POLICIES AND PROCEDURES MANUAL
FOR THE
TRANSITIONAL MATH PORTABILITY PANELS

Illinois Board of Higher Education (IBHE)
Illinois Community College Board (ICCB)
Illinois State Board of Education (ISBE)
October 2018

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Introduction

The Postsecondary and Workforce Readiness (PWR) Act establishes a new statewide system for transitional course instruction* that provides a foundation for college and careers that high school seniors are lacking from their previous education. Transitional course instruction provides students with the knowledge and skills to meet their individualized college and career goals and to be successful in college-level math and English courses, while aligning with the Illinois Learning Standards.

Students receive guaranteed placement at any Illinois community college upon successful completion of a transitional course that has been approved for statewide portability. The procedures for statewide portability require demonstration that the relevant competencies are addressed, and the required policies are met. Success is based on the mastery of the process and content competencies, which demonstrates readiness for college courses, instead of a single test score.

Although some content in the courses will not be new, the experience should be. The coursework should be relevant to a senior in high school who will soon be an adult in society and, as such, should be prepared to enter postsecondary education, employment, and contribute positively to their community. While the students have had some of the content before, they do not understand it well enough to show college readiness as measured by multiple means including standardized tests and course grades. Contexts used should be authentic whenever possible and apply to the student's college or career path. This approach is motivating and engaging but also sets the stage for the types of coursework a student will be exposed to when they reach college. Additionally, transitional courses will focus on a growth mindset, resilience, and perseverance as well as 21st century skills, and preparation for entry to postsecondary education. These traits are essential to success in college for any student but particularly first generation college students.

While this document will often refer to a transitional math course, the competencies can be used within a standalone fourth-year course for high school seniors or integrated within another course or within a competency-based learning system.

Transitional Math Pathways

The PWR Act organizes the State's approach to transitional math into three overarching math pathways, as depicted below:

Transitional Math Pathways
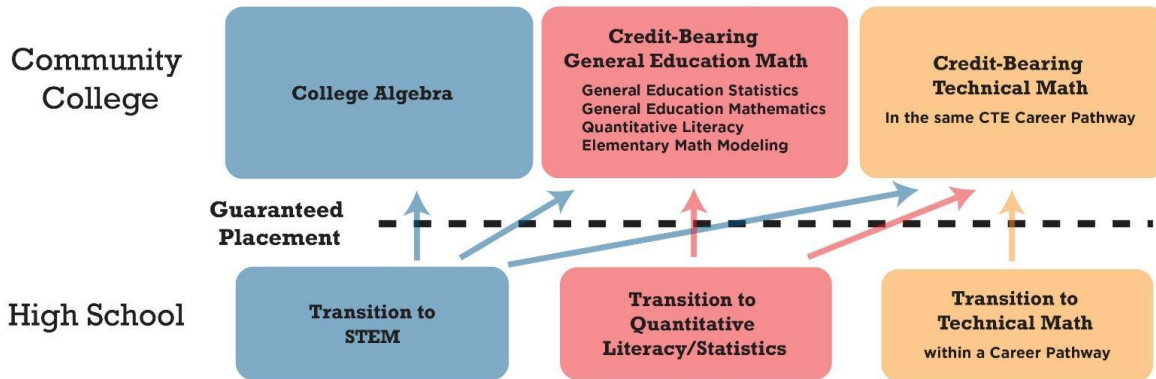
Science Technology Engineering and Mathematics (STEM) Pathway

The STEM Pathway is for students with career goals involving occupations that require the application of calculus or advanced algebraic skills. In accordance with and subject to the PWR Act, successful attainment of transitional mathematics competencies in the STEM Pathway guarantees student placement into a community college mathematics course in a calculus-based mathematics course sequence. Specifically, this will mean placement into College Algebra.

