



# **POLICIES AND PROCEDURES MANUAL FOR THE ILLINOIS ARTICULATION INITIATIVE**

Illinois Board of Higher Education  
Illinois Community College Board  
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## Introduction to the Illinois Articulation Initiative (IAI)

In January 1993, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and transfer coordinators from Illinois colleges and universities jointly launched the Illinois Articulation Initiative (IAI) to ease the transfer of students among Illinois public and independent, associate and baccalaureate degree-granting institutions. The IAI grew out of the IBHE's 1990 undergraduate education policies on transfer and articulation. Three key concepts in these policies provided the underlying foundation for IAI:

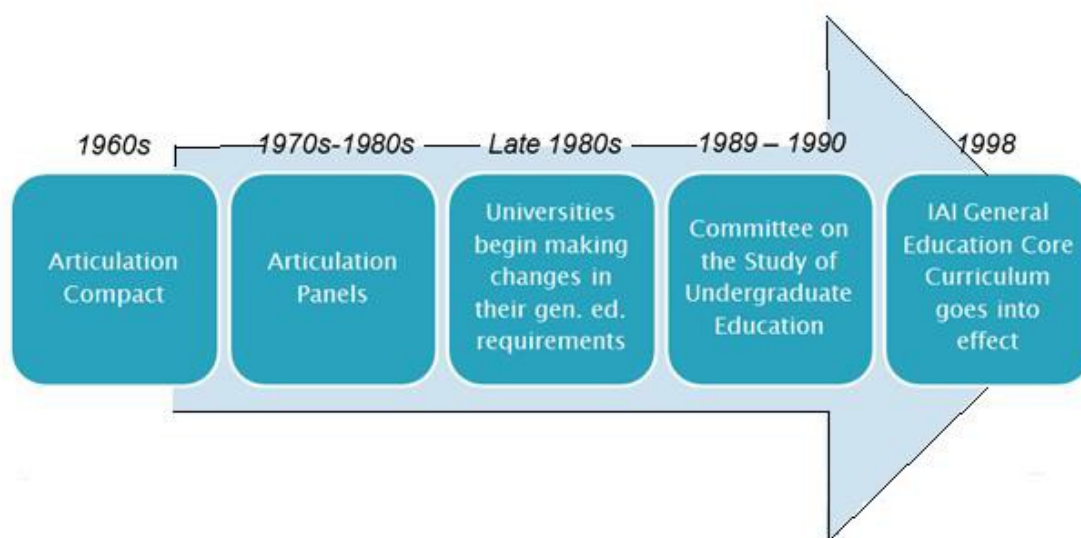
1. That “associate and baccalaureate degree-granting institutions are equal partners” in educating college freshmen and sophomores
2. That “faculties should take primary responsibility for developing and maintaining program and course articulation”
3. That “institutions are expected to work together to assure that lower-division baccalaureate programs are comparable in scope, quality, and academic rigor”

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## The Components of IAI

### The General Education Core Curriculum

The IAI was founded from transfer policies in the state that date back to the 1960s, as well as early articulation panels and recommendations of the Committee on the Study of Undergraduate Education. In 1998, it was agreed that the General Education Core Curriculum (GECC) “would be acceptable in transfer at all participating institutions in lieu of each college or university’s own campus-wide lower division general education curriculum of comparable size.”



Since the GECC was transferred as a package replacing the native general education requirements, it did not guarantee the articulation of individual courses, credits, or degree, program, or institutional requirements beyond campus-wide lower division general education requirements from the sending institution to the receiving institution.

