

Dual Credit Administration Prior to 12/31/18 (Dual Credit Quality Act-P.A. 96-194 and ICCB Administrative Rules)	Dual Credit Changes Effective 1/1/19 (DCQA Amended- P.A. 100-1049)	Implications and Questions on Rules and Implementation
<p>Sec. 5 Dual Credit course: means a college course taken by a high school student for credit at both the college and high school level.</p> <p>Institution: means an institution of higher learning as defined in the Higher Education Student Assistance Act.</p>	No change.	No change.
<p>Sec. 10 Purpose:</p> <p>(1) To reduce college costs. (2) To speed time to degree completion. (3) To improve the curriculum for high school students and the alignment of the curriculum with college and workplace expectations. (4) To facilitate the transition between high school and college. (5) To enhance communication between high schools and colleges. (6) To offer opportunities for improving degree attainment for underserved student populations.</p>	No change.	There is an opportunity to better strategize dual credit efforts in Illinois to increase intentionality, equity, access, and address other gaps and barriers.
<p>Sec. 15 Student Access, Eligibility, & Attainment</p> <p>(a) The Illinois Community College Board and the Board of Higher Education shall develop policies to permit multiple appropriate measures using differentiated assessment for granting eligibility for dual credit to students. The measures developed shall ensure that a student is prepared for any coursework in which the student enrolls.</p> <p>(b) Institutions may adopt policies to protect the</p>	<p>Sec. 15 Student Academic Standing</p> <p>Institutions may adopt policies to protect the academic standing of students who are not successful in dual credit courses, including, but not limited to, options for (i) late withdrawal from a course, or (ii) taking the course on a pass-fail basis, or both. All institutional policies relating to the academic standing of students enrolled in</p>	<ul style="list-style-type: none"> • Removal of (a) • (b) remains the same

<p>academic standing of students who are not successful in dual credit courses, including, but not limited to, options for (i) late withdrawal from a course, or (ii) taking the course on a pass-fail basis, or both. All institutional policies relating to the academic standing of students enrolled in dual credit courses or the transfer of credit for dual credit courses must be made publicly available by the institution and provided to each student enrolled in dual credit courses offered by that institution.</p>	<p>dual credit courses or the transfer of credit for dual credit courses must be made publicly available by the institution and provided to each student enrolled in dual credit courses offered by that institution.</p>	
<p>No previous language.</p>	<p>New Sec 16. Partnership Agreements A community college district shall, upon the request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework.</p>	<p>Q: If the community college does not have a course that the high school wants to offer, is the community college compelled to offer that course?</p>
<p>No previous language.</p>	<p>New Sec 16 Partnership Agreements cont. A school district may offer any course identified in the Illinois Articulation Initiative General Education Core Curriculum package under the Illinois Articulation Initiative Act as a dual credit course on the campus of a high school of the school district and may use a high school instructor who has met the academic credential requirements under this Act to teach the dual credit course.</p>	<p>Provided that faculty meet credential standards or have an approved professional development plan, delivery should not be restricted.</p> <p>The college cannot limit the kind or type of courses that can be made available to the district. At the same time, it should not be interpreted to restrict CTE or other relevant and appropriate courses for dual credit.</p> <p>Academic Control remains the purview of the college. Any restrictions related to the offering of courses should be addressed through negotiations in the dual credit agreement cited in Section 16.</p>

		<p><i>Concern: sections within this Act conflict (citing compliance with HLC (Sec. 19(1)(A)) vs. faculty qualifications laid out in this Act (Sec. 19(1)(B))</i></p>
<p>No previous language in DCQA.</p> <p>Administrative Rules: Section 1501.507 (b)(11) <i>A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.</i></p> <p>Section 1501.302 (a) 2) Academic Control A) <i>The design, conduct and evaluation of the unit of instruction <u>are under the direct and continuous control of the college's established processes for academic planning and quality maintenance</u>, and clear provision is made for ensuring a high level of academic performance of faculty and students.</i> B) <i>The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act, when applicable.</i></p>	<p>New Sec 16 Partnership Agreements cont. The partnership agreement shall include all of the following: (1) The establishment of the school district's and the community college district's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program. This must include an assurance that the community college district <u>has appropriate academic control of the curriculum</u>, consistent with any State or federal law and as required or negotiated with the Higher Learning Commission or other applicable accrediting agency.</p>	<p>Q: What does appropriate academic control mean?</p> <p>A: Courses administered as dual credit should have the same learning outcomes as used in the course taught on campus. Classes should use similar/same course structure and assessment. External conditions should be met in the course outcomes (IAI Standards, accreditation outcomes, etc.). The College should still be able to demonstrate that it controls the curriculum (including management of off-site, course evaluation, faculty hiring, etc.)</p>
<p>No previous language.</p>	<p>New</p>	<p>Q: Will every college <u>need</u> to participate in the</p>

