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ABSTRACT

The Illinois Articulation Initiative is a comprehensive statewide effort among colleges and universities to enhance the transfer process for students among all sectors of higher education in Illinois. One of the main features of the initiative is the general education core curriculum and a list of statewide articulated general education courses that will be accepted for transfer by all colleges and universities in Illinois. The general education core curriculum requirements include courses in communications, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences. Another main feature of the initiative is a program guide and a list of articulated lower-division courses for each baccalaureate degree major field that will transfer and satisfy major field requirements at any Illinois college or university that offer that degree. Major field articulation panels have been established for the following 17 programs: agriculture, art, biological sciences, business, clinical laboratory science, computer science, criminal justice, early childhood education, elementary education, engineering, music, nursing, occupational therapy, physical therapy, psychology, secondary education, and special education. A computerized system to maintain a list of all articulated courses at all participating colleges and universities in Illinois is currently under review. A list of participating colleges and universities is appended. (TGI)

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Status Report on the Illinois Articulation Initiative.

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**Illinois Community College Board
Springfield**

Prepared as Agenda Item 14 at a meeting of the Illinois Community College Board (Springfield, IL, January 19, 1996)

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Illinois Community College Board

**STATUS REPORT ON THE
ILLINOIS ARTICULATION INITIATIVE**

This agenda item describes the new Illinois Articulation Initiative and provides a progress report on its development. Currently, all 12 public universities, all 49 community colleges, and over 40 private colleges and universities are participating in this initiative. The goal is to have clearly articulated lower-division courses for all major fields throughout the state. To accomplish this goal, articulation panels consisting primarily of faculty members representing all sectors of higher education are meeting to develop the list of articulated courses in each discipline. As of this date, 22 articulation panels have been formed and 16 have completed their work. Currently, the project is on schedule to be fully implemented statewide starting with the summer of 1998.

INFORMATION ONLY

**STATUS REPORT ON THE
ILLINOIS ARTICULATION INITIATIVE**

BACKGROUND

The Illinois Articulation Initiative is a joint effort of the Illinois Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities designed to enhance the transfer process for students among all sectors of higher education in Illinois. The goal of the Initiative is to facilitate transfer among all sectors of higher education to enhance baccalaureate degree completion for students. While prior articulation efforts in Illinois focused on traditional community college transfer students who completed an associate degree, such efforts benefitted only a very small percentage of all transfer students. Recent studies have shown that less than 25 percent of community college transfer students have completed an associate degree and community college transfer students represent only one-half of all transfer students. There are nearly as many reverse transfers (students transferring from a university to a community college) and lateral transfers (students transferring from one university to another university or from one community college to another community college) in Illinois as there are students transferring from the community colleges to the universities. Table 1 shows that of the 31,573 students who transferred from one institution to another institution in Illinois during the fall term 1992 only 16,423 were transfers from the community colleges to a public or private university (traditional transfers). This new Illinois Articulation Initiative is designed for all transfer students.

Table 1

**ILLINOIS INTERINSTITUTIONAL TRANSFER
(FALL 1992)***

Institutions Transferred From	Institutions Transferred To			TOTAL
	Public Community Colleges	Public Universities	Private Colleges and Universities	
Public Community Colleges	3,842	10,883	5,540	20,265
Public Universities	3,853	1,514	1,378	6,745
Private Colleges and Universities	2,237	1,169	1,157	4,563
TOTAL	9,932	13,566	8,075	31,573

*SOURCE: IBHE Data Book

Features of the Illinois Articulation Initiative

The Illinois Articulation Initiative is a comprehensive statewide articulation effort among colleges and universities in Illinois. Not only does this effort include public community colleges, public universities, and private colleges and universities, but it also includes the articulation of lower-division general education and major field courses. Listed below is a summary of the major features of the initiative. Table 2 shows a comparison of the new Illinois Articulation Initiative with the previous statewide articulation efforts in Illinois.

1. One of the main features of the Illinois Articulation Initiative is the General Education Core Curriculum and a list of statewide articulated general education courses that will be accepted for transfer by all colleges and universities in Illinois.
 - a. Students who will complete the AA or AS degree that contains the General Education Core Curriculum at a community college will have their general education core requirements satisfied at the Illinois university to which they transfer.
 - b. Students who will complete the General Education Core Curriculum at any college or university in Illinois will have their general education requirements met upon transfer to another college or university in Illinois.
 - c. The General Education Core Curriculum and the list of statewide articulated general education courses will be a great advantage for students who are undecided about what university they want to attend after transfer as well as for students who are undecided about their major because these will transfer to all colleges and universities in Illinois.
2. Another main feature of the Initiative is a program guide and a list of statewide articulated lower-division courses for each baccalaureate degree major field that will transfer and satisfy major field requirements at any colleges or universities in Illinois that offer that degree.
 - a. Students who complete the list of major field courses in the program guide will be assured that these courses will transfer and satisfy major field requirements at any university in Illinois that offers that baccalaureate degree.
 - b. The program guide and the list of acceptable courses that are identified and described for each major field will be very useful to students in planning their educational program prior to transfer.

