community College Board shall be
13 responsible for oversight and review of dual credit programs
14 offered jointly by public community colleges and high schools.
15 The Illinois Community College Board shall implement a review
16 process and criteria for evaluating dual credit program
17 quality based upon the standards enumerated in Section 20 of
18 this Act.

19 (b) The Board of Higher Education shall be responsible for
20 oversight and review of dual credit programs offered jointly
21 by high schools and postsecondary institutions, except for
22 public community colleges as provided in subsection (a) of
23 this Section. The Board of Higher Education shall develop and
24 implement a review process based on the standards enumerated
25 in Section 20 of this Act.

1 (c) Each postsecondary institution shall report annually
2 to the appropriate agency, the Illinois Community College
3 Board or the Board of Higher Education. The reports shall
4 include, but not be limited to, the following data:

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

6 (2) Faculty teaching dual credit courses and their
7 academic credentials.

8 (3) Enrollments in dual credit courses.

9 (4) Sites of dual credit offerings.

10 (5) The multiple appropriate measures adopted for
11 program eligibility and for placement into English,
12 mathematics, and other subject-area coursework.

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

14 (110 ILCS 27/37 new)

15 Sec. 37. Study.

16 (a) The Illinois Community College Board shall conduct a
17 study to examine dual credit students and their short-term and
18 long-term outcomes, including determining how differing types
19 and levels of credit-hour achievement influence college
20 enrollment, persistence, advancement, and completion, either
21 at a public community college or public university. The study
22 shall attempt to isolate the unique effect of credit-hour
23 achievement levels on college enrollment and college
24 completion overall and for subpopulations by student
25 subgroups, such as race and ethnicity, sex, and dual-credit

1 type. The study shall further examine the differential impacts
2 of enrollment in specific career pathways versus ad hoc,
3 dual-credit participation on college enrollment, persistence,
4 advancement, and completion at either a public community
5 college or public university.

6 (b) Notwithstanding any other provision of law to the
7 contrary, all public universities, all public community
8 colleges, the State Board of Education, the Illinois Student
9 Assistance Commission, and any other State agency that
10 collects pertinent data shall furnish such data and
11 information to the Illinois Community College Board as the
12 Illinois Community College Board deems necessary to fulfill
13 the requirements of this Section.

14 (110 ILCS 27/45 new)

15 Sec. 45. Dual Credit Instructor Qualification Framework.

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

18 The Committee shall consist of the following:

19 (1) the State Superintendent of Education or his or
20 her designee;

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

23 (3) the Executive Director of the Board of Higher
24 Education or his or her designee;

25 (4) the following members appointed by the Executive

1 Director of the Illinois Community College Board:

2 (A) one member who represents college faculty upon
3 recommendation from a statewide professional teachers'
4 organization;

5 (B) one member who represents college faculty upon
6 recommendation from another statewide professional
7 teachers' organization;

8 (C) one member upon recommendation from community
9 college district trustees;

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

12 (E) one member representing a community college
13 located in a metropolitan area outside of the City of
14 Chicago;

15 (F) one member representing a community college
16 located in a rural community;

17 (G) one member representing community college
18 chief academic officers;

19 (H) one member upon recommendation from an
20 association of community college presidents;

21 (I) one member upon recommendation from a
22 statewide network of educators and stakeholders
23 dedicated to implementing engaging, effective
24 assessment and instructional strategies for all
25 learners and to support the adoption of policies and
26 systems that promote such practices; and

1 (J) one member upon recommendation from a
2 statewide policy organization that works to strengthen
3 education and workforce systems;

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

6 (A) one member representing a public university
7 offering dual credit programs;

8 (B) another member representing a public
9 university offering dual credit programs;

10 (C) one member representing a private
11 not-for-profit college or university offering dual
12 credit programs; and

13 (D) one member representing public university
14 chief academic officers; and

15 (6) the following members appointed by the State
16 Superintendent of Education:

17 (A) one member upon recommendation from a
18 statewide organization that represents school
19 administrators;

20 (B) one member upon recommendation from a
21 statewide principals' organization;

22 (C) one member upon recommendation from a
23 statewide organization of school boards;

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

1 (E) one member upon recommendation from a
2 statewide organization representing large unit school
3 districts;

4 (F) one member representing a superintendent of a
5 suburban school district;

6 (G) one member who represents a school district
7 serving a community with a population of 500,000 or
8 more inhabitants;

9 (H) one member representing a rural school
10 district;

11 (I) one member upon recommendation from a
12 statewide advocacy organization that champions
13 education equity and racial justice;

14 (J) one member representing Education for
15 Employment System directors;

16 (K) one member who represents a secondary school
17 instructor who teaches dual credit at a secondary
18 school upon recommendation from a statewide
19 professional teachers' organization; and

20 (L) one member who represents a secondary school
21 instructor who teaches dual credit at a secondary
22 school upon recommendation from another statewide
23 professional teachers' organization.

24 (b) The Dual Credit Instructor Qualification Framework
25 shall define the appropriate graduate coursework for fully
26 qualified and minimally qualified instructors and the

1 equivalent experience required to be a fully qualified career
2 and technical education instructor. The Framework shall list
3 the appropriate coursework for each discipline within the
4 Illinois Articulation Initiative General Education Core
5 Curriculum package by the discipline to be taught.

6 The Framework shall establish equivalent experience that
7 is commensurate with achievement of academic credentials to be
8 a fully qualified career and technical education dual-credit
9 course instructor. The criteria shall determine a minimum
10 threshold of experience and appropriate combination of the
11 following:

12 (1) related work experience, which shall not exceed
13 2,000 hours and shall include the appropriate recognizable
14 credentials;

15 (2) research or scholarship;

16 (3) recognized achievement;

17 (4) previous years of teaching experience;

18 (5) honors and awards; and

19 (6) other activities and factors to demonstrate
20 teaching competencies appropriate to the field of
21 instruction.

22 The Framework may differentiate between career and
23 technical courses and General Education Core Curriculum
24 courses. The Framework shall reference the faculty credential
25 standards allowed by the Higher Learning Commission to ensure
26 uniform guidance from this State and the Higher Learning

1 Commission.

2 (c) The Illinois Community College Board shall provide
3 administrative and other support to the Dual Credit Committee.
4 The Committee shall meet at least every 4 years or as needed to
5 consider and develop updates to the Dual Credit Instructor
6 Qualification Framework to ensure concordance with any
7 policies established by State, federal, or accrediting
8 entities. The Framework may not disqualify instructors deemed
9 fully qualified prior to the effective date of this amendatory
10 Act of the 103rd General Assembly.

11 Section 99. Effective date. This Act takes effect upon
12 becoming law.".