

2011-2012

ILLINOIS WESLEYAN
UNIVERSITY

Curriculum Development Handbook



Andrew W. Mellon Center for Faculty and Curriculum Development

Curriculum Calendar

[including Curriculum Council (CC), General Education, and May Term]

2011-2012 Important Dates

September 6, 2011 Deadline for submission to the May Term Office of final course descriptions, May Term Course Information Sheets, and other changes not needing faculty approval for inclusion in the *May Term 2012 Catalog*.

September 6, 2011 Deadline for submission of requests to CC for inclusion in the Spring and May Term 2012 printed *Program of Classes*. (Note: Requests approved after the *Program* is printed may still be included on the Web-based list of courses for Spring 2012.)

November 1, 2011 Deadline for submission of requests to CC for inclusion in 2012-2013 University *Catalog*. (Note: Requests approved after the December 2011 faculty meeting can be offered in 2012-2013, but might not appear until the *Catalog* for 2013-2014.)

February 6, 2012 Deadline for submission of requests to CC for inclusion in the Fall 2012 printed *Program of Classes* (Note: Requests approved after the *Program* is printed may still be included on the Web-based list of courses for Fall 2012.)

February 6, 2012 Departmental commitment to the Associate Dean of Curriculum of faculty resources to teach Gateway Colloquia (2012-2013 academic year).

March 05, 2012 Deadline for submission of requests to CC for faculty action in 2011-2012 (Requests submitted after March 5 cannot be considered by the General Faculty until its September 2012 meeting.)

April 2, 2012 Deadline for submission to the Associate Dean of Curriculum of final Gateway Colloquium course descriptions for 2012-2013 academic year.

April 13, 2012

Deadline for submission of preliminary course descriptions for the *May Term 2013 Catalog*.

Request for Curriculum Council Action

TO: Zahia Drici, Associate Dean of Curriculum

DATE SUBMITTED: _____

(Please submit 1 double-sided copy of your proposal)

FROM: (Name) _____ (Department) _____

Email address: _____

1. Proposed Action (Please check all that apply):

	Title	Number	Units
<input type="checkbox"/> New Course (No Gen Ed)	_____	/	/
<input type="checkbox"/> New Course (Gen Ed)	_____	/	/
<input type="checkbox"/> Gen Ed for Existing Course:	_____	/	/
<input type="checkbox"/> Deletion	_____	/	/
<input type="checkbox"/> Change title from	_____	/	/
to	_____	/	/
<input type="checkbox"/> Change number from	_____	/	/
to	_____	/	/
<input type="checkbox"/> May Term Course	_____	/	/
<input type="checkbox"/> New Major/Minor	_____		
<input type="checkbox"/> Revised Major/Minor	_____		
<input type="checkbox"/> Other (please specify)	_____	/	/

2a. Please check the category, if any, for which you are requesting General Education unit credit:

- | | | |
|---|--|--|
| <input type="checkbox"/> Analysis of Values | <input type="checkbox"/> Gateway Colloquium | <input type="checkbox"/> Life Science Lab |
| <input type="checkbox"/> The Arts | <input type="checkbox"/> Intellectual Traditions | <input type="checkbox"/> Physical Science Issues |
| <input type="checkbox"/> Contemporary Social Institutions | <input type="checkbox"/> Literature | <input type="checkbox"/> Physical Science Lab |
| <input type="checkbox"/> Cultural and Historical Change | <input type="checkbox"/> Second Language | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Formal Reasoning | <input type="checkbox"/> Life Science Issues | <input type="checkbox"/> Fitness |

2b. Please check the flag(s), if any, you are seeking:

- Writing Intensive Global Diversity U.S. Diversity

2c. In what way will you assess how this course has met the goals of the Gen Ed category and/or flag(s) for which you are applying?

- Use the Gen Ed Student Survey
(go to <http://www.iwu.edu/melloncenter/support/intra/General-Education.shtml> to find out if one is available)
- Use a different tool/method (please explain)

<Over>

3. Please insert here the proposed catalog course description. Course descriptions should be limited to no more than 50 words, not counting (a) title; (b) prerequisites; (c) General Education category; and (d) when offered.