Table 2

**COMPARISON OF THE NEW ILLINOIS ARTICULATION INITIATIVE
WITH PREVIOUS STATEWIDE ARTICULATION EFFORTS**

	Previous Statewide Articulation	New Illinois Articulation Initiative
Transfer Students Covered by State's Articulation Policy	1. Community college students who complete AA or AS degrees only.	1. Community college students who complete AA or AS degrees. 2. Students at all Illinois colleges and universities who complete the Illinois Transferable General Education Core Curriculum. 3. Students at all Illinois colleges and universities who complete courses required for the General Education Core Curriculum. 4. Students at all Illinois colleges and universities who complete lower-division major field requirements.
Number of Transfer Students Covered	Approximately 2,000 annually	Approximately 30,000 annually
Number of Illinois Colleges and Universities Participating	All 49 community colleges. 7 public universities.	All 49 community colleges. All 12 public universities. Over 40 private colleges and universities.
Articulation Process	Course-by-course articulation with each institution.	Panels of faculty members in each discipline articulate courses on a statewide basis.
Availability of Course Equivalency Listings	Manual listings of course equivalencies provided by most public universities to each community college. A few universities had developed computerized listings.	A statewide computerized listing of all course equivalencies for all participating colleges will be available and accessible to advisors and students.

3. The list of acceptable courses that are identified and described in the General Education Core Curriculum and in each of the major fields will constitute a list of statewide articulated courses, thereby eliminating a need for colleges to articulate these courses with each individual university.
4. The General Education Core Curriculum, the program guides for the major fields, and the statewide list of articulated courses will greatly help counselors and academic advisors provide accurate information on the articulation of courses to students planning to transfer.

General Education Core Curriculum

As the first step in facilitating student transfer statewide, panels of faculty members assisted by Transfer Coordinators were convened to develop a General Education Core Curriculum that would be acceptable in transfer at all Illinois colleges and universities in lieu of each institution's own general education curriculum. The General Education Core Curriculum was developed by five 22-member panels in the fields of communications, humanities and fine arts, mathematics, natural sciences, and the social and behavioral sciences. A 23-member Steering Panel provided overall guidance and direction to the process which involved 123 faculty members and transfer coordinators from 12 public universities, 40 community colleges and 14 private colleges and universities in Illinois.

A draft of the General Education Core Curriculum was completed in September 1993 and disseminated to all colleges and universities for review and input. Input was received via four public hearings and in written form. Following the review, the General Education Core Curriculum was redrafted and presented to the Steering Panel for adoption. The Steering Panel adopted the General Education Core Curriculum on May 24, 1994. The Illinois Board of Higher Education and the Illinois Community College Board endorsed the General Education Core Curriculum at their meetings in September 1994.

Table 3 shows a summary of the transferable General Education Core Curriculum developed by the Illinois Articulation Initiative.

Articulation of Major Field Courses

The articulation of lower-division major field course requirements is the primary focus of Phase II of the Illinois Articulation Initiative. The goal is to articulate programs from high school through the community colleges' associate degree to the baccalaureate degree in each major field. Seventeen major field faculty panels have been established by the IBHE and ICCB to date. Eleven of the panels have completed their reports and have had their recommendations endorsed by the Steering Panel.

Shown below is a brief narrative report on each of the major field articulation panels:

Agriculture: First meeting held on October 13, 1995.

Art: The Art panel held its first meeting in April 1995. Similar to the Music panel, the Art panel examined requirements for the Bachelor of Arts with a major in art, the professional Bachelor of Fine Arts degree, and bachelor's degree programs leading to special K-12 and 6-12 teacher certification in art. The Art panel

Table 3

**ILLINOIS ARTICULATION INITIATIVE
GENERAL EDUCATION CORE CURRICULUM REQUIREMENTS**

Communications:	3 courses (9 semester credits*), including a two-course sequence in writing (6 semester credits) and one course (3 semester credits) in oral communication
Mathematics:	1 to 2 courses (3 to 6 semester credits)
Physical and Life Sciences:	2 courses (7 to 8 semester credits), with one course selected from the life sciences and one course from the physical sciences and including at least one laboratory course
Humanities and Fine Arts:	3 courses (9 semester credits), with at least one course selected from humanities and at least one course from the fine arts
Social and Behavioral Sciences:	3 courses (9 semester credits), with courses selected from at least two disciplines
TOTAL	12 to 13 courses (37 to 41 semester credits)

*For colleges and universities on the quarter calendar system, 3 quarter credits equal 2 semester credits.

disseminated a draft of its recommendations to participating institutions for comments in September 1995, with comments due by October 20, after which the panel plans to reconvene to review the comments received and revise its recommendation, as necessary.