### **The Major Panels**

Major panels were established with the intent of providing general advice to students who had decided upon a field of study but not upon a baccalaureate institution. Panels were to develop recommendations for lower division coursework, either within the GECC or among electives that would best prepare the student to transfer into that major in a baccalaureate program. Recommendations were to include:

1. Courses a transfer student would need in order to be admitted to a receiving institution with Junior status
2. Courses among the GECC package options that should be elected by the student to meet the prerequisite or foundational demands of the major
3. Major or related discipline courses that a native student would normally take in the first two years of study  
Any additional information a student should know in order to prepare for transfer (e.g. GPA, entry exam, portfolio or other requirements)

Following concerns about articulation issues across the IAI majors, the IBHE and the ICCB engaged in examining articulation in each of the majors via the Major Directive, issued in 2012. For several baccalaureate majors, IAI established a list of appropriate courses that could be taken by freshmen and sophomores at community colleges and would then be accepted as credit toward the major at the receiving institution. Credit will either be accepted as a course equivalent or be counted as elective credit toward fulfilling the requirements of the major. But:

1. These major courses were established for students who are undecided about a transfer school. Therefore, once a transfer institution is chosen, students should consult the appropriate transfer guide as soon as possible for guidance on the most successful transfer path.
2. If a receiving institution does not offer the course or does not offer it at the lower-division level, the student will receive elective lower-division major credit for the course, but may also be required to take the course at the upper division level.
3. Receiving institutions may still require additional lower division courses to satisfy the major requirements, but students transferring should be able to complete the remaining courses in the same time that a native student can be reasonably expected to do so.
4. Approval of this list of recommended courses does not guarantee that the student will be admitted to the receiving institution or to that major.

### **The Ongoing Course Review Process**

A process of ongoing course review (formerly known as five-year review) was designed to evaluate the efficacy of a panel's recommendations. For more information, see the Ongoing Course Review Functions sub-sections in both the [General Education Core Curriculum Panels](#) and [Major Panels](#) sections.

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## **Organizational Structure**

The IAI involves the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), [iTransfer.org](#), the Illinois Transfer Coordinators, among other important stakeholders. Each has a specific role that is detailed below.

### **IBHE and ICCB**

1. Coordinate statewide efforts to serve students who transfer among Illinois institutions by developing policies on transfer and articulation in consultation with public and independent colleges and universities and coordinate and support the implementation of these policies;
2. Provide regular updates to the Colleges and the Universities about substantive changes in IAI, course decisions that were made, emerging issues, etc. This communication will be available at the end of each panel season (Fall and Spring);
3. Conduct orientation sessions for all new IAI panel and committee members so they are clear about their roles and responsibilities;
4. Provide adequate staff support and facilitate communications among members of faculty panels, advisory groups, and individual colleges and universities;
5. Appoint members of faculty panels and advisory groups;
6. Regularly evaluate the effectiveness of transfer and articulation policies, identify issues that need to be addressed, and seek input from advisory committees in resolving problems and concerns;
7. Provide information about transfer and articulation efforts to governmental leaders and the general public as appropriate;
8. Support transfer and articulation initiatives in budget development, program approvals, and grant administration;
9. Direct and coordinate the activities of the Website Administrators for [www.iTransfer.org](#)

### **iTransfer**

1. Administer the website [www.iTransfer.org](#) which serves as a portal for transfer assistance in the state of Illinois for students seeking transfer between Illinois higher education institutions;
2. Support the coordinating boards in the management of the IAI initiative;
3. Coordinate and support IAI panel sessions;
4. Audit the institutional courses listed on iTransfer.org to ensure they are accurate and reflect current offerings.
5. Provide panel management to selected panels as necessary.

### **Illinois Transfer Coordinators**

1. Provide the coordinating boards, the Steering Panel, the IAI Advisory Committee, and other parties advice and consultation on transfer-related issues;
2. Serve as a forum for discussion of issues related to the initiative;
3. Act as institutional point-of-contact for related policy questions, acting as liaison between their institutional structures and IAI decision-making bodies;
4. Working with IBHE, ICCB, and [iTransfer.org](http://iTransfer.org), provide new Transfer Coordinators with orientation information about IAI policies and procedures;
5. Act as point-of-contact to resolve institution-specific transfer issues related to IAI, including management of the IAI Complaint Link process.

