

APPROVED

DECEMBER 8, 2020

Item #F-5
December 8, 2020

**ADOPTION OF STATEWIDE TRANSITIONAL ENGLISH:
COURSE PARAMETERS, COMPETENCIES, AND POLICIES**

Submitted for: Action.

Summary: This item recommends that the Illinois Board of Higher Education, in conjunction with the Illinois State Board of Education and the Illinois Community College Board, adopt Statewide Transitional English: Course Parameters, Competencies, and Policies recommended by the Statewide Panel. Adoption of the statewide panel's recommended competencies and policies enhances and supports inter-agency alignment to advance the provisions of the Postsecondary and Workforce Readiness Act (Public Act 099-0674).

Action Requested: That the Illinois Board of Higher Education adopts the Statewide Transitional English: Course Parameters, Competencies, and Policies.



**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**

**ADOPTION OF STATEWIDE TRANSITIONAL ENGLISH:
COURSE PARAMETERS, COMPETENCIES, AND POLICIES**

Background

A major barrier to postsecondary persistence and completion is remedial education, with students enrolling in remedial courses completing fewer courses compared to non-remedial peers and having substantially lower outcomes related to graduation rate, advancement rate, and credit accumulation. While the State has established a statewide implementation system for Transitional Math, more than 20 percent of Illinois high school graduates entering the State's community college system also require remedial courses in reading and communications courses¹.

The Post-Secondary and Workforce Readiness (PWR) Act directs Illinois' education agencies (Illinois State Board of Education, Illinois Community College Board, and Illinois Board of Higher Education) to establish a Statewide Panel to recommend competencies for transitional instruction that avoid student placement into remedial reading and communications courses (110 ILCS 148/70). Pursuant to this charge, a Statewide Panel composed of high school administrators, high school English teachers, community college and university administrators, community college and university English faculty, and representatives and policymakers from the Illinois Board of Higher Education, Illinois Community College Board, and the Illinois State Board of Education, created the following transitional English competencies and policies as provided in Attachment 1, which has undergone a 60-day review and public comment period.

The recommended competencies for any transitional English course align with the Illinois Learning Standards and can serve as a fourth-year English course to meet State and local high school graduation requirements. Transitional English is structured as a year-long course that builds on students' experiential and academic knowledge to develop skills in reading, critical thinking and analysis, and writing to help them succeed in college-level courses across majors and career pathways.

The adoption of these competencies and policies will accelerate efforts reducing remedial education rates and will provide an additional avenue for high school students to demonstrate college readiness. The Statewide Panel for Transitional Instruction, established pursuant to the PWR Act, approved the course parameters, competencies, and related policies in October 2020.

Staff Recommendation

Staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby adopts Statewide Transitional English: Course Parameters, Competencies, and Policies as provided in Attachment 1 to this item.

¹[Illinois Report Card, 2018-2019.](#)

ATTACHMENT 1

<https://drive.google.com/file/d/1Oky1UV137UZ-aoxAAyZu8kHGfFuNNcTk/view>