Biological Sciences: First meeting held on October 13, 1995.

Business: The Business panel disseminated a draft of its recommended curriculum for comment to colleges and universities in May 1995. After revising this draft, the recommendations were presented to the Steering Panel. The Steering Panel endorsed the Business panel's recommendations on October 6, 1995.

Clinical Laboratory Science: The Clinical Laboratory Science panel developed a model clinical laboratory science curriculum that is articulated from Level I practitioner (laboratory assistant/aide) to Level II practitioner (associate degree certified clinical laboratory technician) to level III practitioner (baccalaureate degree clinical laboratory scientist). This model was endorsed by the Steering Panel on October 6, 1995.

Computer Science: First meeting held on October 13, 1995.

Criminal Justice: First meeting held on October 13, 1995

Early Childhood Education: The Early Childhood Education panel disseminated a draft of its recommended curriculum and course descriptions for comment to all participating institutions in August 1995. The panel reconvened to revise its recommendation in September and met with the other two education panels to agree on common descriptions for courses recommended by more than one panel. The Early Childhood Education panel's recommended curriculum and course descriptions were endorsed by the Steering Panel on October 6, 1995.

Elementary Education: The Elementary Education panel disseminated a draft of its recommended curriculum and course descriptions for comment to all participating institutions in March 1995. The panel reconvened to revise its recommendation in May and met with the other two education panels in September to agree on common descriptions for courses recommended by more than one panel. The Elementary Education panel's recommended curriculum and course descriptions were endorsed by the Steering Panel on October 6, 1995.

Engineering: The Engineering panel's articulation recommendations were endorsed by the Steering Committee in April 1995 and by the IBHE and ICCB in May 1995.

Music: The Music panel held its first meeting in April 1995. The panel examined requirements for the Bachelor of Arts with a major in music, the professional Bachelor of Music degree, and baccalaureate programs leading to special K-12 and 6-12 teacher certification in music. The Music panel disseminated a draft of its recommendations to participating institutions for comments in May 1995. In response to comments, the panel revised its recommendation in September. The Music panel's recommended curricula and course descriptions were endorsed by the Steering Panel on October 6, 1995.

Nursing: The Nursing panel's recommendations were presented to the Steering Panel for endorsement in April 1995; however, the Steering Panel had some concerns and asked the Nursing panel to meet with the Steering Panel at its next meeting on October 6, 1995. At the October 6, 1995 meeting, the Steering Panel endorsed the recommendations of the Nursing panel with the provision that the panel develop an optional method of certifying programs that meet the articulation standards but that are not NLN accredited.

Occupational Therapy: An Occupational Therapy panel was formed to explore ways of articulating occupational therapy programs among different levels. The panel was not able to develop a model articulated curriculum among the various levels but did develop some general articulation guidelines for occupational therapy programs.

Physical Therapy: A Physical Therapy panel was formed to explore ways of articulating physical therapy programs among the different levels. The panel did not develop a model articulated curriculum but did develop some general articulation guidelines for physical therapy programs.

Psychology: The Psychology panel disseminated a draft of its recommended curriculum and course descriptions for comment to all participating institutions in March 1995. In response, the panel revised its recommendation in May. The Psychology panel's recommended curriculum and course descriptions were endorsed by the Steering Panel on October 6, 1995.

Secondary Education: The Secondary Education panel disseminated a draft of its recommended curriculum and course descriptions for comment to participating institutions in May 1995. The panel then reconvened to revise its recommendation and met with the other two education panels in September to agree on common descriptions for courses recommended by more than one panel. The Secondary Education panel's recommended curriculum and course descriptions were endorsed by the Steering Panel on October 6, 1995.

Special Education: First meeting held on October 13, 1995.

Table 4 shows when each of the major field panels started its work, when the panel completed its reports, and when the panel's report was endorsed by the Steering Panel.

Participation in the Illinois Articulation Initiative

The Illinois Articulation Initiative was designed for all colleges and universities in Illinois and its success depends on the participation of both public and private institutions. In September 1994, the Illinois Board of Higher Education invited all colleges and universities to participate in the Illinois Articulation Initiative. Currently, all 12 public universities, all 49 public community colleges, and 40 private colleges and universities in Illinois have agreed to participate in this articulation effort. A list of participating institutions is shown in Appendix A.