### **Community College Chief Academic Officers and University Provosts**

1. Responsible for internal campus communication about IAI;
2. Resolve differences between institutions, when necessary;
3. Work with IBHE and ICCB staff to identify potential panel members;
4. Help orient new panel members to the intent of IAI and to both state and institutional policies on transfer and articulation.

### **The IAI Steering Panel**

1. Functions
  - a. Serve as a forum for discussion of issues related to the IAI initiative;
  - b. Provide advice to the IBHE and ICCB on emergent issues related to the initiative and any issues or concerns raised by the coordinating boards and the IAI panels;
  - c. Following the established resolution process, arbitrate any disputes between or among panels or institutions related to the initiative (See Section—[Appeal Process](#));
2. Membership: The Steering Panel will be constituted from:
  - a. The co-chairs of the GECC discipline panels;
  - b. One (1) representative from the IAI Advisory Committee;
  - c. Three (3) representatives from the Illinois Transfer Coordinators (elected by the Transfer Coordinators' organization):
    - o One (1) community college representative
    - o One (1) public 4-year representative
    - o One (1) independent representative
  - d. Three (3) at-large community college faculty representatives;
  - e. Four (4) at-large public university representatives;
  - f. Two (2) at-large private college/university representatives;
  - g. Two (2) representatives of the Illinois Community College Faculty Association;
  - h. One (1) community college administrator;
  - i. One (1) public university administrator;
  - j. IBHE and ICCB staff representatives;

- k. Steering Panel co-chairs will be elected from among the Steering Panel membership, with one representing the baccalaureate sector and one the associate sector.
- 3. Meetings
  - a. The Steering Panel will normally meet once in the Fall semester and once in the Spring semester.

### **The IAI Advisory Committee**

- 1. Functions
  - a. Advises the State Education Agencies and [iTransfer.org](http://iTransfer.org) on issues related to the implementation of IAI policies;
  - b. Conducts, upon the request of the Steering Panel or the coordinating boards, studies relevant to the implementation and effectiveness of IAI policies and report the findings to the Steering Panel and the coordinating boards;
  - c. Consult the literature to bring relevant findings from empirical research to the attention of the coordinating boards and other interested parties.
- 2. Membership
  - a. The IAI Advisory Committee is made up of a cross-section of representatives from all levels of higher education;
  - b. Membership on the committee is by invitation of the IBHE and ICCB;
  - c. IAI Advisory Committee meetings will be co-chaired by the IBHE, ICCB, and [iTransfer.org](http://iTransfer.org);
- 3. Meetings
  - a. The IAI Advisory Committee will normally meet once in the Fall semester and once in the Spring semester, prior to the scheduled meeting of the Steering Panel. Additionally, the Committee or ad hoc subcommittees will meet as needed to respond to charges from the Steering Panel or the coordinating boards.

### **The General Education Core Curriculum Panels**

- 1. Regular Functions
  - a. Provide a forum for faculty from participating institutions to guide the transferable General Education Core Curriculum, to develop common understandings about general education objectives and curriculum content, and to monitor changes and developments in the disciplines. In order to keep the course, content or standard recommendations current, the panel members should be aware of changes in the discipline that may influence the lower-division studies of a student in this major. When necessary, the panel should modify its recommendations based on these trends.
  - b. Develop the general content guidelines and learning objectives for courses to be included as options within the GECC package at a specific institution. Content guidelines and learning objectives should identify **the essential concepts, objectives and competencies to meet the minimum standards for courses in the specific area.**
    - o The criteria should be clear enough for faculty in this discipline at the offering institution to easily determine if the course meets the

criteria, while also being specific enough to ensure that each course approved for inclusion in the GECC meets minimum standards.

