



End of Season IAI and Panel Full Notes: Fall 2024 Season

OVERALL REMINDERS for Institutions & Course Submitters:

- All resubmitted courses shall include the submission of a revised version of the syllabus last reviewed by the panel. This continues to be a significant problem across all IAI GECC and Major panels where institutions are resubmitting courses with a syllabus that the panel has not seen before, therefore rendering the previous decision irrelevant and leads to difficulty in making a new decision.
- All panels continue to express concern over the lack of detailed weekly topical outlines supplied in submissions. While they find marked improvement in many cases, a lack of detail allowing members to determine if all required IAI topics are adequately covered (information beyond chapter numbers and titles) remains the number one reason courses are sent back to institutions. Remember, you may utilize syllabi examples that are available in the iManage system to provide good examples to faculty submitting courses for review.
- Submitters should check with each department's chair or faculty before selecting a syllabus to submit for review. There have been several examples where faculty who serve as panel members were not aware that a course had been called for review and indicated that the submitted syllabus was outdated, did not provide all required information, etc.
- Please be sure to review the course descriptions and panel information supplied on the site to ensure your course is meeting our current criteria and content requirements. This is a common reason courses are sent back for more information or returned decisions.
 - Descriptions: [IAI Course Information | iTransfer](#)
 - Criteria: [Panel Related Documents](#)
- The Illinois Eastern Community Colleges have merged to one institutional list of approved IAI courses in our database, effective January 2025, to reflect their recent change from being a system of four separate schools into a single institution. When articulating courses through the IAI worksheets, course searches, etc., you will now only see Illinois Eastern Community Colleges (IECC) listed. Students may be confused by this change when utilizing the worksheets, so we recommend letting them know about this important change.
- The IAI Leadership, combined with the Steering Panel and GECC panel members are considering a slight restructuring of the GECC Panels due to a) the number of new and ongoing review courses received each season by the GECC HFA and SBS panels, and 2) a more effective way of reviewing interdisciplinary courses that cross panels such as with the GECC Life and Physical Sciences. Changes will require significant programming changes on the iTransfer website and in the iManage system as well as fully staffing additional panels with institutional representatives. No changes have been made as of this fall; however, all parties are actively working together to determine what changes can or will be made and when.

GECC Panels:

GECC Communications - There are no updates from the panel this season, however, wants to remind institutions to include a revised version of the syllabus last reviewed by the panel when resubmitting a course to the panel.

GECC Humanities & Fine Arts - There are no updates from the panel this season, however, the panel did discuss splitting into two panels, GECC Humanities and GECC Fine Arts. No changes to descriptor codes will be made if the panel is split into two as both categories already are coded separately within IAI.

GECC Life Sciences

The panel is revising their course approval criteria and converting it into a checklist that can be used by both submitters and reviewers; the new effective date will depend on when it is finalized and posted on the site. They are also drafting changes to the L1905/L Environmental Biology descriptor to clarify what is expected for the physiology/health component, as well as any other updates that may be necessary. Clarifying language regarding field trips vs. field work and labs in the field will also be added to the panel's new course approval criteria document. New effective dates will be added to descriptor(s) and criteria document once finalized. Finally, all former references to "science process skills" has been changed to "integrated science process skills" in the panel's descriptors and criteria as the expectation is that these skills be integrated and taught throughout each course.

GECC Mathematics

The panel has created a new single course option (**M1903A, 5 to 7 credit hours**) as an alternative to the current two-course sequence for M1903 (**Mathematics for Elementary Teaching I and II (3-4 semester credits)**). This descriptor will be launched and available for new course submissions Spring '25. **Original:**

M1903: Mathematics for Elementary Teaching I and II (3-4 semester credits)

Focuses on mathematical reasoning and problem solving. Topics are selected from: sets, functions and logic, whole numbers, integers, rational numbers, irrational numbers and the real number system (e.g., number theory, probability, statistics, measurement and non-metric geometry). The two-course sequence meets the requirements for state certification in elementary teaching. Fulfills the Illinois Transferable General Education Core Curriculum (iTransfer Gen. Ed.) requirement only for students seeking state certification as elementary teachers or special education teachers. Prerequisite: C or better in intermediate algebra and geometry.