Quantitative Literacy and Statistics Pathway

The Quantitative Literacy and Statistics Pathway is for students focused on attaining competency in general statistics, data analysis, quantitative literacy, and problem solving. This pathway is intended for students

1. Whose career goals do not involve occupations requiring College Algebra coursework or
2. Whose career goals do not involve occupations relating to either the STEM or Technical Math Pathway or
3. Who have not yet selected a career goal.

In accordance with and subject to the PWR Act, successful attainment of transitional mathematics competencies in the Quantitative Literacy and Statistics Pathway guarantees student placement into a community college General Education Core Curriculum (GECC) mathematics course which includes general education statistics (M1902), general education mathematics (M1904), quantitative literacy (M1901), or elementary math modeling (M1907).

Note: Codes listed in parentheses are Illinois Articulation Initiative (IAI) course identifier codes. Description of these courses can be found at http://itransfer.org/courses/gecc/mathematics.php .

Technical Math Pathway

The Technical Math Pathway is for students with career goals involving occupations in technical fields that do not require the application of calculus, advanced algebraic, or advanced statistical skills. The mathematics in this pathway emphasizes the application of mathematics within career settings. In accordance with and subject to the PWR Act, successful attainment of transitional mathematics competencies in the Technical Math Pathway guarantees student placement into a

credit-bearing postsecondary mathematics course required for a community college career and technical education program.

Portability Panels

Panel(s) comprised of secondary and postsecondary faculty will be formed to recognize the statewide portability of transitional courses. Faculty from high schools, colleges, and universities will comprise the voting membership, in a manner consistent with current Illinois Articulation Initiative (IAI) processes, modified to fit this panel.

A transitional course that meets the statewide portability criteria according to the appropriate transitional portability panel shall receive a portability designation from the State. This designation guarantees that students who achieve successful completion shall receive placement into an appropriate course at any Illinois community college. Successful completion means the student successfully demonstrates attainment of transitional competencies either through an overall grade for the content-related portion of a course or demonstrated mastery of all transitional competencies delivered through a competency-based learning system.

Public and private universities may voluntarily agree to provide guaranteed placement into the outcome course(s) of the transitional pathway.

In addition to determining portability of courses, portability panel(s) will regularly review the transitional competencies and recommend adjustments to the state agencies for approval, as needed.

Portability Criteria

For a transitional course to be designated as portable, it must meet the following criteria:

- The course meets all the required process and content competencies
- The course adheres to the statewide policies

Portability Designation Process

1. A community college shall submit the required documentation for a transitional course created in partnership with one or more school districts serving grades 9 through 12. A community college may require standardized terms for all of its partner school districts (pursuant to 11 ILCS 148/55(c)) to create and offer a standardized course from each pathway.
2. A community college may, with notification to the portability panel, add additional school districts or high schools to a previously approved pathway without a full submission to the portability panel. The updated documentation need not receive panel review if it does not modify the terms of a Memorandum of Understanding (other than the participating districts or schools) and course documentation that has been previously approved.
3. The appropriate transitional portability panel will review the documentation and grant or deny the portability designation in accordance with the statewide portability criteria.
4. Designation of a course for statewide portability is valid unless, through the ongoing portability review process, the portability panel determines that a course no longer meets the portability standards.

5. All courses are subject to ongoing Portability Designation Review by the portability panel every five years.
6. All work related to the transitional portability panels is contingent on continued funding for the convening of the panels. Absent funding, courses will maintain their codes for a period of five years, but no new courses will be reviewed.
7. The work of the transitional portability panels will be conducted a minimum of twice per year, once in the fall semester and once in the spring semester. Meetings may be conducted in person or electronically.