- The criteria should take into consideration the goal of providing appropriate general education instruction at the lower division level among all participating institutions while maintaining an environment of academic diversity and instructional innovation.
  - c. Develop course decision-making criteria to guide the submission and decision-making process for the panel;
  - d. Adhere to the course decision-making criteria when making course approval decisions;
  - e. Review submitted course descriptions of the submitting institutions *after* the Panel has completed the review of its aforementioned criteria;
  - f. In consultation with the Boards and iTransfer.org, articulate the rationale for the content guidelines and learning objectives for courses to meet the GECC requirements in this discipline area to faculty in this field and administrators at all Illinois colleges and universities.
2. Ongoing Course Review Functions
- a. Both IAI course descriptions and individual courses that have previously been granted an IAI code will periodically be reviewed
  - b. Selection Process
    - Each year, panel managers will pick IAI course identifiers to review for each panel
    - Courses to be reviewed for IAI course identifiers will be selected at random
    - Each semester each panel will review no more than 50 courses
  - c. Panel Responsibilities
    - Review the IAI course identifier and make any necessary changes to reflect changes in the field
    - Review the panel's course decision making criteria
    - Review the panel's core competencies
    - Review the panel's other related standards
    - Review the outcomes recommended by the panel
    - For GECC panels, the review should also include a review of the objective outcomes by which panels approve courses for inclusion in the GECC package
    - A general review of institutional offerings to evaluate alignment of current course offerings within the course descriptions provided by the institution for approval
    - For each individual course under review, panel members should limit their review to:
      - Verify that the institution's course description aligns with the IAI course descriptor
      - Review the topical outline to ensure the course's core competencies are appropriate for the IAI course identifier



- Review the course outcomes to ensure they are appropriate for the IAI course identifier
3. Membership
    - a. See Section—[Panel Membership](#)
  4. Management
    - a. GECC panels will be managed by IBHE and ICCB staff.
  5. Meetings
    - a. GECC panels usually meet once per semester, but may meet more often as required to fulfill their established duties.

### The Major Panels

1. Regular Functions
  - a. Provide a forum for faculty and administrators from public and independent colleges and universities to develop common understandings about the lower-division objectives and curriculum content in the discipline and to monitor changes and developments in the discipline that may affect a student's preparation for upper division work.
  - b. Identify courses for the major/discipline that represent those courses or sequence of courses commonly required of students in the lower-division for students in that major.
  - c. Review submissions for assignment of these codes to specific courses offered by participating institutions.
  - d. Develop course-decision making criteria to guide the submission and decision-making process for the panel.
  - e. Adhere to the course decision-making criteria when making course approval decisions.
  - f. Review submitted course descriptions of the submitting institutions *after* the Panel has completed the review of its aforementioned criteria.
  - g. Develop the discipline-specific content guidelines and learning objectives for courses to be included as a part of the Major Core. Content guidelines and learning objectives should identify **the essential concepts, objectives and competencies to meet the minimum standards for courses in the specific area.**
    - The criteria should be clear enough for faculty in this discipline at the offering institution to easily determine if the course meets the criteria, while also being specific enough to ensure that each course approved as part of the Major/Discipline core meets minimum standards.
    - The criteria should take into consideration the goal of providing appropriate instruction at the lower division level to prepare a student for transfer into a baccalaureate program in the Major/Discipline while maintaining an environment of academic diversity and instructional innovation.
    - The major panel courses recommended will be accepted as credit toward the major at the receiving institutions listed. **Credit will either be accepted as a course equivalent or be counted as elective credit toward fulfilling the**

**requirements of the major.** Note that if the receiving institution does not offer the course or does not offer it at the lower-division level, the student will receive elective lower-division major credit for the course but may be required to take the course at the upper division level.