Please Note: The IAI approval goes on the second course of the sequence; however representative syllabi for both courses must be included within the course submission of the "Mathematics for Elementary Teaching II." Do not submit the first course as a separate submission.

Revised M1903:

M1903: Mathematics for Elementary Teaching I and II (3 - 4 credit hours)

Two-Course Sequence (3 -4 credit hours)

Focuses on mathematical reasoning and problem solving. Topics must include whole numbers, integers, number theory, rational numbers, non-metric geometry, and measurement. Additional topics may include probability, statistics, functions, logic, and irrational numbers. Courses designed to fulfill this descriptor should be in cooperation with common transfer partners to facilitate ease of student transfer.

If an institution offers two Arts courses in sequence, the two-course sequence meets the requirements for state certification in elementary teaching. The second course fulfills the Illinois Transferable General Education Core Curriculum (iTransfer Gen. Ed.) requirement only for students seeking state certification as elementary teachers or special education teachers.

Please Note: The IAI approval goes on the second course of the sequence; however representative syllabi for both courses must be included within the course submission of the "Mathematics for Elementary Teaching." Do not submit the first course as a separate submission.

Prerequisite: A student in the first course in the sequence should be college-ready in mathematics as assessed by local institutions (for example: Intermediate Algebra with a C or better, placement, co-requisite course, multiple measures, transitional mathematics competencies, PMGE, or professional

organization recommendations, etc.). A student in the second course in the sequence should have successfully completed the first course in the sequence with a C or better.

Full review and revision Fall 2024 - 10/25/2024 - Course has a single course option, M1903A, and the 2 course sequence option, M1903 (current descriptor). **Effective Spring 2025**

NEW COURSE DESCRIPTION

M1903A - Mathematics for Elementary Teaching (5 - 7 semester credits)

Single Course Option: (5-7 semester credits)

Focuses on mathematical reasoning and problem solving. Topics must include whole numbers, integers, number theory, rational numbers, non-metric geometry, and measurement. Additional topics may include probability, statistics, functions, logic, and irrational numbers. Courses designed to fulfill this descriptor should be in cooperation with common transfer partners to facilitate ease of student transfer.

If an institution offers a single course, the course meets the requirements for state certification in elementary teaching. This course fulfills the Illinois Transferable General Education Core Curriculum (iTransfer Gen. Ed.) requirement only for students seeking state certification as elementary teachers or special education teachers.

Prerequisite: A student in this course should be college-ready in mathematics as assessed by local institutions (for example: Intermediate Algebra with a C or better, placement, co- requisite course, multiple measures, transitional mathematics competencies, PMGE, or professional organization recommendations, etc.).

Full review and revision Fall 2024 - 10/25/2024 - Course has a single course option, M1903A, and the 2-course sequence option, M1903 (current descriptor). **Effective Spring 2025**

GECC Physical Sciences

IAI is not ending the Science interdisciplinary descriptors at this time due to request by GECC Life Science panel members. IAI Leadership is trying to determine a better review process for these types of descriptors across a few gen ed panels. The panel accepted that any updates on processes would be shared.

GECC Social & Behavioral Sciences

A subcommittee of the GECC SBS and HFA panels will be formed to review all history descriptors together and determine if any changes are needed. A review of the anthropology descriptors was conducted and the panel determined that S1901N needed some rewording in the first sentence of the description to bring it into alignment with current discipline expectations, effective Spring 2025.

S1901N: Introduction to Cultural Anthropology

OLD

Introduction to culture, as an adaptive mechanism that provides for the survival of the human species. Encompasses globalization, social organization, political systems, technology, economics, religion and language as used by various peoples, both past and present.

NEW

Introduction to culture in all its diversity as a set of meaningful social practices and ideas, ranging from inclusive and adaptive aspects to exclusionary and hierarchical domains. Encompasses globalization, social organization, political systems, technology, economics, religion, and language as used by various peoples, both past and present.

The panel also discussed a minor but important change to the S3903 descriptor as it is important that the content covers through adolescence. Change effective Spring 2025.

S6903: Child Psychology (3-semester credits)

OLD

Introduction to theory and research on the biological, physical, social and cognitive development of the human child from conception to adolescence. Topics may include genetic factors, prenatal development, sensory and perceptual changes, motor system development, language acquisition, social learning, cultural influences and aspects of abnormal development.