4. Please list any prerequisites: _____

5. When will this course first be offered? _____

6. Please indicate how often course is offered. *Check only the single item that best describes this course. Because these are the only intervals used in the University Catalog, please do not edit or alter the list to fit a particular course. For example, if your course is offered every third year—an interval that does not appear in the Catalog—you might choose “Offered as needed” or “Offered occasionally” instead.*

- | | |
|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years, Spring |
| <input type="checkbox"/> Offered each Fall Term | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each spring | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each May Term | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each semester and May Term | <input type="checkbox"/> Offered as needed |
| <input type="checkbox"/> Offered occasionally | <input type="checkbox"/> Offered on request |
| <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered in alternate years, Fall Term | |

7. Is/are any other department(s) affected in any way by this request (e.g., course is cross-listed, team-taught, etc.)?
 No. Yes. In what way?

 Signature of the Head(s) of the Affected Department(s), School(s) or Program(s)

8. **WRITTEN RATIONALES:** If this proposal presents a new course (whether for General Education credit or not), an existing course for which General Education credit is now being sought, a May Term course, or a new major, minor or concentration, please attach a written rationale, following the guidelines found in the *Curriculum Development Handbook*. Please note that CC cannot evaluate incomplete proposals, so to expedite consideration of your submission, you are encouraged to read and follow the guidelines carefully.

9. The Curriculum Council assumes that the faculty members of your department have seen and approved of this request. Please sign below if this assumption is correct:

 Signature of Faculty Member Primarily Responsible for This Proposal

 Signature of the Head of the Department

Guidelines for Written Rationales

The written rationale is the major part of the proposal. You should use the following guidelines when writing your rationale. You may also wish to consult the on-line *Faculty Handbook* or the University *Catalog* for applicable policies and regulations. The Associate Dean of Curriculum (Zahia Drici, zdrici@iwu.edu or x 3207), and the Chair of the Curriculum Development Committee (Robert Erlewine, rerlewin@iwu.edu or x3138) are also available for consultation about any aspect of proposal development.

New or Significantly Revised Course(s):

If you are developing an entirely new course or significantly altering an existing course, on the request form please delete the old course (if appropriate), check “New Course”, and address the following questions:

- How does this course fit in with your overall program and faculty/student interest?
- Who will teach the course? How will this course affect departmental course offerings and staffing?
- Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)
- Why are you offering the course at this level?
- If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)
- Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)
- For General Education courses, please read the category/flag description and goals carefully and explain in the proposal **how the course meets the criteria** for the appropriate category and/or flag. For 300- and 400-level courses, address how the course meets the additional requirements stated in the *Criteria* column for some categories. (Please see the General Education section of this handbook on page 7, item 5.)
- For May Term courses, explain how the course fulfills one or more purposes of May Term. (Please see the May Term Purposes statement in this handbook on page 25.)

Existing Course for which General Education Credit is Now Requested:

- For General Education courses, please read the category/flag description and goals carefully and explain in the proposal **how the course meets the criteria** for the appropriate category and/or flag. For 300- and 400-level courses, address how the course meets the additional requirements stated in the *Criteria* column for some categories. (Please see the General Education section of this handbook on page 7, item 3.)

New Majors, Minors, and Concentration:

Please check the appropriate box on the request form and address the following:

- State the requirements for the new program. (Consult the *Catalog* for the maximum and minimum for your college or school.)
- Upon what are your program requirements based? (Are they recommended by external evaluators, supported by a survey of similar programs, externally mandated, etc.?)
- Is staffing sufficient? What staffing will be needed to cycle through all the required
- Is there sufficient student interest? How do you know?
- Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)
- Are any courses required or recommended outside your department? (If so, has the other department been consulted and do these colleagues agree?)
- Does the new program overlap with existing programs? If so, please justify the duplication/overlap.

Revision of Major/Minor/Concentrations:

Please check the appropriate box on the request form and answer the following:

- What are your current requirements and what are the proposed changes?
- Upon what are your new program requirements based? (Are they supported by a survey of similar programs, recommended by external evaluators, externally mandated?)
- How does the proposed change affect staffing?
- Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)

Deletions of Major, Minor, Concentration, or Course:

Please check "Deletion" on the request form and answer the following:

- Why are you making this deletion?
- If this deletion is for a course that is a major or minor requirement, how will it affect students?
- If the proposed deletion is cross-listed or contributes to other programs, has the other department been consulted and do these colleagues agree?
- If the course proposed for deletion carries General Education credit, explain what alternatives will be made available to affected students.