Illinois Community College Board

Table 4

STATUS OF MAJOR FIELD ARTICULATION PANELS

Panel	First Meeting	Draft Report Completed	Final Report Completed	Endorsed by Steering Panel
Clinical Lab Science	Oct 93	Apr 95	Sept 95	Oct 95
Nursing	Oct 93	Aug 94	Jan 95	Oct 95
Occupational Therapy	Oct 93	Mar 95	Mar 95	Apr 95
Physical Therapy	Oct 93	Mar 95	Mar 95	Apr 95
Business	Sept 94	May 95	Sept 95	Oct 95
Early Childhood Education	Sept 94	June 95	Sept 95	Oct 95
Elementary Education	Sept 94	Mar 95	Sept 95	Oct 95
Engineering	Sept 94	Jan 95	Apr 95	Apr 95
Psychology	Sept 94	Mar 95	May 95	Oct 95
Secondary Education	Sept 94	Apr 95	Sept 95	Oct 95
Art	Apr 95	Sept 95		
Music	Apr 95	May 95	Sept 95	Oct 95
Ag/Natural Resources	Oct 95			
Biological Sciences	Oct 95			
Computer Science	Oct 95			
Criminal Justice	Oct 95			
Special Education	Oct 95			

Establishing a List of Articulated Courses

Phase III of the Illinois Articulation Initiative is to establish and maintain a computerized list of all articulated courses at all participating colleges and universities in Illinois. The goal is to have a system that would enable any student, academic advisor, or faculty to look up the articulated courses at any college or university in the state. The first step in this process is for colleges to submit a list of courses that correspond to the articulated courses defined by the articulation panels. During the spring and summer of 1995, colleges submitted their lists of courses that correspond to these general education courses articulated on a statewide basis. Currently, each of the five general education panels are reviewing the lists for their discipline area to determine which courses do indeed meet the statewide articulated list of courses. After this review process is completed, the IBHE and ICCB will recompile the revised lists and send copies to all colleges and universities. It is anticipated that this review process will be completed by April 1996.

Implementation

The Illinois Articulation Initiative Steering Panel has formed a Technical Task Force to help resolve the technical and procedural issues so that the Initiative could be implemented as quickly as possible. The Task Force is helping institutions by developing suggested policy statements for catalogs and suggested procedures for phasing in the new articulation policies. Appropriate information must also be provided to students who plan to transfer so that they will know how the new policies impact their transfer.

While all colleges are to implement the new articulation starting with the summer of 1998, institutions are encouraged to start the new policies as soon as possible. Southern Illinois University-Carbondale has announced that it will begin implementing the new articulation policies effective summer 1996. We expect other institutions to make similar announcements in the near future.

ILLINOIS ARTICULATION INITIATIVE

TO FACILITATE INTERINSTITUTIONAL TRANSFER

PARTICIPATING COLLEGES AND UNIVERSITIES

12 Public Universities

Chicago State University
Eastern Illinois University
Governors State University
Illinois State University
Northeastern Illinois University
Northern Illinois University

Southern Illinois University at Carbondale
Southern Illinois University at Edwardsville
University of Illinois at Chicago
University of Illinois at Springfield
University of Illinois at Urbana-Champaign
Western Illinois University

49 Community Colleges

Belleville Area College
Black Hawk College
City Colleges of Chicago
 Richard J. Daley College
 Kennedy-King College
 Malcolm X College
 Olive-Harvey College
 Harry S Truman College
 Harold Washington College
 Wilbur Wright College
Danville Area Community College
College of DuPage
Elgin Community College
William Rainey Harper College
Heartland Community College
Highland Community College
Illinois Central College
Illinois Eastern Community Colleges
Illinois Valley Community College
Joliet Junior College
Kankakee Community College
Kaskaskia College
Kishwaukee College

College of Lake County
Lake Land College
Lewis & Clark Community College
Lincoln Land Community College
John A. Logan College
McHenry County College
Moraine Valley Community College
Morton College
Oakton Community College
Parkland College
Prairie State College
Rend Lake College
Richland Community College
Rock Valley College
Carl Sandburg College
Sauk Valley Community College
Shawnee Community College
South Suburban College
Southeastern Illinois College
Spoon River College
State Community College
Triton College
Waubensee Community College
John Wood Community College

40 Private Colleges and Universities

American Islamic College
Aurora University
Bradley University
College of St. Francis
Concordia University
Cooking and Hospitality Institute
DePaul University
DeVry Institute of Technology, Chicago
DeVry Institute of Technology, DuPage
Elmhurst College
ITT Technical Institute, Hoffman Estates
ITT Technical Institute, Matteson
Illinois Benedictine College
Kendall College
Knox College
Lake Forest College
Lakeview College of Nursing
Lewis University
Lexington College
Lincoln College
Loyola University of Chicago

Millikin University
Monmouth College
North Central College
Northwestern Business College
Olivet Nazarene University
Quincy University
Robert Morris College
Rockford College
Roosevelt University
Rosary College
St. Anthony College of Nursing
St. Augustine College
St. Francis Medical Center
St. Joseph College of Nursing
St. Xavier University
Springfield College of Illinois
Trinity Christian College
VanderCook College of Music
West Suburban College of Nursing