NEW

Introduction to theory and research on the biological, physical, social and cognitive development of the human child from conception through adolescence. Topics may include genetic factors, prenatal development, sensory and perceptual changes, motor system development, language acquisition, social learning, cultural influences and aspects of abnormal development.

The panel discussed the continued issue with a lack of detail in the submitted weekly topical outlines. The panel revised [the check list on the criteria document](#) to read just:

- Detailed daily or weekly schedule of material to be covered – should go beyond chapter numbers and titles, removing the text: (for example: country names, religions, regions, etc.).

The panel also decided to add a more descriptive section to [the criteria document](#) to read:

Topical Outline

The course submission material/syllabus requires a detailed weekly/daily topical outline that is more descriptive than chapter numbers and titles. This should include topics being covered in class (not just textbook chapter titles), readings, and discussion. The submission should include not only topics being covered in class, but also readings and assignments.

The panel indicated that there is also a need to define or clarify what qualifies as formal writing for history courses. This issue is on hold until the history descriptors have been reviewed and revised as necessary.

Finally, due to the ongoing pattern of receiving well over 60 courses each season and the tremendous workload this presents for panel members prior to and during the panel meetings, there was a brief discussion regarding the idea of splitting this panel into two separate GECC panels (i.e., Social Sciences and Behavioral Sciences), pros & cons, timeline, and the division of current descriptors amongst the two new panels if proceeding with this idea. A special panel meeting was held later to continue this important discussion and ideas on how the panel could possibly be split into two. The overall goal is to reduce the workload on panel members, in terms of number of courses requiring review prior to each regular panel meeting, increase the number of courses called for ongoing review each season due to the extensive number of years it is taking to review all of them, as well as provide more time for reviewing the panel's descriptors and course approval criteria along with changes in the associated disciplines.

Malinda provided a proposed way to break out or assign the separate disciplines under this panel to either Social Sciences or Behavioral Sciences. Many members indicated their preference not to pursue this as an option (e.g., separate Social Sciences and Behavioral Sciences panels); instead, it was suggested that the GE SBS panel's descriptors and approval criteria remain intact but increase the panel membership twofold to support the creation of a "Panel A" and "Panel B". The suggestion was also made to keep one set of panel co-chairs in order to foster consistency across Panels A & B during the course review and decision process. IAI staff will also need to figure out a way to program the system to equally divide the total number of submitted courses between the two panels.

Additionally, the idea of creating a new separate Interdisciplinary Panel was discussed at length. All GECC interdisciplinary course codes and related submitted courses from the GECC Humanities & Fine Arts, Social & Behavioral Sciences, and Physical and Life Sciences panels would be reviewed by members of this new panel. Malinda will add this solution-oriented idea to next week's Steering Panel agenda as the co-chairs from all six GECC panels should be represented at the meeting, along with people in other roles that may have different perspectives and feedback as well. ICCB indicated that we will need to retain the current IAI

GECC code categories as creating new GECC Interdisciplinary descriptors would be problematic for how the IAI GECC Package is structured and used to fulfill general education at the 48 community colleges. IAI staff will also need to figure out a programming way to push interdisciplinary courses to the new panel that are submitted under specific GECC panels based on how the system is currently built. (Note: Thoughtful, cross disciplinary review by panel members will be a critical element to making this work.) ICCB Deputy Director Marcus Brown reminded everyone that each IAI GECC panel must continue to be cross-disciplinary and cannot be shadowing the IAI Major panels. On a separate but related note, Malinda reminded the panel that course review must be completed by all members using a general education perspective rather than only a discipline-specific approach.

Fall 2025 would be the very earliest that a split for GECC Social & Behavioral Sciences would occur.

Major Panels:

Agriculture - There are no updates from the panel this season.

Art

The panel made two changes to the health and safety section in all four of the panel's descriptors (ART 904, 905, 907, and 908) as follows:

- 1) Change phrasing to "easily identifiable, discrete separate statement", and
- 2) New:

Health and Safety: Students must be instructed on all safe studio and/or shop practices as well as the correct handling, disposal and environmental impacts of materials, and safe operation of tools and/or media used in this course. **Safety issues must be addressed. It needs to exist as an easily identifiable, discrete separate statement.**

Old:

Health and Safety: Students must be instructed on all safe studio and/or shop practices as well as the correct and safe operation of tools and/or media used in this course. Safety issues must be addressed. It needs to exist as an easily identifiable, discrete, or separate statement.