Ongoing Course Review Process

A process of ongoing portability designation review was designed to evaluate the efficacy of a portability panel's recommendations. The percentage of courses called per year is subject to adjustment based on factors such as volume of courses, staffing, and funding. For more information, please see the ongoing course review functions sub-section in the Transitional Course Portability Panel section

Organizational Structure

The portability panels will be supported and facilitated by the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois State Board of Education (ISBE), among other important stakeholders. Each has a specific role that is detailed below. Each agency will provide adequate staff support and facilitate communications among members of portability panels, advisory groups, and individual high schools, colleges, and universities. Additionally, each agency will appoint one staff member to serve as panel facilitator. Roles of the panel facilitators are outlined below. Panel facilitators will be present at panel meetings and aid in the dissemination of information related to transitional courses to stakeholders. Additionally, due to the nature of submission and the knowledge of the IAI policy and procedure, the ICCB panel facilitator will serve as panel administrator by entering data into the Transitional Math online system, iPlaceIL.

IBHE Panel Facilitator
1. Coordinate statewide efforts to serve students who successfully complete Illinois transitional courses by presenting policy or competency changes discussed with the portability panel to the Boards, as defined in the Postsecondary and Workforce Readiness Act.
2. Provide regular updates to the participating universities about substantive changes in the portability panel process, course decisions that were made, emerging issues, etc. This communication will be available at the end of each panel season (Fall and Spring).
3. In coordination with the other agencies, conduct orientation sessions for all new portability panel members so that they are clear about their roles and responsibilities.
4. Recommend members of portability panel(s) from the University sector.
5. Regularly evaluate the effectiveness of portability policies, identify issues that need to be addressed, and seek input from the agencies in resolving problems and concerns.
6. Provide information about the portability panels to governmental leaders and the general public, as appropriate.

7. In coordination with the other agencies, present the portability panel's proposed changes of the competencies and policies to the agencies for review.
8. Facilitate portability panel meetings.

ICCB Panel Facilitator
1. Coordinate statewide efforts to serve students who successfully complete Illinois transitional courses by presenting policy or competency changes discussed with the portability panel to the Boards, as defined in the Postsecondary and Workforce Readiness Act.
2. Provide regular updates to the colleges about substantive changes in the portability panel process, course decisions that were made, emerging issues, etc. This communication will be available at the end of each panel season (Fall and Spring).
3. In coordination with the other agencies, conduct orientation sessions for all new portability panel members so that they are clear about their roles and responsibilities.
4. Recommend members of portability panel(s) from the community college sector.
5. Regularly evaluate the effectiveness of portability policies, identify issues that need to be addressed, and seek input from the agencies in resolving problems and concerns.
6. Provide information about the portability panels to governmental leaders and the general public, as appropriate.
7. Serve as panel administrator by directing, coordinating, and managing the activities of iPlaceIL, including but not limited to:
   a. Appoint recommended panel members by entering them into iPlaceIL, giving them access
   b. Load courses to be reviewed
   c. Manage submissions of courses from the colleges
   d. Process final course decisions
   e. Answer submission related questions from the colleges
   f. Audit the institutional courses listed on the website to ensure they are accurate and reflect current offerings
8. In coordination with the other agencies, present the portability panel's proposed changes of the competencies and policies to the agencies for review.
9. Facilitate portability panel meetings.

ISBE Panel Facilitator
1. Coordinate statewide efforts to serve students who successfully complete Illinois transitional courses by presenting policy or competency changes discussed with the portability panel to the Boards, as defined in the Postsecondary and Workforce Readiness Act.
2. Provide regular updates to the high schools about substantive changes in the portability panel process, course decisions that were made, emerging issues, etc. This communication will be available at the end of each panel season (Fall and Spring).
3. In coordination with the other agencies, conduct orientation sessions for all new portability panel members so that they are clear about their roles and responsibilities.
4. Recommend members of portability panel(s) from the high school sector.

5. Regularly evaluate the effectiveness of portability policies, identify issues that need to be addressed, and seek input from the agencies in resolving problems and concerns.
6. Provide information about the portability panels to governmental leaders and the general public, as appropriate.
7. In coordination with the other agencies, present the portability panel's proposed changes of the competencies and policies to the agencies for review.
8. Facilitate portability panel meetings.

