



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



Illinois Articulation Initiative  
Illinois Board of Higher Education  
Illinois Community College Board

Spring 2020

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

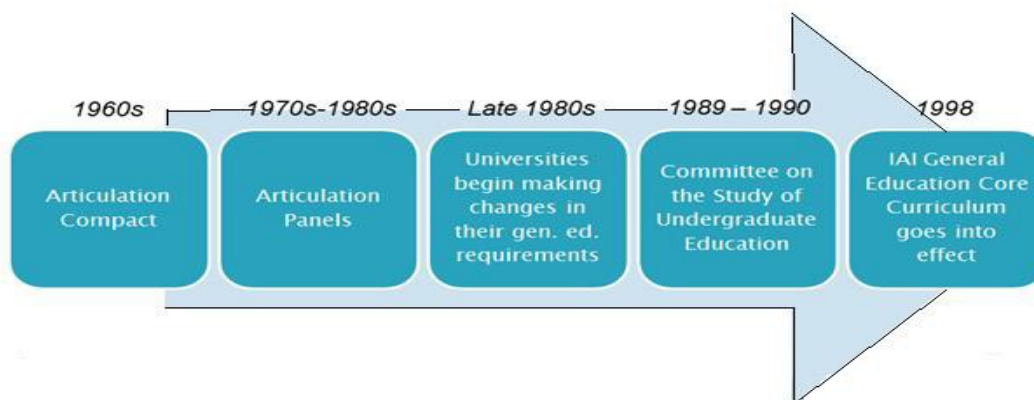
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## **The Components of IAI**

### **The General Education Core Curriculum Package**

The IAI was founded from Illinois' transfer policies 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) package "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."

However, because 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.



## The Major Panels' Recommendations

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 transfer-to 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 a 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; and
4. 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 2010. 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 would 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. Completion of these major courses does not guarantee that a student will be admitted to an institution and/or a major program.
3. 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 at the receiving institution.
4. 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.

## 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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## The Organizational Structure of IAI

The Illinois Articulation Initiative is managed by the IAI administrative unit based at Illinois State University, the Illinois Board of Higher Education (IBHE), and the Illinois Community College Board (ICCB). The Illinois Transfer Coordinators as well as other important stakeholders, provide support and valuable feedback regarding IAI transfer policies and procedures. 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 participating institutions 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 stakeholders 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](http://www.iTransfer.org).

### **IAI Administrative Unit**

1. Administer the [www.iTransfer.org website](http://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 Illinois Articulation Initiative.
3. Coordinate and support IAI panel meetings/seasons.
4. Audit the institutional courses listed on iTransfer.org to ensure they are accurate and reflect current offerings.
5. Serve as a substitute panel manager if needed and/or requested by IBHE and/or ICCB.
6. Provide training and support to institutional course submitters, panel members, and panel co-chairs.

## Illinois Transfer Coordinators

1. Provide the coordinating boards, the Steering Panel, 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 institutional structures and IAI decision-making bodies.
4. Work with IBHE, ICCB, and IAI staff to 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.

## Institutional Contacts

1. Communicate with internal campus stakeholders about IAI;
2. Resolve differences between institutions when necessary;
3. Work with IBHE and ICCB staff to appoint and/or remove 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

*Note: In the Fall of 2016, the Illinois Articulation Initiative Advisory Committee and the IAI Steering Panel were consolidated into one group. Subsequently, the functions and membership structure of the IAI Steering Panel were adjusted to reflect the consolidation as well as meet the state's needs more efficiently.*

1. Functions
  - a. Advise the State Higher Education Agencies and [IAI staff](#) on issues related to IAI policies while serving 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. Follow the established resolution process, and 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. One (1) IBHE IAI staff representative
  - b. One (1) ICCB IAI staff representative
  - c. Two (2) IAI Administrative Unit staff members
  - d. Six (6) GECC Panel Co-Chairs (co-chairs will rotate attending meetings)
  - e. One (1) Transfer Coordinator Group Co-Chair (co-chairs will rotate attending meetings)
  - f. Three (3) Transfer Coordinators total, with one (1) representative each from a public 4-year, public 2-year, and private 2/4-year participating institution

- g. Two (2) Registrars total, with one (1) representative each from a public 4-year and public 2-year institution
  - h. Five (5) Chief Academic Officers (CAO)/Provosts total, with two (2) representatives each from a public 4-year and public 2-year institution and one (1) representative from a private 2/4-year participating institution
  - i. Two (2) Chief Student Service Officers (CSSO) total, with one (1) representative each from a public 4-year and public 2-year institution
  - j. Two (2) Board-appointed Representatives total, with IBHE and ICCB each appointing one (1) representative
3. Meetings
- a. The Steering Panel will normally meet once in the Fall semester and once in the Spring semester.