- Receiving institutions may still require additional lower division courses to satisfy the major requirements, but students transferring should be able to complete the remaining courses in the same time that a native student can be reasonably expected to do so.
  - Approval of this list of recommended courses does not guarantee that the student will be admitted to the receiving institution or to that major.
- h. Recommend lower division course, content, or standards that go beyond the Major / Discipline core, to provide guidance to undecided students wishing to pursue studies in a particular discipline. Depending upon the nature of the major, these recommendations may be in the form of common courses, content or standards (or some combination of these) that would be included in the first and second year of study. These recommendations should be general enough to meet the needs of the undecided student. These recommendations do not involve syllabi review or approval.
2. Ongoing Course Review Functions
- a. Both IAI course descriptions and individual courses that have previously been granted an IAI code will periodically be reviewed
  - b. Selection Process
    - Each year, panel managers will pick IAI course identifiers to review for each panel
    - Courses to be reviewed for IAI course identifiers will be selected at random
    - Each semester each panel will review no more than 50 courses
  - c. Panel Responsibilities
    - Review the IAI course identifier and make any necessary changes to reflect changes in the field
    - Review the panel's course decision making criteria
    - Review the panel's core competencies
    - Review the panel's other related standards
    - Review the outcomes recommended by the panel
    - A general review of institutional offerings to evaluate alignment of current course offerings within the course descriptions provided by the institution for approval
    - For each individual course under review, panel members should limit their review to:
      - Verify that the institution's course description aligns with the IAI course descriptor

- Review the topical outline to ensure the course's core competencies are appropriate for the IAI course identifier
  - Review the course outcomes to ensure they are appropriate for the IAI course identifier
3. Management
    - a. The Major panels will be managed by the IBHE, ICCB, and iTransfer
  4. Meetings
    - a. The Major panels usually meet once per semester, but may meet more often as required to fulfill their established duties.

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## **Panel Membership**

### **Representation**

1. A fully-complimented panel will consist of 26 members:
  - a. Nine (9) faculty members from community colleges
  - b. One (1) academic officer or approved designee from a community college
  - c. One (1) dean or approved designee from a public university
  - d. Eight (8) faculty from public universities
  - e. Four (4) faculty from independent institutions
  - f. Three (3) transfer coordinators, one from each sector – community college, public university, independent institution.
2. With approval of IBHE and ICCB staff, panels may choose to invite, as ex-officio members of the panel, consultants, representatives from professional associations, secondary teachers, employers, and others.
3. Each panel will select from among its members a co-chair representing the baccalaureate sector and a co-chair representing the two year sector.
4. With approval of IBHE and ICCB staff, panels may modify the panel composition to address discipline-specific needs.

### **Participation**

1. Panel appointments will be made by the IBHE and ICCB staff, keeping in mind both institutional demographics (e.g. two-year/four-year institution; public or private institution, etc.), as well as individual expertise in the panel discipline.
2. If a panel vacancy should occur before the member's term has expired, via removal, resignation, or otherwise, IBHE and ICCB staff will appoint a new member.

### **Terms**

1. Individual membership on a panel will be for a term of three (3) years.
2. Panel co-chairs will serve a term of three (3) years.
  - a. Should a co-chair step down, he/she will continue to serve as a panel member until the individual term expires.
3. Panel members and co-chairs may serve multiple terms at the discretion of the IBHE and ICCB.

### Panel Voting

1. Panel members are required to vote.
2. Panel members vote in two ways, through the iManage system prior to the panel meeting and through a voice vote during a panel meeting.
3. Failure to participate in panel activities (including, but not limited to voting) may result in removal from the panel.
4. Panel managers reserve the right to cancel or reschedule panel meetings based upon limited panel member participation.

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## Participation in IAI

### Requirements to Participate

1. Participating institutions must hold regional accreditation from an accrediting authority recognized by the U.S. Department of Education or the Council on Higher Education Accreditation.
2. Participating institutions must have authority to offer either transfer-oriented associate degree(s) or baccalaureate degree(s) in Illinois.
3. Participating institutions must agree with the [“IBHE Policies on Undergraduate Education, adopted September 1990, Transfer and Articulation, amended September 1994 and May 1997”](#) and Item #7 of the IAI Revisions adopted by the IBHE in April 2006 (see April 4, 2006 Board Agenda Item #11).
4. Sending institutions must maintain a complete GECC package.