Changes in Course Title, Description, Number, Level, or Units:

Please check "Change Title" and/or "Change Number" on the request form and answer the following:

- What motivated the change? (e.g., change in faculty or student interests, external mandate, etc.)

- If this is a change in course units, does it adhere to the university policy on course units?

Changes in Degree Requirements:

Please check "Other" on the request form and answer the following:

- What are your current requirements and what are the proposed changes?
- Upon what are your new program requirements based? (Are they supported by a survey of similar programs, recommended by external evaluators, externally mandated?)
- How does the proposed change affect staffing?
- Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)

Clarifying Language Regarding General Education Assessment in CC Course Proposals

Faculty members often think of the term "assessment" in reference to course objectives, and their course proposals detail how exams, essays, and/or presentations will be used to assess student's individual learning for purposes of assigning a grade. At the end of a semester, faculty also may reflect on the course design's ability to meet desired course objectives. When Curriculum Council requests assessment information on the Course Proposal Form, the Council's primary interest is in what methods the faculty member will use to ascertain if and how the course has met the category/flag goals, an aggregate assessment of the course, rather than assessment focused on an individual student (see 2C on the "Request for CC Action" form). While it may be clear to the faculty member how course goals are linked to a Gen Ed category, those connections may not be clear to students or to CC. As part of the Course Proposal form, faculty members need to explain how they will assess the goals of the relevant Gen Ed category. This process may involve measurement instruments such as:

- assessment tools available from the Associate Dean of Curriculum (i.e. Gen Ed surveys);
- additional questions related to the General Education category/goal that the faculty member can add to the course evaluation, or a new tool(s) that the faculty member can create to ascertain if General Education goals are being met by the course.

GENERAL EDUCATION COURSE APPROVAL AND DEVELOPMENT INFORMATION

General Education Goals

(approved by the Faculty, October 3, 1994; amended November 6, 1995)

General Education at Illinois Wesleyan University strives to provide a foundation for a liberal education of quality and breadth through a continuously evolving program which fosters intellectual independence, critical thinking, imagination, social awareness, and sensitivity to others. These qualities of mind and character are developed through a coordinated academic and co-curricular program of active learning, problem solving, collaborative inquiry, and community involvement. In this environment, students pursue a course of study which leads to knowledge of the natural universe and the diverse realms of human experience.

More specifically, General Education at Illinois Wesleyan is committed to the following goals:

- To develop students' capacities for critical thinking, intellectual independence, and imagination by creating opportunities for active learning
- To develop students' knowledge and understanding of the fundamental processes and relationships of nature and culture and their evolution over time
- To enable students to use formal methods of reasoning in problem solving
- To heighten students' understanding of the diversity of cultures in our own society and the world
- To develop students' capacities for expressing and communicating ideas in writing and orally, in English and in another language, and for using writing as a means of discovery and understanding
- To foster in students the ability to make and assess judgments of value in such areas as ethics, aesthetics, and public policy by encouraging them to frame questions of value, to explore alternative value systems, and to become informed, active citizens in public life
- To develop in students kinesthetic awareness, personal fitness, and lifelong habits of healthy living
- To bring the world to campus and students to the world through varied combinations of co-curricular programming, travel and service to the community