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

1. Functions
- a. Provide a forum for volunteer and/or appointed faculty from participating institutions to guide the transferable General Education Core Curriculum, to develop common understandings about general education objectives and curriculum content, to monitor changes and developments in the disciplines to ensure relevance and currency, and to modify its recommendations based on disciplinary changes and developments, as necessary.
  - b. Develop the general content guidelines and learning objectives for all the course options an institution would use to fulfill the GECC package.
    - o The criteria should be clear enough for faculty in the 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.
    - o 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 panel course approval criteria to guide faculty and institutions in course development and submission, and adhere to the criteria when making course approval decisions;
  - d. Review all submitted courses including first-time submissions as well as resubmitted new and ongoing review courses;
  - e. In consultation with the Boards and IAI staff, articulate the rationale for the content guidelines and learning objectives for courses to meet the GECC requirements in each discipline to the appropriate faculty and administrators at all Illinois colleges and universities.
2. Management
- a. GECC panels will be managed by IBHE and ICCB staff.

### 3. 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. 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 that major to take in the lower division.
- c. Review all new and ongoing review submissions for assignment of IAI major course codes indicating transferability of approved courses offered by participating institutions.
- d. Develop panel course approval criteria to guide faculty and institutions in course development and submission, and adhere to the criteria when making course approval decisions;
- e. Develop the discipline-specific content guidelines and learning objectives and/or outcomes 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 for content guidelines and learning objectives and/or outcomes should be clear enough for faculty in the discipline developing Major Core courses at the offering institution to easily determine if their course(s) meets the criteria, while also being specific enough to ensure that each course approved for inclusion in the Major Core meets minimum standards, ensuring quality, consistency, and seamless transfer.
  - 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's course recommendations recommended will be accepted as credit toward the major at the receiving institutions listed. **Credit will either be accepted as a course equivalent or 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.
  - f. Recommend lower division courses, 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 lower-division major requirements for students in the major who are unsure about their intended transfer institution. These recommendations do not involve syllabi review or approval.
2. Management
    - a. Major panels will be managed by IBHE and ICCB staff.
  3. Meetings
    - b. Major panels usually meet once per semester but may meet more often as required to fulfill their established duties.

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### **IAI GECC and Major Panel Membership**

#### **Representation**

1. A fully complemented 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 as appropriate or necessary.
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 member misses more than 2 consecutive meetings, he or she may be removed. Attendance consists of in-person or virtual participation. Voting does not constitute attendance.
3. 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 may 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 review, vote, and comment on all courses submitted to the panel each season, regardless of one's ability to participate in the meeting.
2. Panel members vote in two ways: through the iManage system prior to the panel meeting and through a voice vote when making the final decision 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 and/or due to extenuating circumstances.

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## **GECC & Major Course Submissions and Review**

### **New Course Submission & Approval**

1. Each participating institution will develop an institutional review process for IAI courses. Course materials (at minimum a representative syllabus) must be reviewed and approved by the institution 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 required course materials are submitted through the iManage system.
  - Receiving-only institutions may submit courses to GECC panels if they are working toward becoming a full-participant. They may also submit courses to the Major panels so long as the institution is approved by IBHE to offer degrees within the major.

3. Institutions shall review IAI descriptors to determine the most appropriate match prior to submitting to a GECC or Major panel. The institution shall also ensure that all the required topics as identified within the relevant IAI descriptor are adequately covered and represented in the syllabus before submitting to a panel.
4. Deadlines to submit a course are March 1 for Spring panel consideration and October 1 for Fall panel consideration.
5. Panel members will review and vote on submitted courses during the panel's spring or fall meeting.
6. Institutional courses approved each season will be posted to the [iTransfer.org](http://iTransfer.org) database and listed on the website as soon as possible.
7. Courses that are not approved can be resubmitted by the institution if the requested changes to the course and/or representative syllabus are made, and addition of all information as indicated by the panel within the course decision is provided.
8. Institutions submitting courses to the GECC panels should know that general education courses should not have a prerequisite beyond "college-ready" due to the survey-level nature of most GECC course content. Submitted courses may not be approved for an IAI GECC code if it has a prerequisite of a college-level course within the same discipline or if the course is restricted to major students. Institutions shall check the panel's approval criteria for information regarding prerequisites for that discipline prior to submitting a course for approval consideration. (*See Appendix A for more information.*)

### **Ongoing Review Course Submissions & Approval**

IAI course descriptors will be periodically reviewed and updated as necessary by the GECC and Major panels. Institutional courses that have been approved by an IAI GECC and/or Major panel will be reviewed approximately every five years after the original approval date.

