

# Illinois Articulation Initiative Updates

## ICCB panel updates as of 11/11/18

### For the Transfer Coordinators



\*Please note: The Fall 2018 panel season is still ongoing. This is not a complete list of all panels. Please look for the end of season communication for a comprehensive summary.

- A special meeting was held in September 2018 for all the science panels: GECC Life, GECC Physical, Biology, Chemistry, and Physics. They discussed scientific inquiry and labs.
- When submitting courses for ongoing review, check to see if there is a new descriptor that may be a better fit. For example: S4900N- Introduction to Human Geography and S4906- World Geography (*new as of spring 2018*)
- Open Educational Resources (OERs)- panels need to see a working URL that they can access.
- Conditional Approval deadline for this fall is Dec. 10, 2018. If conditionally approved courses are not submitted by 12/10/18, they will wait until the following panel season and be subject to full panel review.
- The panels highly recommend submitting one instructor syllabus, rather than a master syllabus, for review. Only one syllabus is required for submission. However, if an institution wishes to submit multiple documents, please ensure those documents align.

### Panel updates:

#### GECC

- Communications
  - If a speech course is fully online, please submit a separate course to iManage and check the Course Approval Criteria (CAC) for requirements. Sample syllabi are available on the iTransfer website.
  - All major writing assignments must list the word count. Check CAC for requirements.
- Humanities and Fine Arts
  - Writing in the disciplines as evidenced in syllabi continue to a concern for the panel. After discussion and courses seen in ongoing review, the panel determined that the Renaissance should be added to the Western Civilization I course. The panel will be working with History faculty from SBS, etc. A couple of new descriptions are in the works
- GECC Life Sciences
  - The panel was able to spend extra time due to low course submission on discussing items from the special meeting for the IAI science panels held September 7th. The focus of much of the additional discussion was on scientific inquiry.
- Mathematics
  - This panel has been seeing many co-requisite courses. Please clearly indicate if the course is a co-requisite in the submission and in the syllabus.

- As a reminder, the prerequisite language changed for the following descriptors in Fall 2017: M1901, M1902, M1904, and M1907
- M1902 Statistics had a wording change.
- The panel updated the CAC to ask for any technology used in the course to be indicated.
- In Spring of 2018 the panel updated the statistics course which brought it up to current standards in the discipline. However, the panel found in reviewing the courses submitted for the semester that there was a bit of a lack of clarity in the meaning for one of the updates. The panel refined this a bit which assisted in course review. The panel discussed the professional organization's role and agreed that its role is a suggestive body. The IAI panel makes the policy on transfer within the state.
- **GECC Physical Sciences –**
  - The panel discussed the special science meeting on September 7th as well. In addition, the panel adjusted the course approval criteria regarding hands-on labs being at least 1/2 of the labs in a course. The panel has begun the work to clarify the definition of a custom lab manual.
- **Social and Behavioral Science**
  - The panel has a new World Geography descriptor (as of spring 2018), S4906. If you have a course (new or in ongoing review) that would fit better under this descriptor, rather than the old S4900N- Human Geography, please work with Krista to get it switched over to the new descriptor.
  - Geography courses are required to include digital mapping, per the descriptors. Language was added to the CAC to clarify what is meant by digital mapping and how a course can show evidence of it.

### *Majors*

- **Agriculture**
  - AG901-Introductory Economics of Food, Fiber, and Natural Resources descriptor wording changed to reflect the 3 and 4 credit hour distinction
- **Art**
  - The panel removed the current information on the digital portfolio. They are working to update this information for current standards and expectations across the institutions.
- **Biology**
  - The panel is discussing the creation of Anatomy & Physiology and Microbiology descriptors. There is concern that a Biology major course for these descriptors, particularly Microbiology might not be appropriate for Nursing and Allied Health majors. The panel has discussed this and are going to continue surveying and exploring this possibility.