Procedures for Approving General Education Unit and Flag Credit

1. All courses--new and existing--submitted for unit or flag credit under the General Education program will undergo a review by the Curriculum Council.
2. All courses requesting Council action should be recommended first by the proposing faculty member's department head and, when appropriate, by the head of the interdisciplinary program through which the course will be offered (e.g., International Studies Director).
3. Faculty submitting courses for General Education unit or flag credit should read the category/flag description and category/flag goals carefully and explain in the proposal how the course incorporates the **criteria** required in the category for which credit is sought or the **criteria** necessary to meet a flag. Some courses may be submitted for both unit and flag credit--for example, a new course in Contemporary Social Institutions for which a U.S. Diversity flag is also sought. Such courses should incorporate the criteria in both the category and flag. Applicants should also show how 300-or 400-level courses proposed for General Education meet the additional requirements stated in the *Criteria* column for some categories.
4. The approval process may include a revise-and-resubmit stage. Accordingly, the Associate Dean of Curriculum or the Chair of the Curriculum Development Committee may return incomplete proposals to the faculty member, indicating where necessary information is lacking.
5. Because each General Education course must address faculty-approved goals for the General Education program, each proposal for unit or flag credit must include methods for assessing the extent to which goals appropriate to the proposal have been met by the course (for example, additional questions to be added to the course evaluation form). As part of the initial proposal review, the Chair of CD will confer with the Associate Dean of Curriculum about the adequacy of the assessment methods described. As a result of this consultation, proposals may be returned to faculty member for resubmission.
6. All requests for General Education credit receiving the Council's approval will be submitted for formal vote by the General Faculty, using the consent agenda format. Once a course is approved for General Education credit, minor modifications such as a change in title or number will be reviewed by the Council only and reported as information items to the General Faculty. Substantial changes in a course once it is approved for General Education unit or flag credit will require a new request for approval, including another vote by the General Faculty.
7. To ensure institutional accountability and program integrity, faculty approval of General Education unit or flag credit will be granted for four full academic years following the date of approval. After four years, the Associate Dean of Curriculum will ask department

or program heads if previously approved courses have changed substantially. If neither the course nor the criteria for its category or flag have changed substantially, the course will ordinarily be approved for another four years.

Note: The first of these review cycles under the current General Education program occurred in Spring 2000 and applied to courses approved for General Education credit in 1995 or 1996. An example of the review form sent to department/program heads is included below

Sample General Education Review Form (Fall 2010)

AMST 250: Introduction to American Studies; Cultural and Historical Change/U.S. Diversity

- a. _____ The course has not changed significantly and the department wishes to continue listing the course with the appropriate general education designations.
- b. _____ The course has not changed significantly but the department wishes to discontinue the course association with the general education program.
- c. _____ The course has changed significantly and no longer should be listed as fulfilling its original general education category or flag.
- d. _____ The course is no longer being taught.

Exemplary Proposals

Exemplary Proposals can be found online at: www.iwu.edu/melloncenter/support/Exemplary.shtml. Proposals are also available from the Mellon Center. Please contact Trisha Lee at x3760 or tlee@iwu.edu.

- New Program Proposal
Environmental Studies Program
- Revision in Major
Art
- Course Deletion
Religion 220
- New Course (No Gen Ed)
Business 220
German 310
- General Education Proposals

Analysis of Values and WI: Computer Science 222
Art and May Term: Art 245

Assessment: English 220

Contemporary Social Institutions and Global Diversity Flag: Political Science/Environmental Studies 361

Contemporary Social Institutions and U.S. Diversity Flag: Religion 310

Cultural and Historical Change: History 255

Cultural and Historical Change: Off-Campus Studies 224

Formal Reasoning: Spanish 373

Gateway: "Life Narrative"

Intellectual Traditions: Philosophy 268

Intellectual Traditions: Religion 343

Intellectual Traditions and Global Diversity Flag: Literature and Culture Studies 242

Natural Sciences Issues Course and Writing Intensive Flag: Biology 316

Writing Intensive: Economics 370

Writing Intensive: Religion 323

Be advised that a few of these proposals were submitted before Fall 2009 and do not include General Education assessment language as currently requested by CC. If you have questions about how to write the assessment portion of your proposal, please consult the **Clarifying Language Regarding General Education** paragraph on page 5 of this *Handbook*. You can also contact the chair of CC, Jean Kerr (jkerr@iwu.edu/x3212) or the chair of CD, Robert Erlewine, (rerlewin@iwu.edu/3138).

Writing Gateway Proposals

The following questions were drafted for use as a tool when the Curriculum Development evaluates new Gateway proposals. Instructors contemplating a new Gateway proposal are encouraged to envision this set of questions as a template.