### Requests to Participate

1. To record a desire to participate, eligible institutions must submit a Statement of Intent to [itransfer@itransfer.org](mailto:itransfer@itransfer.org)
2. Institutions may choose to participate as a receiving institution only or as a full participant.
3. ***Receiving Only:*** Institutions choosing to participate on a receiving only basis agree to accept as meeting all lower-division general education requirements of the institution a completed GECC package from any other participating institution. Institutional references to IAI must include a receiving-only disclaimer.
4. ***Full Participation:*** Institutions choosing to participate as a fully-participating institution must seek approval for and maintain a complete GECC package and agree to accept as meeting all lower-division general education requirements of the institution a completed GECC package from any other participating institution. Receiving institutions will allow transfer students with a partially-completed GECC package the option of completing the GECC after transfer under the conditions outline in [Item #7 of the IAI revisions adopted by the IBHE in April of 2006](#).

### Participation in the General Education Core Curriculum

1. *Sending Institutions:* Institutions must offer the entire GECC package to be designated as sending institutions.

- a. All sending institutions are eligible for participation in the GECC Panels.
- b. Participating institutions must identify an IAI Institutional Contact Person to serve as the conduit for information between the institution and the coordinating boards and IAI panels on issues related to IAI.

### **General Education Core Curriculum Completion Post-Matriculation**

1. Under the following circumstances, institutions will offer transfer students the option of satisfying lower-division general education requirements by completing a GECC curriculum while enrolled in the receiving institution.
  - a. When the transfer student has completed a statewide articulated associate degree such as the AFA, AES, AAT; or
  - b. When the transfer student has been granted 30 semester hours of transfer credit by the receiving institution without having completed the GECC. (Although not specified, the nature of lower-division curricula indicates that 30 semester hours of transfer credit from an IAI institution will likely incorporate GECC credits.)

### **Course Submission & Approval**

1. Each participating institution will develop an institutional review process for IAI courses. Course materials (at minimum a syllabus) must be reviewed and approved prior to submission to the panel. This process may be stand-alone or may incorporate existing curriculum development processes.
2. Once a course has been approved through the institutional review process, the appropriate submission forms and course materials are submitted through the iManage system
3. Deadlines to submit a course are March 1 for Spring panel consideration and October 1 for Fall panel consideration.
4. Panel members will review and vote on submissions based on a set schedule.
5. Courses approved in this schedule will be posted to the [iTransfer.org](http://iTransfer.org) database and listed on the website as soon as possible.
6. Courses that are not approved can be resubmitted by the institution after consultation with the IBHE or ICCB staff.

### **Participation in the Major Panels**

1. Institutions must participate in the GECC in order to be eligible for participation in the Major Panels.
2. Institutions must have degree-granting authority for programs in the major discipline in order to be eligible for participation in the Major Panels.

### **Information for Inclusion in Institutional Catalog (in all formats)**

1. The following information regarding IAI must be included in institutional catalogs:
  - a. Statement of participation in the Illinois Articulation Initiative and effective date for the General Education Core Curriculum;
  - b. Statement on acceptance of IAI General Education Core Curriculum and application to institution's general education lower division requirements and mission related requirements;

- c. IAI General Education Core Curriculum requirements with IAI course numbers;
- d. Institution's IAI approved courses with corresponding IAI course numbers;
- e. IAI World Wide Web address: via the Illinois Transfer Portal at [www.iTransfer.org](http://www.iTransfer.org)
- f. Institution's policy statements on the following:
  - o Acceptable grades in IAI General Education Core Curriculum courses;
  - o Acceptance of IAI General Education Core Curriculum courses when the Core has not been Completed prior to transfer;
  - o Acceptance of course with partial semester hour credit for fulfillment of General Education Core requirements;
  - o Recognition of credit from non-IAI participating institutions if transfer credit has fulfilled IAI General Education Core Curriculum requirements for the institution verifying the IAI General Education Core Curriculum on the transcript;
  - o Recognition of proficiency and CLEP credits towards IAI General Education Core Curriculum;

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## **Appeal Processes**

### **Right to Appeal**

1. Colleges and universities that have submitted courses or curricula for articulation approval to a General Education Core Curriculum panel have the right to appeal any decision rendered by that panel on the submitted material's eligibility for inclusion in a GECC package.
2. An appealing institution should first exhaust all means of discussion with the panel in question, including revision of the material as suggested by the panel whenever possible, before turning to the Steering Panel for further appeal.