Community College Chief Academic Officers, Career and Technical Education Deans, and High School Administrators
1. Responsible for internal institution communication about transitional courses.
2. Resolve differences between colleges and high schools, when necessary.
3. Work with appropriate agency staff to identify potential portability panel members.
4. Help orient new panel members with the intent of the portability panel.
5. Help orient high school and college staff with transitional course policies and procedures.

Community Colleges
Each Community College will assign one staff member to serve as transitional course submitter. This submitter will be responsible for submitting course(s) and supplemental materials to iPlaceILfor portability panel review. Due to the volume of high schools throughout the state, high schools will not be required to submit courses for panel review.

The college will present one representative submission per pathway. Submissions for each pathway need not come from the same high school. Should the college partner with additional high school(s) to offer a previously approved pathway, the ICCB panel facilitator should be notified by the college, however full submission to the portability panel is not necessary.

Transitional Portability Panels
1. Regular Functions
   a. Provide a forum for faculty from participating institutions to guide the portable transitional courses, to develop common understandings about transitional course objectives and curriculum content, and to monitor changes and developments in the disciplines. In order to keep the course, content or standard recommendations current, the portability panel members should be aware of changes in the discipline that may influence the studies of a student. When necessary, the portability panel should propose modifications to the policies and/or competencies based on these trends.
   b. Develop course decision-making criteria to guide the submission and decision-making process for the portability panel. These criteria must include adherence to the statewide approved competencies.
   c. Adhere to the course decision-making criteria when making course approval decisions.
   d. *After* the panel has completed the review of courses, review the statewide approved competencies and policies and panel decision-making criteria for the next cycle of submissions.

e. In consultation with the Boards, articulate the rationale for the content guidelines and competencies for courses to meet the portability requirements in this discipline area to faculty in this field and administrators at all Illinois high schools, colleges, and universities.

2. Ongoing Course Review Functions
   a. Courses that have previously been granted a portability code will periodically be reviewed, every five years.
   b. Selection process
      i. Courses to be reviewed will be selected at random.
      ii. Each semester each portability panel will review a select number of courses based on capacity.
   c. Portability panel responsibilities
      i. Review the competencies and policies and propose any necessary changes to the panel facilitators to reflect changes in the field. Panel facilitators then will present these changes to the agencies.
      ii. Review the portability panel's course decision making criteria.
      iii. Review the portability panel's other related standards.
      iv. Review of institutional offerings to evaluate alignment of current course offerings within the course descriptions provided by the institution for approval.
      v. For each individual course under review, portability panel members should limit their review to:
         1. Verify that the institution's course competencies align with the statewide competencies.
         2. Verify that the institution's policies align with the statewide policies.
         3. Review submitted materials to ensure the course's core competencies are appropriate for the identifier/pathway.
         4. Review the course outcomes to ensure they are appropriate for the identifier/pathway.
         5. Review submitted materials to ensure the submission adheres to the panel's decision-making criteria.

3. Facilitation
   a. Portability panels will be facilitated by the IBHE, ICCB, and ISBE staff.
4. iPlaceIL Data Entry
   a. Data entry into iPlaceIL will be managed by the ICCB facilitator.
5. Meetings
   a. Portability panels usually meet once per semester, but may meet more often as required to fulfill their established duties.

Portability Panel Membership

Representation
1. A fully-complemented portability panel will consist of 23 members:

a. Ten (10) content high school teachers
b. Eight (8) content faculty members from community colleges
c. One (1) content faculty member from a public university
d. One (1) content faculty member from a private university
e. One (1) academic officer or approved designee from a community college
f. One (1) Career and Technical Education (CTE) dean or approved designee from a community college
g. One (1) superintendent or approved designee from a high school
2. One Director for Transitional Math may serve as a technical advisor and be present at meetings, as a non-voting ex-officio member, to aid in discussion or provide updates to the panel.
3. With approval of IBHE, ICCB, and ISBE panel facilitators, portability panels may choose to invite, as ex-officio non-voting members of the portability panel, consultants, representatives from professional associations, employers, and others.
4. Each portability panel will select from among its members a co-chair representing the high school sector and a co-chair representing the two-year sector.
5. With approval of IBHE, ICCB, and ISBE panel facilitators, portability panels may modify the panel composition to address discipline-specific needs.