The panel revised the list of concepts and skills required for approval under the ART 908 descriptor as follows:

Concepts and skills **typically** include but are not limited to:

- Relief/In the Round
- Contour/Plane
- Concave/Convex
- Proportion
- Fabrication
- Modeling
- Shape
- Volume
- Weight
- Casting
- Additive/Subtractive
- Motif/Repetition
- Scale
- 3D Space – Positive/Negative
- Texture
- Balance/Imbalance
- Movement

- Presentation Strategies
- Organic/Synthetic
- Kinetic/Static
- Joining/Attaching
- Style

The panel also decided to change the prefacing statement before the list of concepts and skills in all four descriptors to “Concepts and skills typically include but are not limited to:”.

Biology

The panel discussed lab kits being used in biology major courses and made a small revision to the panel criteria document to limit the acceptable number of labs for simulation and lab kits on page 2 in section 2.) under the second bullet and 6th sub-bullet as follows: ▪ No more than 4 labs (out of the course sequence) are computer simulations or at-home lab kits.

The panel has also established a working group to develop a list of common instruments that must be used in courses seeking IAI Biology Major code approval. Final consideration and approval of the proposed list is anticipated for the Spring 2025 meeting.

The panel continued their discussion re. microbiology as a new descriptor option but research shows that no equivalent 100/200 lower-level microbiology courses are being offered for pure biology majors at several of the public 4-year universities. Microbiology was found to typically be offered by universities at a junior/senior level which does not align with the purposes of the IAI Majors in which lower-level major courses are recommended for those students who know what they want to major in but not their intended transfer-to institution.

As the discussion continued, it was clear that such a course would primarily serve health career students rather than biology students. A few panel members suggested that articulation for a health career microbiology could be adequately handled via institutional transfer agreements and ICCB’s Form 13 process. Ultimately the panel determined that it would be confusing for a student to take a course within the Biology Major panel’s recommendations and not receive health science major credit at the next institution. Therefore, the panel is putting a pin in this discussion and will return to it only if the situation changes for Biology major students. The panel briefly discussed the possibility of renaming themselves Biology & Health Sciences, however the Board Panel Manager indicated that there would be implications due to licensure requirements, etc. by the state’s IDFPR and Nursing Board.

Due to concerns about the Anatomy & Physiology descriptor also only serving nursing or health science major students, the Panel Manager (Justin) will check with IBHE’s Academic Leadership group to determine if there are concerns over the transferability of the A & P descriptor for biology major students is problematic and needs revisited.

Business

The panel made a few revisions to BUS902 description which will be effective in the spring of 2025.

REVISED DESCRIPTION:

[BUS 902 - Computer Applications and Business Systems Concepts](#) (3-4 semester credits) **Course**

Description: Designed primarily for students planning to major in business. Course will acquaint and train students in the use of full-featured business software focusing primarily on spreadsheets and database

management with introductions to a variety of programs to include but not limited to word processing and presentation software beyond Google Workspace. Students will be able to:

- Use an operating system or application to perform file management techniques.
- Research and manage data and business communications safely. Apply basic security and privacy principles to data and technology.
- Utilize word processing software to create, edit, and format business documents.
- Utilize spreadsheet software to create and edit formulas and, functions, create charts and pivot tables to visualize data charts, pivot tables, and perform 'what if' analysis to interpret and apply results to solve business problems.
- Use database software to create and design tables, forms, queries (selecting and filtering features), and reports.
- Share information and materials for collaboration purposes.
- Use presentation software to create and design presentations that include enhanced features, such as animations and effects, and web tools, such as online images, embedded links, etc.

REVISED: 11/20/2024 – Full revision applied across the description. **Effective Spring 2025.**

Previous Description:

BUS 902 Computer Applications for Business: (3-4 Semester Credits)

Course Description: Designed primarily for students planning to major in business. Course will acquaint and train students in the use of business software including *but not limited to* word processing, database management, spreadsheets, presentation software, and Internet access methods.

