

Dual Credit Quality Act (DCQA)

Committee Meeting

April 29, 2026

Co-Chairs:

Brian Durham, ICCB Executive Director

Jason Helfer, ISBE Special Advisor to the State Superintendent



WELCOME

Please enter your name, title, and organization in the chat.

Quorum Check

This meeting is being recorded



Agenda

- Welcome
- General Business
- January minutes
- MPA Sub-committee Meeting Updates and Discussion Summaries
- MPA Synthesis
- Dual Credit Considerations/Clarifications
- Public Comment
- Announcements
- Adjourn



General Public

Please indicate in the chat if you would like to provide a public comment. In addition, please include your name and organization you represent.

Each comment is limited to 3 minutes.



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Approval of January 09, 2026 Meeting Minutes



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Model Partnership Agreement (MPA) Sub-Committee Meeting Updates and Summaries



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MPA

Course Equivalency and Rigor

Dr. Scott Rowe



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Faculty Qualifications

George Evans



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Partnership Agreements

Dr. Pam Lau



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Student Eligibility and Supports

Dr. Jennifer Ivory-Tatum



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MPA Synthesis (Emily Rusca)



Model Partnership Agreement

Emerging updates based on workgroup
meetings

April 2026





General Changes

Objectives

Why update the Model Partnership Agreement (MPA)?



To bring it into alignment with current state and accreditation policies, including updated timelines and expectations.



To provide greater clarity and guidance for colleges and districts to operationalize the principles outlined in the DCQA.



To elevate effective practices that increase quality and equitable scaling of dual credit courses.



General Changes

- One single document that includes all the support exhibits and template forms
- Change sub-exhibits → “templates” to reflect how they can be used
- Share templates as individual downloadable resources in addition to including them in one single MPA document
- Update language to reflect Public Act 104-0012
- Develop additional resources outlining key timelines, roles, and responsibilities for course request and appeals processes



Exhibit A

Definitions and General Terms



Exhibit A: Definitions & General Terms

General Updates & Definitions

- 11 core elements of a partnership agreement
- Designated liaison
- Mixed course enrollment terms
- Course types: separate virtual/hybrid courses as modality rather than distinct course

New Templates/Resources

- Flowcharts of request process steps, roles, and timelines
- Relationship between MPA and local partnership agreements



Exhibit B

Course Availability; Teacher & Course Approval



Exhibit B: Course Availability; Teacher & Course Approval

General Updates

- Update to reflect timelines and roles outlined in Public Act 104-0012, including course evaluation processes
- Update to reflect revised Professional Development Plan (PDP) expectations and reporting

Resources/Templates

- Exhibit B-1: *Course Request Form*
 - Liaison identification
 - More detailed rationale section for approval/disapproval
- Exhibit B-2: *Dual Credit Instructor Qualifications Review Documentation*
 - Inclusion of additional experience such as cross-listed courses and AP course instruction for instructor qualifications
 - Build in PDP template
- Exhibit B-3: *Documentation for Course Planning Decision Areas*
 - May be subsumed into other templates
- Best practice samples for observations and evaluation, potentially including sample rubrics
- Modality-specific checklists



Exhibit C

Cost & Fee Structure

Note: Work underway includes study from IWERC and Base Operating & Equalization Technical Modeling Working Groups; changes to be identified through further research and discussion.



Exhibit D

Student Procedures, Student Supports, Data, & Partnership Review



Exhibit D: Student Procedures, Student Supports, Data, & Partnership Review

General Updates

- Additions pertaining to students with disabilities
- Additions pertaining to course modality

Resources/Templates

- Exhibit D-1: *Documentation for Student Academic Supports and Guidance*
 - Plan for mixed enrollment notification
 - Incorporation of guidance that “starts with the end in mind”
- Template and best practice guidance for documentation of supports with students with disabilities
- Best practices for communication re: mixed enrollment classrooms
- Guidance for non-traditional student readiness criteria and multiple measures placement
- Data sharing templates and guidance



Next Steps

Areas for further consideration and field engagement



Issues still under consideration

- Instructional vs. teaching discipline (check recognition manual)
- How to address increased administrative burden and time for colleges and districts
 - Volume of site visits & depth of evaluations
 - Transcript audits
 - PDP oversight
- Funding models
- Rationale for disapproval
- Appeals opportunities for those with existing partnership agreements
- Transcripting and transfer policies and guidance

Engaging the field

Recommendations



Feedback period:

Recommend opportunity to give feedback for 40 days after sharing the full draft MPA with the Committee.

Committee members receive draft and can share with their respective stakeholders to obtain and share feedback with broader committee.



Supporting utilization:

Recommend conducting webinars and/or workshops to support colleges and districts to understand the updated/new resources and apply in their local contexts.

Thank you!

Please feel free to reach out with questions and/or comments.

Emily Rusca

erusca@niu.edu



Dual Credit

Future Considerations and Clarifications

What are broad items that we need to consider or address in the future?



Public Comment

(please limit to 3 minutes)

Thank you!



Announcement: Fall Meeting

October 2026



**Dual Credit Quality Act
(DCQA)**

THANK YOU!!