Questions to answer in your colloquium proposal:

- What is the issue or theme of the course? Is there one or more? How narrowly focused is/are the theme(s)? By what criteria would you call the theme(s) narrow or broad?
- How does the design of the course require students to analyze, integrate, draw inferences, and evaluate competing ideas in formulating their own logical arguments?
- How are students expected to write about content, competing ideas, and point of view?
- Do assignments other than writing assignments contribute to the overall grade? If so, how?
- What length and type of assigned readings are involved?

Some expectations for Gateway colloquia (not an exhaustive list here – please see criteria):

- Students should be made aware of the assignment of grades based on the course activities. Please explain what percentage of the grade depends on each.
- The majority of the course grade should come from writing assignments.
- The course should involve at least four formal essays of varying length.

- The total count of pages students will produce should be about 30.
- The assignments should make clear that students should take a certain point of view in writing and formulating their own arguments.
- The course should include discussion of the differences between academic and public writing. Students should gain an appreciation for writing to different audiences.
- The design of the course should teach the broader ideas of academic life, not dwell on life at IWU in particular; therefore, the course should teach students to: analyze, synthesize, infer, argue logically, and think independently.

Course Category Documents

Gateway Colloquium

(1 course unit)

Category Description: Gateway Colloquia are small discussion-oriented classes designed to develop students' proficiency in writing academic and public discourse. Although each colloquium investigates its own issue or question, all focus on writing as a major component of intellectual inquiry. Students are expected to participate in discussion and to analyze, integrate and evaluate competing ideas so as to formulate their own arguments about an issue. Topics will vary by section. Students must complete a Gateway Colloquium by the end of the freshman year. Students who fail Gateway will be enrolled in another section of the course at the earliest opportunity

<p style="text-align: center;">Category Goals</p> <p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' proficiency in writing and its use as a means of discovery and understanding, and of developing students' capacities in critical thinking, independence, and imagination through active learning, Gateway Colloquium seminars seek to:</p>	<p style="text-align: center;">Course Criteria</p> <p>To achieve these goals, all Gateway Colloquia incorporate the following criteria:</p>
<ol style="list-style-type: none"> 1. introduce students to the process of intellectual inquiry and develop students' critical thinking skills; 2. develop students' ability to evaluate competing ideas and experiences; 3. develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision; 4. engage students in learning activities that prepare them for academic life in the university. 	<ol style="list-style-type: none"> 1. Courses introduce students to the methods of creating and acquiring knowledge in the university environment through assignments that require critical thinking, i.e., investigation, speculation, analysis and synthesis. Courses also introduce students to the ethical values of the academic community, i.e., sharing knowledge and crediting intellectual achievement through appropriate methods of documentation. 2. Courses focus on a specific topic in order to engage students in a shared, sustained investigation and discussion of competing ideas and to develop their reading skills. Courses will not be an introduction to a discipline. 3. Courses focus on writing as a process in which students produce informal writing, drafts, revisions, and final papers, and faculty read drafts, give extensive written comments on student writing, and return comments and formal papers before collecting the next formal paper assignment. Students produce about 30 pages of writing during the term, including at least 4 formal essays of varying lengths. Informal writing – journals, exercises, drafts, responses to reading or study questions – comprises the rest of the pages produced. The bulk of the course grade is derived from student writing. Since the primary focus of the course is writing, the length and number of reading assignments should be limited accordingly. 4. Courses provide active learning opportunities that encourage students to analyze, synthesize, make inferences, argue logically, and think independently.

Analysis of Values

(1 course unit)

Category Description: Courses in this category critically examine one or more *normative value issues* arising in social, political, professional, religious, artistic, or other contexts. Normative value issues concern questions of what *ought* to be the case, and are thus distinguished from empirical and/or descriptive issues, which concern questions of what *is, was, or will be* the case. Courses in this category engage students in the rational examination of normative value issues and expose them to alternative theories and positions concerning such issues. Students are thereby challenged to think systematically about these issues and to refine and defend their views of them.