Course Objectives:

- Use an operating system to perform file management techniques.
- Browse the Internet to evaluate web sites for credibility, install and use business communication software and apps (including email and computer conferencing), and research and manage data to communicate with others safely and securely.
- Utilize word processing software to create, edit, and format business documents and perform mail merges.
- Utilize spreadsheet software to create and edit formulas, functions, charts, pivot tables, and 'what if' analysis to solve business problems.
- Use database software to create and design tables, forms, queries (selecting and filtering features), and reports.
- Use presentation software to create, design, and share presentations that include enhanced features and web tools.

Revised Description - 04/05/2023 - Panel added "*but not limited to*" to the description.

Previous Revision - removed web design outcome. Fall 2022. 11/16/2022

Previous Major REVISION 10/31/2017, Minor revision removing the word "coding," Spring 2021, 03/31/2021. EFFECTIVE Fall 2021

Chemistry - There are no updates from the panel this season.

Computer Science - There are no updates from the panel this season.

Criminal Justice - There are no updates from the panel this season.

Early Childhood Education

The panel discussed and clarified that the Illinois Gateways Competencies that are listed in the ECE 912

descriptor are not required for panel approval on submitted syllabi. The panel's Course Approval Criteria document, Student Learning Outcomes section, has been revised to indicate that the panel recommends the inclusion of these for courses seeking approval on ECE 912. This was done to encourage more schools to list these, but they are not mandatory.

Elementary and Secondary Education Panel

The new panel officially convened with a kickoff meeting in the fall with overviews of IAI, the law, and course submission and review process. The IAI Director guided panel members on next steps and timeline with a focus on establishing 1 to 4 major descriptors, the panel's course approval criteria document, and GECC recommendations for the major page.

The meeting was very productive as a draft criteria document was started, along with a lengthy discussion and consideration of several courses as descriptor options. Based on the conversation, the panel agreed that "Introduction to Education" shall be the panel's first descriptor. (NOTE: ESE will be the descriptor code for this panel.) Considerations included IPES and CTRL Crosswalk of educator standards and ISBE requirements. The panel agreed to the following, choosing general requirements versus specific mapping due to the need to be constantly revising if specificity was required.

ESE 901 Introduction to Education (3 to 4 credit hours) – for the allowance of observation/clinical hours
Provides an introduction to educational professions and the system of education within the United States. This course will expose students to knowledge and skills necessary for educators to embody the dispositions of the profession, including but not limited to historical, philosophical, social, legal, and ethical issues in a diverse society. If a course has observation hours included in the content, it should be clearly described within the submission.

The panel also started working on their second descriptor, The Exceptional Learner, which will cover content for students with disabilities.

The panel may include on their to-be-developed IAI Major page a recommendation on the number of observation hours that students should have by the start of their junior year. The ESE 901 descriptor, along with any others that are finalized, will be launched and available for course submissions once the panel has also established their Course Approval Criteria document. The current goal is to have this work completed in time for the October 1st Fall Panel Season 2025 course submission deadline.

Malinda noted that the panel wishes to include the following statement in their forthcoming Course Approval Criteria: "Courses submitted to ESE Major identifiers should align with ISBE standards as appropriate." The panel may need to consider the following when creating the descriptors, approval criteria, and GECC recommendations: Programs or courses that are offered for both licensure and non-licensure tracks; Students seeking specific endorsements; separate courses versus content pieces being embedded in other courses; Programs are required to be aligned with standards whereas specific courses are not mandated to be aligned to IL standards; and, the IL Professional Teaching Standards (IPTS) and other ISBE requirements, and Culturally Responsible Teaching & Learning Standards (CRTL).

Engineering

The panel made a revision to the EGR 941 description which will be effective for spring 2025. New submissions and first-time ongoing review submission will be expected to adhere to this revised content.

