Shawnee Community College
Academic Standards Meeting

Location: H2051, Thursday, April 7, 2022
Start: 2:05 PM CST
Adjourned: 4:06 PM CST

CHAIR: Ruth Smith

ROLL CALL

Lori Armstrong	Darci Cather	Virginia Severs	JoElla Basler
Greg Mason	~~Amy Sheffer~~	David Black	Mandy Hannan
Kristin Shelby	Danielle Boyd	Felicia Rouse	Chevis Thompson
Tammy Capps	Kayla Sauerbrunn	Lee VanAlstine	Vicky Cornelissen *(temp recorder)*

I. Call to Order

a. Meeting was called to order at 2:05 PM by Chair, Ruth Smith.

II. Approval of Minutes of March 1, 2022

a. JoElla Basler made a motion to approve the minutes with a second by Tammy Capps.
    i. Motion passes unanimously.

III. Additions to the Agenda

a. Request for notes to reflect, Amy Sheffer has been reassigned.
b. No additional items were added to the agenda of this meeting.
c. New Business asked to be discussed first *(Dual Credit)*.
    i. No objection was made for this topic to be discussed first on agenda.

IV. Items for Discussion

a. Continued development of guidelines for creation of the academic schedule.
    i. Ruth Smith advised all, everything is open for discussion, encouraged discussion with members.
    ii. Discussed all items on shared document sent by Ruth Smith (via email).
        1. As each line item was presented action items:
            a. Verbiage changed, added or deleted.
            b. Notation of where information came from (outside source, faculty or staff member).
                i. Some items were pulled directly from Strategic Plan.
            c. Highlighted items will be revisited as members were unable to make a decision or required further information, to be able to supply an answer.
b. Appendences will be discussed next week.

V. **New Business**

a. Dual Credit (*topic discussed first*)
   i. Discussion on what are the perimeters for dual credit.
   ii. Shawnee Community College is bound by Dual Credit Quality Act.
      1. Higher Education (110 ILCS 27/) Dual Credit Quality Act *(Location: Illinois General Assembly)*
      2. https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18
         a. Dual Credit Quality Act information at end of minutes from website.
   iii. High school teachers qualified to teach an IAI *(Illinois Articulation Initiative)* class, Shawnee Community College is required to offer that class.
      1. Shawnee Community College is auditing whether high school teachers are qualified to teach the class or not.
      2. Shawnee Community College is bound by what the law states.
   iv. Discussed partnership agreement and the outline model.
      1. Shawnee Community College has entered into partnerships with all our high schools.
   v. Dual credit outlines if SCC and participating high school cannot reach an agreement then the model partnership would apply.
   vi. Teale Betts is working on revamping timelines (course forms).
   vii. Processes (lead instructor) will need to be reviewed (dual credit).
      1. Suggestion: SCC can note qualifications to teach (high schools) via transcripts if warranted.
   viii. Topic repeated, bound by law, a development improvement plan, Shawnee Community College is required to offer.
      1. Members suggested topic to be discussed in further detail as a future agenda item.
   ix. Member request for procedures / policies to be created, notation was made that we will get there, priorities first.

VI. Adjournment

Next meeting: Tuesday, May 3, 2022

- Move to Motion of adjournment by Danielle Boyd, second by David Black.
  - Motion passes unanimously.
  - Adjourned: 4:06 PM CST

Attachments:

Ruth Smith had distributed team attachments via email.
Recorder attached discussed item: Dual Credit Quality Act as this was discussed in length during meeting.

COPIED from https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18

Illinois Compiled Statutes

Information maintained by the Legislative Reference Bureau

Updating the database of the Illinois Compiled Statutes (ILCS) is an ongoing process. Recent laws may not yet be included in the ILCS database, but they are found on this site as Public Acts soon after they become law. For information concerning the relationship between statutes and Public Acts, refer to the Guide.

Because the statute database is maintained primarily for legislative drafting purposes, statutory changes are sometimes included in the statute database before they take effect. If the source note at the end of a Section of the statutes includes a Public Act that has not yet taken effect, the version of the law that is currently in effect may have already been removed from the database and you should refer to that Public Act to see the changes made to the current law.

HIGHER EDUCATION
(110 ILCS 27/) Dual Credit Quality Act.

(110 ILCS 27/1)
Sec. 1. Short title. This Act may be cited as the Dual Credit Quality Act.
(Source: P.A. 96-194, eff. 1-1-10.)

(110 ILCS 27/5)
Sec. 5. Definitions. In this Act:
"Dual credit course" means a college course taken by a high school student for credit at both the college and high school level.
"Institution" means an "institution of higher learning" as defined in the Higher Education Student Assistance Act.
(Source: P.A. 96-194, eff. 1-1-10.)

(110 ILCS 27/10)
Sec. 10. Purpose. The purpose of this Act is to accomplish all of the following:
(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.

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

(110 ILCS 27/15)

Sec. 15. Student 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. 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.

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

(110 ILCS 27/16)

Sec. 16. High school and community college partnership agreements; dual credit. 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 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.

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 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.

(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.

(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.

(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 local board policy.

(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, but shall not be required to exceed those credentials.

(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.

(7) The requirement that a community college district take the appropriate steps to ensure that dual credit courses are 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.

(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 reasonable and promote student access to those courses, and may take into account regional considerations and differences.

(8.5) The collaborative process and criteria by which a school district and a community college district shall work to ensure that individual students with disabilities have access to dual credit courses, provided that those students are able to meet the criteria for entry into a dual credit course. Through this process and criteria, the student shall have access to the supplementary aids and accommodations included in the student's individualized education program under Article 14 of the School Code or Section 504 plan under the federal Rehabilitation Act of 1973 while the student is accessing a dual credit course on a high school campus, in accordance with established practices at the high school for providing these services. A student who accesses a dual credit course on a community college campus shall have access to supplementary aids and accommodations provided in the partnership agreement, including access to the community college's disability services. A school district and community college district shall work together to provide seamless communication about the student's progress.

(9) 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, 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.

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.
(Source: P.A. 102-516, eff. 8-20-21.)

(110 ILCS 27/17)

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. 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.

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

(110 ILCS 27/18)

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

(110 ILCS 27/19)

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

(110 ILCS 27/20)

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 this paragraph or paragraph (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 shall meet any of the faculty credential standards allowed by the Higher Learning Commission to determine minimally qualified faculty. 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 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 January 1, 2019 (the effective date of Public Act 100-1049), 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.

(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.

(2) 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.

(3) An instructor in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.

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

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

(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.

(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.

(8) Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.

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

(Source: P.A. 102-558, eff. 8-20-21.)

(110 ILCS 27/25)

Sec. 25. Oversight, review, and reporting.

(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.

(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.

(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:

(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.

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

(110 ILCS 27/30)

Sec. 30. Accountability.

(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.

(b) The data system shall track dual credit students and courses on student records.

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

(110 ILCS 27/35)

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

(110 ILCS 27/40)

Sec. 40. Students with disabilities. Within one year after the effective date of this amendatory Act of the 102nd General Assembly, each community college district in this State, in partnership with the appropriate high schools, shall modify its dual credit plan to ensure access to dual credit courses by students with disabilities consistent with Section 16 of this Act. The partnership agreement shall address how a high school and community college district will ensure the incorporation of an individualized education program or supplementary aids and accommodations pursuant to a Section 504 plan under the federal Rehabilitation Act of 1973 for students with disabilities who enroll in dual credit courses.
(Source: P.A. 102-516, eff. 8-20-21.)