<p style="text-align: center;">Category Goals</p> <p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, communicating in writing and orally, and fostering their abilities to make and assess judgments of value, courses in the "Analysis of Values" category seek to:</p>	<p style="text-align: center;">Course Criteria</p> <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component and involve students in analysis and argumentation at a more sophisticated level than that normally found in lower-level courses.</p>
<ol style="list-style-type: none"> 1. develop students' ability to recognize and understand normative value issues. 2. encourage students to understand and evaluate contrasting theories pertaining to normative value issues. 3. develop students' ability to formulate, examine rationally, and defend their positions about normative value issues. Such examination requires students to consider theories, contrasting positions on the issue(s) in question, and pertinent descriptive and empirical information. 4. encourage students to reflect on the implications of their values for their personal, professional and civic lives, and to learn to listen to, respect, and care about the views of other people in situations other than their own. 	<ol style="list-style-type: none"> 1. Courses consider normative value issues as their central focus. The issue or issues should be clearly identified. Whereas the study of descriptive and/or empirical information may be an important component of courses in this category, such information should relate to the normative value issue(s) under consideration. 2. Courses expose students to contrasting theories pertaining to normative value issues as these are presented in primary or secondary source readings. Courses engage students in the critical assessment of these theories and/or the practical application of these theories to particular normative value issues. 3. Course materials and assignments provide multiple opportunities for students to examine contrasting positions, to formulate their own positions, and to consider rigorously the grounds and arguments for such positions. Possible methods include small group exercises, debates, interactive learning technologies, participation in co-curricular events, class discussions, and paper assignments. 4. Courses develop students' ability to consider the interpersonal, professional, and social contexts of action and to understand the implications of their positions for other persons, groups, or populations.

The Arts

(1 course unit)

Category Description: Courses in this category heighten awareness of an aesthetic dimension in human experience through study of music, theater arts, visual arts, film, and/or creative writing. These courses place the specific art(s) under consideration within the context of the time of original creation or performance, and also within other appropriate contexts.

<p style="text-align: center;">Category Goals</p>	<p style="text-align: center;">Course Criteria</p>
<p>In keeping with the overall goals of the General Education program, in particular the goals of offering opportunities for active learning and of developing students' imagination, their understanding of the fundamental processes and relationships of culture, and their ability to frame questions and make judgments of value, courses in the category of "The Arts" seek to:</p> <ol style="list-style-type: none"> 1. develop students' awareness of the deep sources of art, both individual and communal, and of the relationship in art between disciplined technique and creative freedom; 2. examine how art records, reflects, and shapes the temper of its time and place of origin; 3. explore the significance of art in a larger context-cross-culturally, historically, or in terms of broad aesthetic parameters shared by various art forms; 4. encourage students to gain a sense of what artists actually do with their hands, voices, bodies, and minds, in the creation and practice of their art. 	<p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require students to frame questions of aesthetic value, to grapple with answers to those questions, and to evaluate competing ideas or theories of interpretation at an advanced level.</p> <ol style="list-style-type: none"> 1. Courses examine how the artist is related to the work (inspiration, motives, expressive intentions), how art works are constructed, and what technical and aesthetic challenges are involved in the processes of creation or performance. 2. Courses consider such matters as interactions between and among audience, artist, performer, and the art work; the influence of historical, social, and cultural factors on art at the time a work is created or performed for the first time; the influence of art on society. 3. Course content focuses on a single art form across multiple cultures contemporaneously or a single art form in a single culture over time or multiple art forms in a single culture contemporaneously. Courses examine the role of interpretation in suggesting message or meaning in art. 4. Course assignments and activities expose students, if possible, to paintings/sculpture, to live music and theater, and/or offer them the opportunity to engage in the actual practice of creative or performing arts activities.

Contemporary Social Institutions

(1 course unit)

Category Description: Courses in this category explore the established practices, relationships, and organizations which influence the daily lives of individuals in society. Social institutions and/or structures examined include governments, religious organizations, education, the family, the media, and the legal, economic, health care, political, and social welfare systems.