EGR 941 Engineering Design Graphics/CAD: (3-4 Semester Credits)

Engineering Design Graphics/CAD (3-4 semester credit hours, 4-6 contact hours) – This course is introduction to engineering design course, to include graphics and **parametric** modeling. Design **processes including how intent is being met**, sketching, dimensioning, tolerancing, multi-view orthographic representations, auxiliary views, section views, and working drawings. Students are required to use CAD in this course. **About 20% of the lectures in course should be devoted to the design process.** Sketching and CAD techniques should be integrated in this course to achieve the following outcomes:

- Analyze the engineering function of existing products
- Apply design principles and rationale in a realistic and original design project.
- Work in a team to generate, analyze, evaluate and select among engineering design solutions to meet specified requirements
- Create functional description of the design intent
- Develop design objectives
- Build functional physical model and test it
- Communicate the results of the design process, including working drawings, verbal, and written presentations.
- Demonstrate proficiency in freehand sketching to communicate design ideas
- Convert between pictorial and multiviews
- Demonstrate spatial visualization and reasoning skills by using 3D parametric solid modeling analysis
- Interpret and create working drawings
- Convert between pictorial views and multiview drawings.
- Create appropriate section views from given multiview drawings
- Create a properly dimensioned and toleranced multiview drawings using engineering standards
- Create appropriate auxiliary views from given multiview drawings
- Create complete working drawings with detailed part drawings and assembly drawings

REVISED: Fall 2024 – 11/7/2024 – Panel clarified modeling and looking for minimum content for design processes. **Effective Spring 2025.**

Original:

Engineering Design Graphics/CAD (3-4 semester credit hours, 4-6 contact hours) – This course is an introduction to engineering design and graphics, including design problems, sketching, dimensioning, tolerancing, multi-view orthographic representations, auxiliary views, section views, and working drawings. Students are required to use CAD in this course. Sketching and CAD techniques should be integrated in this course to achieve the following outcomes:

- Analyze the engineering function of existing products.
- Apply design principles and rationale in a realistic and original design project.
- Work in a team to generate, analyze, evaluate and select among engineering design solutions to meet specified requirements.
- Create functional description of the design intent.
- Develop design objectives.
- Build functional physical model and test it.
- Communicate the results of the design process, including working drawings, verbal, and written presentations.
- Demonstrate proficiency in freehand sketching to communicate design ideas.
- Convert between pictorial and multiviews.
- Demonstrate spatial visualization and reasoning skills by using 3D parametric solid modeling analysis.
- Interpret and create working drawings.
- Convert between pictorial views and multiview drawings.
- Create appropriate section views from given multiview drawings
- Create a properly dimensioned and toleranced multiview drawings using engineering standards

- Create appropriate auxiliary views from given multiview drawings
- Create complete working drawings with detailed part drawings and assembly drawings

Mathematics

The panel discussed the need to identify a minimum percentage of proctored work that should be included in a course for submission and revised their course approval criteria accordingly at [Mathematics Major Panel Related Documents | iTransfer](#)

Current:

Evidence of Proctored Work/Exams

- It should be clear within the syllabus how proctored work is administered if in-person assessments are not utilized. Proctored work is required by the panel and therefore needs details of what percentage of the work is proctored.

Revised:

Evidence of Proctored Work/Exams

- It should be clear within the syllabus how proctored work is administered if in-person assessments are not utilized. Proctored work is required by the panel and therefore needs details of what percentage of the work is proctored. A minimum of 60% of the overall grade should clearly be identified as proctored coursework within the course in the submitted syllabus/syllabi.

Media & Communications Arts - There are no updates from the panel this season.

Physics

The panel made a revision to [the PHY 915A description](#) by clarifying expectations for labs when the course does not require a lab and added: "This course does not require a lab. **Note:** If this course includes labs, they must be clearly described with a detailed lab outline to include time spent on required topics." Revision effective Spring 2025.

The panel also updated the criteria document regarding delivery modes. When hybrid courses are submitted, institutions should have the asynchronous contact hours identified as well in order to demonstrate that minimum lab hour requirements are being met.

Old:

~ Delivery Modes for all offered lecture and lab sections (online, hybrid, face-to-face) paying particular attention to document existence of lab sections with different delivery modes.

New:

~ Delivery Modes for all offered lecture and lab sections (online, hybrid, face-to-face) paying particular attention to document existence of lab sections with different delivery modes. ***If a course is a hybrid course, please identify total weekly hours spent on online course components, e.g. 2 hours weekly spent doing online videos, presentations, etc.***

Change is effective Spring 2024.

Political Science - There are no updates from the panel this season.

Psychology - There are no updates from the panel this season.

Theater Arts - There are no updates from the panel this season.