



# Illinois State Board of Education

## Dual Credit Quality Act

### Purpose

The Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) are jointly committed to expanding access to quality dual credit coursework for Illinois high school students. The purpose of the [Dual Credit Quality Act \(DCOA\)\(110 ILCS 27/1 et seq.\)](#) is to reduce college costs, speed time to degree completion, improve the curriculum for high school students and the alignment of the curriculum with college and workplace expectations, enhance communication between high schools and colleges, and to offer opportunities for improving degree attainment for underserved student populations.

Under the Dual Credit Quality Act, Community Colleges must enter an agreement with school districts within their jurisdiction to offer dual credit coursework (Section 16 Paragraph 1). If an agreement cannot be reached, community colleges must implement the provisions of the Model Partnership Agreement<sup>1</sup>. School districts may offer any course identified in the [Illinois Articulation Initiative General Education Package \(GECC\)](#) as a dual credit course on the campus of a high school of the school district and may use a high school instructor to teach the course (Section 16 Paragraph 2).

Helpful links:

- [Illinois Community College Dual Credit](#)
- [Illinois Board of Higher Education Dual Credit](#)

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### <sup>1</sup> Model Partnership Agreement

To advance those purposes, [Public Act 100-1049](#) directed ISBE and ICCB to appoint a Dual Credit Committee to develop a [Model Partnership Agreement](#) addressing the parameters of local school district-community college partnerships to offer dual credit. The resulting Model Partnership Agreement will guide local partnerships between high schools and colleges necessary for the successful implementation of quality dual credit courses and related student supports. These resources will contribute to an education system that supports more students to successfully transition from high school into postsecondary education and beyond.

As the Model Partnership Agreement is implemented, our agencies will continue our collaborative efforts to support dual credit expansion. Together, we can contribute to an education system that supports more students to successfully transition from high school into postsecondary education and beyond.

## Community College and School District Partnerships

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. A school district may offer any course identified in the [Illinois Articulation Initiative General Education Core Curriculum Package \(GECC\)](#) 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.

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 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.

## Out-of-State Contracts

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 at [dualcredit@ibhe.org](mailto:dualcredit@ibhe.org) 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. 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.

If the school district and community college district do not reach an agreement, work collaboratively, or approve PD plans, districts can reach out to the Illinois State Board of Education at [dualcredit@isbe.net](mailto:dualcredit@isbe.net).

## Professional Development Plan Eligibility

Approved instructors of dual credit courses shall meet any of the faculty credential standards allowed by the Higher Learning Commission to determine minimally qualified faculty. 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 Illinois State Board of Education (Section 20, Paragraph 1, Part B).

The institution shall not unreasonably withhold approval of the professional development plan. These approvals shall be good for as long as satisfactory progress towards 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 or after January 1<sup>st</sup>, 2028, whichever is sooner. A high school instructor whose professional development plan is not approved by the instruction may appeal to the Illinois Community College Board of the Board of Higher Education as appropriate.

PROFESSIONAL DEVELOPMENT PLAN ELIGIBILITY CATEGORY	UNTIL JANUARY 1, 2023	JANUARY 1, 2023, THROUGH JANUARY 1, 2025
MASTER'S DEGREE	<ul style="list-style-type: none"> <li>• Master's degree in any discipline</li> <li>• Nine graduate hours in the discipline to be taught</li> <li>• Agrees to demonstrate progress</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree in any discipline</li> <li>• Nine graduate hours in the discipline to be taught</li> <li>• Agrees to demonstrate progress</li> </ul>
BACHELOR'S DEGREE	<ul style="list-style-type: none"> <li>• Bachelor's degree with a minimum of 18 graduate hours in the discipline to be taught</li> <li>• Enrolled in a discipline-specific master's program</li> <li>• Agrees to demonstrate progress</li> </ul>	No provision
CTE INSTRUCTOR	No provision	<ul style="list-style-type: none"> <li>• Fully licensed CTE instructor</li> <li>• Halfway toward meeting institution's requirements for faculty in the discipline to be taught</li> <li>• Agrees to demonstrate progress</li> </ul>

**Professional Development Plans:** Each community college may utilize their own professional development plan template for eligible educators on an approved plan. If a template is not available, community colleges can utilize ISBE's professional development plan template.

**Submission:** All professional development plans must be approved by the community college partner. Upon approval of the PD plan, a copy should be submitted to the Illinois State Board of Education at [dualcredit@isbe.net](mailto:dualcredit@isbe.net).

**Completion:** All components of the PD plan must be completed within three years of the date of its approval or by January 1, 2028, whichever is sooner.

Note: The Higher Learning Commission has extended the deadline for enforcement of faculty qualifications requirements for dual credit courses to September 1, 2025. All institutions with dual credit programs that had previously applied for and received an extension are automatically granted the extension and there is no need to reapply.

## Updates to Dual Credit Quality Act

The Dual Credit Quality was recently amended by [Public Act 102-1077](#), which includes an extension for teachers to complete a professional development plan for eligibility, mixed enrollment of students, and agency reporting requirements.

### New: Mixed Enrollment Option

**Summary:** This option allows a high school student who does not meet the community college district's academic eligibility requirements to enroll in a dual credit course taught at the high school but only for high school credit. Instructors, in coordination with their higher education learning partner, may differentiate instruction by credit section. This is intended to alleviate scheduling challenges and provide exposure to dual credit for more students.

Prior to the first day of class, high schools must have in place a procedure to notify all students and their parents who are enrolled in a mixed enrollment dual credit course whether they are eligible to earn college credit for the course.

High school districts and community colleges must annually assess disaggregated data pertaining to dual credit enrollments and completions and, to the extent feasible, subsequent postsecondary enrollment and performance. If applicable, this assessment shall include an analysis of mixed enrollment courses that reviews student characteristics by credit section in relation to gender, race, and low-income status.

**Effective Date:** January 1, 2023

### Updated: Institutional and State Agency Reporting Requirements

**Summary:** Institutions shall notify faculty of a dual credit partnership agreement within 15 days of entering the agreement. Copies of the agreement shall be made available upon request.

The Illinois Community College Board and Illinois Board of Higher Education shall annually report on their websites:

1. The number of teachers presently enrolled in a professional development plan, categorized by subject
2. The number of instructors who have successfully completed a professional development plan, categorized by subject
3. The number of instructors who did not successfully complete a professional development plan, categorized by subject
4. A summary, by community college district, of professional development plans that are in progress, that were successfully completed, or that have expired

**Effective Date:** January 1, 2023