<p style="text-align: center;">Category Goals</p> <p>In keeping with the overall goals of the General Education program, in particular, the goals of understanding the fundamental relationships and processes of nature and culture and their evolution over time, of fostering students' abilities to make judgments of value in the area of public policy, of encouraging students to become informed active citizens in public life, and of bringing the world to the campus and students to the world, courses in the category of "Contemporary Social Institutions" seek to:</p>	<p style="text-align: center;">Course Criteria</p> <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.</p>
<ol style="list-style-type: none"> 1. examine how one or more social institutions arises, operates, interacts with other institutions, and changes in different cultural and historical contexts; 2. illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions; 3. enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions; 4. provide students with opportunities to observe and/or to interact directly with individuals involved in the ongoing operations of one or more contemporary social institutions. 	<ol style="list-style-type: none"> 1. Courses examine the evolution of one or more contemporary social institutions to the present time and analyze the current structure and functions of the institution(s) studied and its (their) relationship with other institutions in its (their) own or another culture. 2. Courses engage students in discovering underlying values--including those of key institutional founders or leaders, as well as those of larger groups or societies--that are embodied in the structure and functioning of the institution(s) studied. 3. Students participate in assignments and activities that require them to consider and reflect upon how their own and/or others' attitudes, convictions, and actions are influenced, consciously or unconsciously, by the institution(s) studied. 4. Courses provide opportunities for students to observe the actual functioning of the institution(s) studied and/or to interact with leaders, volunteers, clients, or other participants in the ongoing activities of the institution(s) through in-class experiences, on-campus co-curricular activities, field trips, volunteer service, electronic discussion groups, or other appropriate means.

Cultural and Historical Change

(1 course unit)

Category Description: Courses in this category investigate the formation, persistence, and change of human-constructed institutions, emphasizing significant transformations in human social existence, and allowing historical personalities to speak to us across time and space. Each class emphasizes the complex interactions of social and historical context, acknowledging that we cannot understand the present without the past.

<p style="text-align: center;">Category Goals</p> <p>In keeping with the overall goals of the General Education program, in particular, the goals of developing students' capacities for critical thinking, intellectual independence, of understanding the fundamental relationships and processes of nature and culture and their evolution over time, and of becoming informed citizens, courses in the category of "Cultural and Historical Change" seek to:</p>	<p style="text-align: center;">Course Criteria</p> <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.</p>
<ol style="list-style-type: none"> 1. examine major episodes, processes and contexts of change within societies and social institutions, with special attention to changes in belief, behavior and social organization; 2. understand the processes of choice and action through which the cultural systems, social institutions, and social relationships arise, persist, and change; 3. examine the interactions of cultures and histories as revealed in the speech, documents, artifacts, and patterns of behavior of the women and men directly affected at the time of change; 4. develop the student's understanding of her or his place in world history through reflection on the present in light of the past. 	<ol style="list-style-type: none"> 1. Courses focus on both the events of change and the repercussion of these events on individuals and society. 2. Courses include reflection on the causes and directions of change over time; 3. Courses include evidence of change as seen through the eyes of the participants; 4. Courses include some materials or approaches that encourage the student to relate her or his own present situation in a changing society to the historical/social context the course has established.

Formal Reasoning

(1 course unit)

Category Description: Courses in this category focus on approaches to knowledge which are rigorous and rule-governed. The courses enable students to develop an understanding of formal reasoning systems, including geometric, symbolic or numerical approaches, and to use formal reasoning for problem-solving, including real-world problems.

<p style="text-align: center;">Category Goals</p> <p>In keeping with the overall goals of the General Education program, in particular the goals of enabling students to use formal methods of reasoning in problem solving, and developing students' capacities for critical thinking, courses in the "Formal Reasoning" category seek to:</p>	<p style="text-align: center;">Course Criteria</p> <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a degree of complexity in the material beyond that normally found in lower level courses. They require students to focus on metatheoretical questions, or to engage creatively in mathematical modeling or proving theorems.</p>
<ol style="list-style-type: none"> 1. acquaint students with one or more formal reasoning systems; 2. promote the understanding of formal reasoning systems and their use in identifying, analyzing and solving problems; 3. provide a real-world context for the use of formal reasoning; 4. acquaint students with the aesthetic value of formal reasoning systems. 	<ol style="list-style-type: none"> 1. Courses focus on examining and carefully defining the concepts employed in one or more formal reasoning systems and instructing students in the rules used in one or more of these systems. 2. Courses instruct students in the use of formal reasoning systems to identify, analyze and solve problems. Courses stress critical thinking and reasoning skills and not solely mechanical skills. Courses assist students in writing clear solutions to problems. 3. Courses include exercises in which students use formal reasoning systems to try to solve problems encountered in the real world. 4. Courses include an appreciation of the beauty, symmetry and elegance of formal reasoning systems.