- **Business**
  - BUS901-Business Statistics needs to show Business examples integrated throughout the course.
- **Computer Science**
  - The panel is looking at the outcomes for CS 912 and trying to reduce the 26 outcomes currently used down to 12. In addition, the panel has begun the work of exploring the addition of a cyber-security course or possibly a sequence.
- **Early Childhood Education**
  - There are 3 descriptors and the panel is seeking to be thoughtful with the creation of a fourth. It is possible that the panel will consider something with the ESL certificate or specialty.
- **Engineering**
  - EGR913-Calculus-based Physics for Engineers III-Fluids is ending 5/1/19. If you have a course under this code, please review it and determine if it can be submitted to the physics panel. A little bit of clean-up will occur with ongoing review and resubmitted courses under this descriptor.
- **Media and Communication Arts**
  - The panel is working on some updates to a couple descriptors.
- **Mathematics**
  - MTH 911- Linear Algebra should have a focus on student-written proofs.

d. Transfer Updates –

i. Transfer Coordinators – Agnes and Jennifer discussed the fall Transfer Coordinators meeting. The meeting went well and there was a presentation by David Villarroel of DePaul and Agnes on 2 + 2 agreements, maintenance, and keeping the information current and up to date, etc. It went well and the discussion will continue. Jennifer discussed the survey given about the structure and interesting topics of the meetings moving forward. The TC's like the opportunity of break-out sessions and group discussions. There was interest for a special session on the transfer data being produced by IBHE and the request made that the IBHE deputy director handing this data to present at the next meeting

ii. IAI, iTransfer website, & iManage – After Janice's retirement this summer, Krista handled the meetings and IAI business. Work to hire a second person to work with IAI and iTransfer has begun. We are using Zoom for our web conferencing on meetings and the feedback from participants has been very positive. There may be an issue with Conditional Approval notifications which will be researched.

1. GECC / Full Participant Audit – Malinda discussed the GECC audit for institutions with incomplete packages. Good response occurred after Dr. Bowman's letter. Of the 18 affected, only two did not respond yet and seven have confirmed they want to stay at full participation status. The remaining are working to determine what status they prefer.

e. Board Updates – IBHE Updates – Malinda explained that after Dr. Bowman retires at the end of December, the Executive Director position would be vacant. There are many projects, some

of them joint with ICCB that the Board is working on. The transitional mathematics project is in association with ISBE and ICCB. The reverse transfer law (110/150 ILCS) is being worked on and moves the burden of articulation and process to the folks at the institutions. Institutions are developing reverse transfer agreements. ICCB Updates – Emily explained that Dr. Brian Durham is the new ICCB Director. Projects are the reverse transfer law, Co-Requisite/Transitional Mathematics, and the Dual Credit Quality Act revisions. She and Marcus discussed the multiple-measures placement recommendations which were taken under consideration with many constituents and stakeholders feedback. The transitional mathematics project has been modeled for portability based on IAI. Malinda explained that the engagement of the four-year public institutions is not required but is encouraged. IBHE would like to see about half of the public four-years participate as well. Kathy Almy has been doing summits on the program across the state and four-year institution faculty have been invited and are participating.

### III. Policy Issues Discussion

a. Panel Course Approval Rates – see above

b. Learning Resources & Panel Requirements – Emily discussed

i. OER's – currently there is a statement on each panel criteria document regarding open educational resources that a number of institutions are using. The current information is: “As institutions pursue the opportunity to expand into online/open resource electronic text material, the panel has sought to provide some necessary guidance on citing these learning resources in submitted syllabi and documents. If any online reading or resource materials are used, a complete working url or bibliographic citation (embedded hyperlinks are acceptable) must be provided. This site/resource must be active, working, and viewable by the panel.” A couple of the panels discussed if it was appropriate to require 3 sample texts if the majority of readings were a non-published resource and unavailable via outside urls. Steering panel members cautioned that publication of a text is not necessarily a marker of quality. The bigger concern is that there are readings and what the topics of these reading are. The better answer to these concerns is a detailed topical outline to show the topics being covered in discussion and readings. Panel recommended a slight modification to the statement for panel criteria documents; otherwise, this was beyond the panels’ purview to determine the quality of assigned readings.

ii. Instructor-developed texts and resources

iii. Resources housed within online platforms (e.g. Blackboard, Angel, etc.)

iv. Proposed solution = working URL's and/or 3 samples

c. GECC Courses and the Pre-Requisite Rule – Malinda discussed the situation that general education courses have been coming in with prerequisites for course beyond the writing sequence and the math courses. The Steering Panel continues to feel that prerequisites are inappropriate, in general, for general education courses. Colleges and universities should determine what “college ready” is for a course, that prerequisites are an indication of appropriate capacity or readiness in a course. If a prerequisite is required, then a justification should be provided with the submission

as to why that prerequisite exists and how the course remains appropriate for general education with that prerequisite in place.

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