Participation

1. Recommendations for portability panel membership will be taken from ISBE and IBHE panel facilitators for their constituents. Portability panel appointments will be entered into iPlaceILby the ICCB panel facilitator for each appropriate sector, keeping in mind both institutional demographics (e.g. two-year/high school institution; public or private institution, etc.), as well as individual expertise in the panel discipline.
2. If a portability panel member misses more than 2 consecutive meetings, he or she may be removed. Attendance consists of in-person or via virtual participation. Voting does not constitute attendance.
3. If a portability panel vacancy should occur before the member's term has expired, via removal, resignation, or otherwise, ICCB staff will appoint a new member based upon the appropriate panel facilitator's recommendation.

Terms

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

Panel Voting

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

Participation in Portability Panels

Course Submission and Approval

1. Each participating institution will develop an institutional review process for transitional courses. Course materials must be reviewed and approved prior to submission to the portability panel. This process must be collaborative and a partnership between the college and their participating feeder high schools.
2. Once a course has been approved through the institutional review process, the appropriate submission forms and course materials are submitted by the college through iPlaceIL.
3. Deadlines to submit a course are March 1 for Spring portability panel consideration and October 1 for Fall panel consideration.
4. Portability panel members will review and vote on submissions based on a set schedule.
5. Courses approved in this schedule will be posted to the database and listed on the website as soon as possible.
6. Courses that are not approved can be resubmitted by the institution.

Information for Inclusion in Institutional Catalog (in all formats)

The following information regarding transitional courses must be included in institutional catalogs.

- High Schools
  - Statement of transitional courses offered, corresponding postsecondary pathways these transitional courses lead into, and effective date for the portability of such courses.
  - Inclusion of transitional course titles and corresponding course codes.
  - The transitional course website stating the competencies and policies, available at http://www2.iccb.org/iltransitionalmath/
- Community Colleges and Accepting Universities
  - Statement of acceptance of portable transitional courses.
  - Statement of acceptance of any non-portable transitional courses, such as in-district transitional courses.
  - Inclusion of transitional course titles and corresponding course codes.

Appeal Process

Right to Appeal

1. Colleges that have submitted courses or curricula for approval to a portability panel have the right to appeal any decision rendered by that panel.
2. Appealing institutions should first exhaust all means of discussion with the portability panel in question, including revision of the material as suggested by the panel whenever possible, before turning to the state agencies for further appeal.

Letter of Appeal

1. Any appeal to the agencies must begin with a letter of appeal from the chief academic officer or the institutional contact person to the panel facilitators.
2. The appeal will be reviewed by the state agencies if one or more of the following conditions apply:
   a. An institution can provide evidence that a portability panel decision was arbitrary

or capricious.
b. Substantive new information or arguments or both regarding the course have been developed that challenge the rationale of the portability panel.

> These ideas will be reviewed and discussed by the state agencies and, if appropriate, the co-chairs of the portability panel in question will be contacted by the state agencies with a charge to deliberate further on its original position.

c. The appealing institution can present evidence of inequitable treatment by the portability panel regarding a specific course.

> o For example, the appealing institution may cite other participating institutions receiving approval for inclusion of a course comparable to the one that has been rejected. Copies of submitted documents for the comparable course should be provided.

Timetable for Appeals

1. Appeal letters, along with supporting materials, should be sent to the ICCB panel facilitator after all other means to resolve the issue have been exhausted.
2. The panel facilitators will present the letter and supporting materials to all three agencies for a joint agency review process, yet to be established.

State Agency Decision

1. Staff at the IBHE, ICCB, and ISBE will review arguments and evidence presented by the appealing institutions before rendering a decision.
2. In curricular matters, the decision of the state agencies on all appeals is final.