	<p>Sec 16 Partnership Agreements cont. (2) The dual credit courses that the school district will offer its students and whether those courses will be offered on the high school or community college campus or through an online platform established by the Illinois Community College Board.</p>	<p>online platform?</p>
<p>From Sec. 15 (a) The Illinois Community College Board and the Board of Higher Education shall develop policies to permit multiple appropriate measures using differentiated assessment for granting eligibility for dual credit to students. The measures developed shall ensure that a student is prepared for any coursework in which the student enrolls.</p>	<p>Sec 16 Partnership Agreements cont. (3) The establishment of academic criteria for granting eligibility for high school students to enroll in dual credit coursework. The academic criteria shall be evidence-based and shall include multiple appropriate measures to determine whether a student is prepared for any dual credit coursework in which the student enrolls.</p>	<p>No real change. Are the recommendations made what will be implemented? (https://www.iccb.org/iccb/wp-content/pdfs/academic_affairs/Final_Placement_Recommendations_Approved_6-1-18.pdf)</p>
<p>No previous language.</p>	<p>New Sec 16 Partnership Agreements cont. (4) The establishment of any limitations that the school district or community college district may put on course offerings due to availability of instructors, the availability of students for specific course offerings, or <u>local board policy</u>.</p>	<p>Q: Will there be potential conflicts with local board policy?</p>
<p>No previous language.</p>	<p>New Sec 16 Partnership Agreements cont. (5) The requirement that the dual credit instructor meet the academic credential requirements to teach a dual credit course, consistent with paragraphs (1), (2), and (3) of Section 20 of this Act, <u>but shall not be required to exceed those credentials</u>.</p>	<p>The ICCB Administrative Rules set the minimum level. Individual institutions could previously have higher expectations and qualification guidelines for its faculty, including differentiating between disciplines. The amended DCQA states that credential requirements for dual credit faculty cannot exceed the faculty qualification requirements as</p>

		<p>stated by this Act.</p> <p>Q: What discretion, beyond required degree and credit hour credentials, does the college have in selecting dual credit instructors?</p> <p>A: In order to demonstrate academic control of a program and course, administration should continue to identify courses to be taught and appropriate staffing. Additionally, although the college may not set credentialing qualifications above the requirements set in Section 20 of the Act, the college still maintains the discretion to ensure appropriate education and experience is documented for the courses and disciplines being taught.</p>
<p>No previous language.</p>	<p>New Sec 16 Partnership Agreements cont. (6) The collaborative process and criteria by which the school district shall identify and recommend and the community college district shall review and approve high school instructors of dual credit courses taught on the campus of a high school. This provision shall require that the school district be responsible for hiring and compensating the instructor.</p>	<p>A MOU should include specific details. The community college and high school district should outline a process for course selection and faculty review. The process/MOU should be reviewed annually by both administrations to ensure continued accuracy of agreements.</p> <p>Faculty may be consulted as part of the process as appropriate. A timeline for amendments to the agreement should also be thoroughly described.</p>
	<p>New Sec 16 Partnership Agreements cont. (7) The requirement that a community college district take the appropriate steps to ensure that dual credit courses are</p>	<p>A) No real change</p> <p>B)</p> <p>Q: What does this evaluation look like</p>

equivalent to those courses offered at the community college in quality and rigor to qualify for college credit. The dual credit programs shall encompass the following characteristics:

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

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

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

across the system?

A: It should be clear in the partnership agreement that course evaluation is a required element of a dual credit offering. The course evaluation process should be thoroughly described for the dual credit faculty, and training is encouraged to be offered in order to support understanding (consistent with the community college policy of on campus course evaluation).

C) No real change

	<p>New Sec 16 Partnership Agreements cont. (8) Identify all fees and costs to be assessed by the community college district for dual credit courses. This provision shall require that any fees and costs assessed for dual credit courses shall be <u>reasonable</u> and promote student access to those courses, and may take into account <u>regional considerations and differences</u>.</p>	<p>Q: What is considered reasonable?</p> <p>A: Community colleges should not assess any charge larger than the charges that an on-campus student would be assessed.</p> <p>Q: What may be taken into account for regional considerations and differences?</p>
	<p>New Sec 16 Partnership Agreements cont. (9) The community college district shall establish a mechanism for evaluating and documenting <u>on a regular basis</u> the performance of students who complete dual credit courses, consistent with paragraph (9) of Section 20 and Section 30 of this Act, and for sharing that data in a meaningful and timely manner with the school district. This evaluation shall be limited to the course and the coursework. This evaluation shall not impact the instructor's performance evaluation under Article 24A of the School Code.</p>	<p>Q: How often is "regular basis?"</p> <p>A: Regular basis means, at minimum, the end of each term. Any further reporting should be specifically cited and agreed upon in the MOU.</p> <p>Q: Does this violate FERPA?</p> <p>A: Partnerships should spell out in the MOU how course information will be shared between the two institutions. Students (and parents) should also sign a waiver for release of information and information sharing (as appropriate).</p>
	<p>New Sec 16 Partnership Agreements cont. If, within 180 calendar days of the school district's initial request to enter into a partnership agreement with the community college district, the school district and the community college district do not reach agreement on the partnership agreement, then the school district and community</p>	