### **Letter of Appeal**

1. Any appeal to the Steering Panel must begin with a letter of appeal from the chief academic officer or the institutional contact person to panel manager.
2. The panel manager will decide if the appeal should be placed before the panel at the earliest possible opportunity for consideration and whether it is necessary for the appealing institution to be represented at any meeting of the Panel.
3. The appeal will be reviewed by the Steering Panel if one or more of the following conditions apply:
  - a. An institution can provide evidence that a panel decision was arbitrary or capricious.
  - b. Substantive new information or arguments or both regarding the general education course have been developed that challenge the rationale of the panel.
    - o These ideas will be reviewed and discussed by the Steering Panel and, if appropriate, the panel in question will be contacted by the

Steering Panel chairs with a charge to deliberate further on its original position.

- c. The appealing institution can present evidence of inequitable treatment by the panel regarding a specific course.
  - o For example, the appealing institution may cite other participating Illinois colleges or universities receiving approval for inclusion of a course comparable to the one that has been rejected. Copies of syllabi for the comparable course should be provided.

### **Timetable for Appeals**

1. Appeal letters, along with supporting materials, should be sent to the panel manager at least one month prior to an IAI Steering Panel meeting. The Panel regularly meets in the Spring and Fall.
2. Any appeals to the Panel will generally be considered at one of the Panel's regular meetings. Unique circumstances may require immediate action by the Panel.
  - a. A request for such action, along with a statement of the circumstances warranting it, should also be directed to the panel manager, who will discuss the matter with the Panel co-chairs in order to determine if a special meeting is merited.

### **Appeal of Other Steering Panel Decisions**

1. If an institution wishes to appeal a policy or action of the Steering Panel other than a course inclusion decision, the appealing institution should present its letter of appeal from the chief academic officer or institutional contact to the panel manager, who will discuss the appeal with the Steering Panel co-chairs and other panel managers.
  - a. They will decide whether the appeal should be presented to the entire panel at the earliest possible opportunity for consideration and whether it is necessary for the appealing institution to be represented at any meeting of the Panel.

### **Steering Panel Decision**

1. The Steering Panel will review arguments and evidence presented by the appealing institution before rendering a decision.
  - a. In curricular matters, the decision of the Steering Panel on all appeals is final.

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## APPENDICES

### Appendix A: IBHE Policies on Undergraduate Education

#### ILLINOIS BOARD OF HIGHER EDUCATION POLICIES ON UNDERGRADUATE EDUCATION

Adopted September 1990  
Transfer and Articulation  
Amended September 1994 and May 1997

Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

- Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from a regionally accredited Illinois community or junior college whose general education requirement for the degree incorporates the Illinois General Education Core Curriculum will have met the receiving institution's all-campus, lower-division general education requirement for the baccalaureate degree (or for a second associate degree). A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.
- Students admitted in transfer who have satisfactorily completed the Illinois General Education Core Curriculum at any regionally accredited Illinois college or university prior to transfer should be granted credit in lieu of the receiving institution's all-campus, lower-division general education requirement for an associate or baccalaureate degree. A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.
- Students admitted in transfer who have satisfactorily completed courses within the Illinois General Education Core Curriculum at a regionally accredited Illinois college or university should be granted credit towards fulfilling the receiving institution's comparable all-campus, lower-division general education requirement.
- Students admitted in transfer who have met program entry requirements and have satisfactorily completed courses described in an Illinois Articulation Initiative



Baccalaureate Major Curriculum Recommendation at a regionally accredited Illinois college or university should be granted credit towards fulfilling the receiving institution's comparable lower-division requirements for that specific major. Where admission is competitive, completion of a Baccalaureate Major Recommendation does not guarantee admission.

Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation and in resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula.

Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.

A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer.

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