#### 1. Selection Process

- a. Board panel managers will work with IAI administrative staff, as well as panel co-chairs as necessary, annually to select the IAI course descriptors that shall be reviewed by each panel.
- b. Institutional courses which qualify for review will be randomly selected.
- c. Each panel will review no more than 50 ongoing review courses in a given semester.

#### 2. Panel Responsibilities

- a. Review and modify, as necessary, the selected IAI course identifier(s) to reflect changes in the discipline. This includes the panel's course content guidelines, learning objectives and/or outcomes, required concepts, core competencies, and other related standards, as applicable.
- b. Review and modify, as necessary, the panel's course approval criteria.
- c. Review all submitted ongoing review courses to ensure they remain aligned with and meet the panel's *current* course approval criteria.
- d. Limit individual ongoing course reviews to the following:
  - Verify that the institution's course description still aligns with the IAI course descriptor;

- Evaluate the topical outline to ensure the course’s core competencies are still appropriate for the IAI course identifier; and
- Evaluate the course learning objectives and/or outcomes to ensure they are still appropriate for the IAI course identifier.

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### **Institutional Participation in IAI**

**ATTENTION:** *Per the [Illinois Articulation Initiative Act](#), all public institutions are required to participate in IAI and offer the full GECC package.*

#### **Participation Status Options**

1. *Full Participant (also known as “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. Institutions choosing full participation must maintain a complete IAI GECC package and agree to accept a completed GECC package from any other participating institution as meeting all lower-division general education requirements.
  
2. *Receiving-Only Institutions:* Institutions choosing to participate on a receiving-only basis agree to accept a completed GECC package from any other participating institution as meeting all lower-division general education requirements of the institution. Institutions that intend to eventually become a full-participant may submit courses to GECC panels. Institutional representatives may not serve on GECC panels so long as the institution is classified as receiving-only. Receiving-only institutions may also submit courses to and serve on Major panels as long as the institution is approved by IBHE to offer degrees within the major.
  - Institutional references to IAI must include a “Receiving-Only” membership status disclaimer within their catalog and other sources as appropriate.

#### **Institutional Requirements for Participation**

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. Per [Senate Joint Resolution \(SJR\) 22](#), *all public participating institutions must assure their compliance with the law that their General Education Core Curriculum: (1) are aligned with the IAI course codes, (2) accept, with full credit, toward a baccalaureate degree any courses students have taken in the General Education Core Curriculum Package from other public institutions in Illinois, and (3) do not require transferring students to retake general education as prerequisite core curriculum courses that were part of the IAI curriculum package, or take additional general education courses beyond the package.* (More information regarding General Education course requirements for public institutions may be

found in Sections 15 and 20 of the [Illinois Articulation Initiative \(IAI\) Act](#).)

4. Per the [IAI Act](#), *all public institutions shall determine if Illinois Articulation Initiative major courses are direct course equivalents or are elective credit toward the requirements of the major. If the receiving institution does not offer the course or does not offer it at the lower-division level, the student shall receive elective lower-division major credit toward the requirements of the major for the course and may be required to take the course at the upper-division level.*
5. Sending institutions must maintain and offer all courses required to complete the General Education Core Curriculum (GECC) package at their institution.
6. Receiving-only institutions may submit courses to both GECC and Major panels.
7. Receiving\* institutions will allow transfer students with a partially-completed GECC package the option of completing the GECC and/or satisfying lower-division general education requirements by completing a GECC curriculum while enrolled in the receiving institution under the following circumstances:
  - a. When the transfer student has completed a statewide articulated associate degree such as the AS, 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.)
  - c. Receiving institutions shall pay particular attention to students transferring with a completed Associate of Science degree. In September 2015, ICCB changed the general education component of the degree therefore students with an earned AS degree will only be required to take one additional Humanities & Fine Arts course as well as an one additional Social & Behavioral Science course in order to complete the GECC package upon transferring to the receiving institution.

*\*Institutions are considered "Receiving" upon matriculation of a transfer student; receiving institutions may include both IAI full and receiving-only participants.*

### **Requests to Participate**

1. To record a desire to participate, eligible degree-granting institutions must submit a Statement of Intent along with the completed [IAI Participation Request PDF](#) to [itransfer@itransfer.org](mailto:itransfer@itransfer.org)
2. Institutions may choose to participate as a receiving-only institution or as a full participant.