	<p>college district shall jointly implement the provisions of the Model Partnership Agreement established under Section 19 of this Act for which local agreement could not be reached. A community college district may combine its negotiations with multiple school districts to establish one multi-district partnership agreement or may negotiate individual partnership agreements at its discretion.</p>	
<p>No previous language.</p>	<p>Sec. 17. Out-of-state dual credit contracts. On or after the effective date of this amendatory Act of the 100th General Assembly, a school district may not enter into a new contract with an out-of-state institution to provide a dual credit course without first offering the community college district in the district in which the school district is located the opportunity to provide the course. Prior to entering into a contract with an out-of-state institution, the school district shall notify the Board of Higher Education of its intent to enter into an agreement with an out-of-state institution. The Board of Higher Education shall have 30 days to provide the school district with a list of in-state institutions that can provide the school district an equivalent dual credit opportunity. <u>In deciding which dual credit courses to offer, a school district reserves the right to evaluate any dual credit course offered by any institution for quality, rigor, and alignment with the school district's students' needs.</u></p>	<p>When the local community college district cannot provide the services, then another community college can be sought to fill the need. If that cannot be accommodated, then the high school district could pursue an arrangement with a four-year university/college that has been approved in that region by the Board of Higher Education. If the need cannot be fulfilled through an in-state 4-year institution, the high school may seek out an out of state institution that is approved to operate in the region which the high school district resides.</p> <p>Q: How will the school district evaluate the rigor of the course?</p> <p>A: This evaluation is to mean what best fits the needs of the school district. Review of commonality with curriculum, outcomes, or topics are appropriate. Length and breadth of course may be considered as well to ensure alignment.</p>

	<p>Agreements to provide dual credit courses between a school district and an out-of-state institution in existence on the effective date of this amendatory Act of the 100th General Assembly shall remain in effect and shall not be impacted by this Section.</p>	
<p>No previous language.</p>	<p>Sec. 18. Recognition of dual credit coursework completion. Any General Education Core Curriculum dual credit coursework completed by a high school student under this Act must be recognized as credit-bearing college-level coursework meeting General Education Core Curriculum requirements, consistent with the Illinois Articulation Initiative Act, if the course or courses have an existing Illinois Articulation Initiative code at the community college. Dual credit coursework completed by a high school student under this Act is transferrable to all public institutions in this State on the same basis as coursework completed by a public community college student who has previously earned a high school diploma in the manner set forth under the Illinois Articulation Initiative Act.</p>	<p>No concerns.</p>
<p>No previous language.</p>	<p>Sec. 19. Model Partnership Agreement and Dual Credit Committee. A Model Partnership Agreement shall be developed through a Dual Credit Committee involving collaboration between the Illinois Community College Board and the State Board of Education by June 30,</p>	

	<p>2019. The Committee shall consist of 5 members appointed by the State Superintendent of Education and 5 members appointed by the Executive Director of the Illinois Community College Board. The Model Partnership Agreement shall address all of the matters set forth in Section 16 of this Act.</p>	
<p>Sec. 20. Standards. All institutions offering dual credit courses shall meet the following standards: (1) Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus and need not meet certification requirements set out in Article 21 of the School Code.</p>	<p>Sec. 20. Standards. All institutions offering dual credit courses shall meet the following standards: (1) High school instructors teaching credit-bearing college-level courses for dual credit must meet any of the academic credential requirements set forth in paragraph (1), (2), or (3) of this Section and need not meet higher certification requirements or those set out in Article 21B of the School Code: (A) Approved instructors of dual credit courses <u>shall meet any of the faculty credential standards allowed by the Higher Learning Commission to determine minimally qualified faculty.</u> At the request of an instructor, an instructor who meets these credential standards shall be provided by the State Board of Education with a Dual Credit Endorsement, to be placed on the professional educator license, as established by the State Board of Education and as authorized under Article 21B of the School Code and promulgated through administrative rule in cooperation with the Illinois Community College Board and the Board of Higher</p>	<p>A and C conflict with one another. Must be compliant with HLC, but allow qualifications lower than what HLC requires.</p>

Education.

