

Dual Credit Quality Act Summary

Originally passed in 2010 and updated in 2018, the DCQA establishes statewide standards for dual credit programs to protect course rigor while expanding access. The DCQA can be broken into three broad categories: Standards, Students, and the Model Partnership Agreement.

STANDARDS

Rigor

- Partnerships must include an assurance that the **community college district has appropriate academic control of the curriculum**, consistent with any State or federal law and as required or negotiated with the Higher Learning Commission or other applicable accrediting agency. (DCQA sec.16.1)
- The requirement that a community college district take the appropriate steps to ensure that **dual credit courses are equivalent in content, delivery, and rigor** to those courses offered at the community college to qualify for college credit. (DCQA sec.16.7)
 - **Learning outcomes** must be the same as credit-bearing college-level courses and be appropriately measured.
 - 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.
 - Dual credit students must be **assessed using methods consistent with students in traditional credit-bearing college courses**. (DCQA sec.20.9)
- Every dual credit **course must be reviewed annually by faculty through the appropriate department** to ensure consistency with campus courses. (DCQA sec.20.8)
- The community college district shall establish a **mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses** 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.

Transferability

- 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. (DCQA sec.18)

- **Dual credit coursework completed by a high school student 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. (DCQA sec.18)

Partnership

- Partnerships shall determine 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. (DCQA sec.16.2)
- The school district or community college district **may put limitations on course offerings due to availability of instructors, the availability of students** for specific course offerings, or local board policy. (DCQA sec.16.4)
- 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 reasonable and promote student access to those courses**, and may take into account regional considerations and differences. (DCQA sec.16.8)
- If an agreement between the school district and community college district cannot be reached, then the school district and community college district shall jointly implement the provisions of the **Model Partnership Agreement**. (DCQA sec.16)
- 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. (DCQA sec.16)
- A school district **may not enter into a new contract with an out-of-state institution without first offering the community college district** in the district in which the school district is located the opportunity to provide the course. (DCQA sec.17)

Oversight and Accountability

- 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 the Dual Credit Quality Act. (DCQA sec.25.a)
- 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. Board of Higher Education shall develop and implement a review process based on the standards enumerated in the Dual Credit Quality Act. (DCQA sec.25.b)
- 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: (DCQA sec.25.c)
 - Number and description of dual credit courses
 - Faculty teaching dual credit courses and their academic credentials
 - Enrollments in dual credit courses
 - Sites of dual credit offerings
- The State Board of Education, the Illinois Community College Board, and the Board of Higher Education shall **include student participation and performance in dual credit programs and their success in postsecondary education in a statewide longitudinal data system**. (DCQA sec.30.a)
- The data system shall track dual credit students and courses on student records. (DCQA sec.30.b)
- Analysis of data relating to student success in dual credit courses as well as performance in postsec-

ondary education must be incorporated into the evaluation of dual credit programs in both high school and college. (DCQA sec.30.c)

Instructors

- 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. (DCQA sec. 20.1.A)
 - TRANSFER: *Master's degree in content area OR any Master's degree with 18 graduate credit hours of coursework within the discipline*
 - CTE: *2,000 hours of work experience and the appropriate recognizable credential depending on the specific field*
- The community college and school district will determine a 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.
- 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. (DCQA sec.20.6)
- 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. (DCQA sec.20.7)

Dual credit endorsement disciplines:



BIOLOGY



CALCULUS



ENGLISH
COMPOSITION



ENGLISH
LITERATURE



GENERAL MATH



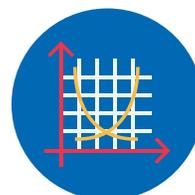
HISTORY



PSYCHOLOGY



SPEECH



STATS

Interim-Qualified Instructors

- 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.** (DCQA Sec. 20.1.B)



The institution shall have **30 days to review** the plan and approve an instructor professional development. 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

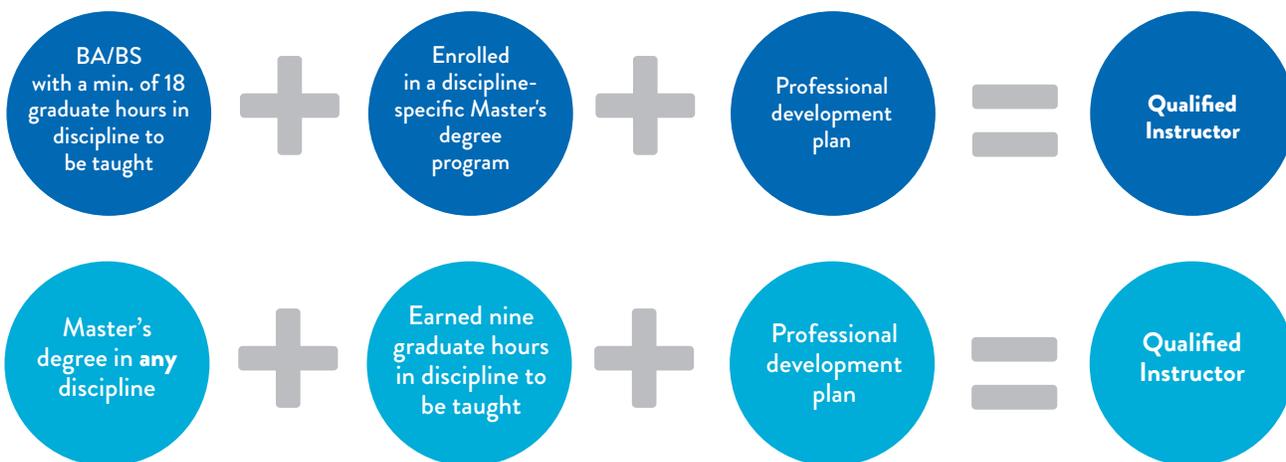


A high school instructor whose professional development plan is not approved by the institution **may appeal** to the Illinois Community College Board or the Board of Higher Education, as appropriate.



The Illinois Community College Board shall **report yearly** on its Internet website the number of teachers who have approved professional development plans

An instructor may qualify for a professional development plan if:



STUDENTS

Access

- A school **district may offer any course identified in the IAI General Education Core Curriculum** package 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. (DCQA sec 16)
- Partnerships include 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 local board policy.** (DCQA sec. 16.4)

Eligibility

- Partnerships include 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 (DCQA sec. 16.3)

Academic Standing

- 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. (DCQA sec.15)