### **Institutional Participation Responsibilities**

1. Identify an IAI Institutional Contact Person to serve as the conduit for information between the institution and the coordinating boards and panels on issues related to IAI.
2. Submit new courses for IAI approval as outlined in the New Course Submission & Approval section on pages 10 and 11 of this manual.

3. Comply with the submission of approved courses called for ongoing review in a timely manner.
  - If a course is not re-approved by the panel because it no longer aligns with the panel's descriptor and/or course approval criteria, the institution shall remove the IAI code from the course description in the institution's catalog as well as master and/or instructor course syllabi.
4. On an annual basis, review the institution's IAI approved course database to ensure all listed courses are a) still being offered by the institution, and b) are coded with the current course code and name listed within the institutional catalog.
5. Ensure all required catalog information regarding IAI as indicated below is included, maintained, and is always accurate.

### **Information for Inclusion in the Institutional Catalog (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;
    - *Per [SJR 22](#), the course numbering systems at each public institution must adequately reflect the corresponding course codes used by the Illinois Articulation Initiative.*
  - 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:
    - Acceptable grades in IAI General Education Core Curriculum courses;
    - Acceptance of IAI General Education Core Curriculum courses when the Core has not been Completed prior to transfer;
    - Acceptance of course with partial semester hour credit for fulfillment of General Education Core Curriculum requirements;
    - 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; and
    - Recognition of proficiency and CLEP credits toward IAI General Education Core Curriculum.

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## Appeal Process

### **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 GECC panel co-chairs, including revision of the material as requested 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 institution's chief academic officer, provost, or another appropriate institutional contact person to the GECC panel co-chairs.
2. The GECC panel co-chairs will decide if the appeal should be placed before the Steering 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.
    - These ideas will be reviewed and discussed by the Steering Panel and, if appropriate, the co-chairs of the GECC panel in question will be contacted by the Steering Panel with a charge to deliberate further on its original position.
  - c. The appealing institution can present evidence of inequitable treatment by the GECC panel regarding a specific course.
    - 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 GECC panel co-chairs 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 Steering 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 IBHE and/or ICCB panel manager(s), who will discuss the matter with the Steering Panel to determine if a special meeting is warranted.

### **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 IBHE and/or ICCB panel manager(s), who will discuss the appeal with the Steering Panel.

### **Steering Panel Decision**

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

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### **Note Regarding IAI Policy and Procedure Changes in Case of Emergency:**

In the event of a federal or state natural disaster and/or public health emergency that risks the safety of students, staff, faculty, and administrators as well as the ability to teach courses, leaders from IAI, IBHE, and ICCB, in consultation with key stakeholders, may implement temporary policies and/or guidance to ensure continuity and transferability of IAI courses.

## **APPENDICES**

### **Appendix A: Additional Information re. Prerequisites for GECC Courses**

General education courses should not have a prerequisite beyond “college-ready” due to the survey-level nature of most GECC course content. Submitted courses may not be approved for an IAI GECC code if it has a prerequisite of a college-level course within the same discipline or if the course is restricted to major students. Institutions shall check the panel’s approval criteria for information regarding prerequisites for that discipline prior to submitting a course for approval consideration.

#### **Exceptions to this rule include:**

- GECC courses that require fundamental reading, writing, or math skills in order to be successful within the course may require students to meet certain prerequisite developmental or college-readiness standards, as determined by the institution. For example, institutions may require or use Intermediate Algebra with a C or better, placement tests, co-requisite courses, multiple measures, ACT or SAT scores, transitional mathematics competencies, PMGE, or professional organization recommendations, among other measures, to assess a student’s college-readiness for general education mathematics.
- GECC science courses that have a companion lab for a GECC-approved lecture course within the same course
- If the course is the second or third in a sequence, the panel will accept the prior course(s) in the sequence as a prerequisite. Additionally, in the case of the GECC writing sequence, students must earn a grade of C or higher in the first composition course before taking the second course.
- The GECC Humanities and Fine Arts panel requires extensive writing within the course for approval. Therefore, courses may have the prerequisite as all or part of the General Education Core Curriculum writing sequence (i.e. C1 900/R and C1 901/R)

#### **Common reasons why GECC courses are not approved:**

- Course has a prerequisite(s)
  - Course has multiple prerequisites that indicate a course is an advanced course
  - Courses or prerequisites are restricted only to majors
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