(B) An instructor who does not meet the faculty credential standards allowed by the Higher Learning Commission to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the institution and shared with the State Board of Education, within 4 years of the effective date of this amendatory Act of the 100th General Assembly, to raise his or her credentials to be in line with the credentials under subparagraph (A) of this paragraph (1). The institution shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials set forth in paragraph (2) of this Section. The institution shall not unreasonably withhold approval of a professional development plan. These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval. A high school instructor whose professional development plan is not approved by the institution may appeal to the Illinois Community College Board or the Board of Higher Education, as appropriate.

<p>No previous language.</p>	<p>Sec. 20 Standards. (1) (C) The Illinois Community College Board shall report yearly on its Internet website the number of teachers who have approved professional development plans under this Section.</p>	<p>All faculty teaching should have met the HLC/ICCB Rules for faculty qualification or have an approved professional development plan on file with the community college and shared with ISBE and ICCB.</p>
<p>Qualifications outlined in Administrative Rules: Section 1501.507 (b)(11) (B) The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS), these qualifications include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching.</p>	<p>Sec. 20 (2) Standards. A high school instructor shall qualify for a professional development plan if the instructor: (A) has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or (B) has a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach and is enrolled in a discipline-specific master's degree program; and (C) agrees to demonstrate his or her progress toward completion to the supervising institution, as outlined in the professional development plan.</p>	
<p>Sec. 20 (2) Instructors in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.</p> <p>Administrative Rules: Section 1501.507 (b)(11) (B) For CTE (1.2 PCS) courses, these qualifications</p>	<p>No Change. (3)</p>	

<p><i>include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.</i></p>		
<p>Sec. 20 (3) Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing.</p> <p>Administrative Rules: Section 1501.507 (b)(11) (C) <i>Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.</i></p>	<p>Removed.</p>	
<p>Sec. 20 (4) Course content must be the same as that required for credit-bearing college courses</p>	<p>No Change.</p>	
<p>Sec. 20</p>	<p>No Change.</p>	

<p>(5) Learning outcomes must be the same as for credit-bearing college courses and be appropriately measured.</p>		
<p>Sec. 20 (6) Institutions shall provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses.</p>	<p>(6) A high school instructor is expected to participate in any orientation developed by the institution for dual credit instructors in course curriculum, assessment methods, and administrative requirements.</p>	<p>Q: Does “expected to participate” mean required? A: It is a strong expectation that all faculty should receive consistent orientation to the college’s hiring process for faculty. In addition, this orientation should be made available at times that allow reasonable access for dual credit faculty. All requirements, expectations, and opportunities should be spelled out in any MOU.</p>
<p>Sec. 20 (7) Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties.</p>	<p>No Change.</p>	
<p>Sec. 20 (8) Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.</p>	<p>No Change.</p>	
<p>Sec. 20 (9) Dual credit students must be assessed using methods consistent with students in traditional credit-</p>	<p>No Change.</p>	

<p>bearing college courses.</p>		
<p>Sec. 25. Oversight, review, and reporting.</p> <p>(a) The Illinois Community College Board shall be responsible for oversight and review of dual credit programs offered jointly by public community colleges and high schools. The Illinois Community College Board shall implement a review process and criteria for evaluating dual credit program quality based upon the standards enumerated in Section 20 of this Act.</p> <p>(b) The Board of Higher Education shall be responsible for oversight and review of dual credit programs offered jointly by high schools and institutions, except for public community colleges as provided in subsection (a) of this Section. The Board of Higher Education shall develop and implement a review process based on the standards enumerated in Section 20 of this Act.</p> <p>(c) Each institution shall report annually to the appropriate agency, the Illinois Community College Board or the Board of Higher Education. The reports shall include, but not be limited to, the following data:</p> <ul style="list-style-type: none"> (1) Number and description of dual credit courses. (2) Faculty teaching dual credit courses and their academic credentials. (3) Enrollments in dual credit courses. (4) Sites of dual credit offerings. 	<p>No Change.</p>	
<p>Sec. 30. Accountability.</p> <p>(a) The State Board of Education, the Illinois Community College Board, and the Board of Higher Education shall include information regarding student participation and performance in dual credit programs and their success in postsecondary education in a statewide longitudinal data system.</p>	<p>No change.</p>	

<p>(b) The data system shall track dual credit students and courses on student records.</p> <p>(c) Analysis of data relating to student success in dual credit courses as well as performance in postsecondary education must be incorporated into the evaluation of dual credit programs in both high school and college.</p>		
<p>No previous language.</p>	<p>New Sec. 35. Dual Credit Grant. Subject to appropriation, the Illinois Community College Board shall award funds to community college districts to expand their service and lower costs for high school students desiring to take college-level classes prior to receiving their high school diploma to accelerate their college coursework.</p>	