Intellectual Traditions

(1 course unit)

Category Description: Courses in this category explore major ideas that have made a difference in the shaping of culture and the course of events. Courses may focus on an individual figure, a broader intellectual movement, or a crucial concept or topic. Emphasis is placed on critical interpretation, analysis, and evaluation of ideas articulated in primary printed texts and, where appropriate, in works of art, architecture, and music.

<p style="text-align: center;">Category Goals</p> <p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for critical thinking, intellectual independence and social awareness, their knowledge and understanding of the fundamental processes and relationships of culture and their evolution over time, and their abilities to make and assess judgments of value, courses in the "Intellectual Traditions" category seek to:</p>	<p style="text-align: center;">Course Criteria</p> <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component and involve an advanced level of complexity in the material studied and the interpretive questions raised.</p>
<ol style="list-style-type: none"> 1. develop students' abilities to evaluate critically ideas and beliefs articulated in the conversations of minds across the centuries in our own and other cultures; 2. increase students' knowledge of the texts and traditions, either western or non-western, which are demonstrably important, i.e., that have shaped culture and made a difference in the course of events; 3. enable students to see that understanding an idea requires understanding its development by examining the ways in which ideas, beliefs, and world views originate, evolve, persist, recur, and die out; 4. develop students' abilities to make, assess, and defend arguments about ideas articulated in primary texts. 	<ol style="list-style-type: none"> 1. Courses examine ideas, rather than events, works of art or literature, or cultural practices. Thus, although historical materials, art, literary texts, and cultural artifacts may be examined in the course, such works should be investigated for the ideas articulated in them as they pertain to the subject matter of the course. 2. Courses focus on ideas which have shaped culture, the processes by which texts and traditions come to be seen as important, and, where appropriate, alternative voices which confront traditions. 3. Courses examine the development of ideas over time and in relation to other ideas. Courses on a single figure, for example, should, where appropriate, devote time to studying the wider intellectual conversation of which that figure is a part. 4. Courses actively engage students in interpreting and evaluating primary texts (including texts in translation), which provide the majority of reading for the course and which students analyze in written essays and oral discussions.

Literature

(1 course unit)

Category Description: Courses in this category focus on the critical reading and interpretation of literary texts.

<p style="text-align: center;">Category Goals</p> <p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, and imagination, their understanding of cultural relationships, their capacities for expressing and communicating ideas, and their abilities to make judgments and assess value, all in the context of active learning, courses in the "Literature" category seek to:</p>	<p style="text-align: center;">Course Criteria</p> <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component involving critical or other secondary material, and involve an advanced level of complexity in the material studied and the interpretive questions raised.</p>
<ol style="list-style-type: none"> 1. enable students to appreciate the structure and style of a literary text; 2. encourage students actively to engage their imaginative faculties when they read. 3. enable students to connect the literature they read to the cultural and social context in which it was written, or the context it portrays. 4. develop students' abilities to make and defend thoughtful, evaluative judgments about literary texts. 	<ol style="list-style-type: none"> 1. Courses examine the style (for example: diction, sentence structure, imagery, rhythm) and structure (for example: plot, sequence of images and ideas, metrics and rhyme) characteristic of literary texts and the relation of one literary text to another. 2. Courses focus on the literary texts themselves and on the practices of intellect and imagination in the reader that make for active engagement with these texts. Such practices might include close study of significant passages, reading aloud or memorization to appreciate sounds, encouragement of visualizing, enacting of passages or texts. 3. Courses present literary texts in terms of some larger cultural framework--at least one context from which the texts emerge, or to which they respond. This context could be socio-historical or it could be the body of the author's work or movements in literary history. 4. Courses actively involve students in interpretation of texts, encouraging thoughtful judgments which the students express and defend in written essay assignments and orally in class discussion.

The Natural Sciences

(2 course units)

Category Description: Courses in this category help students develop the capacity for scientific literacy in preparation for responsible citizenship. Through laboratory and other learning experiences, students explore the methods by which scientists discover and formulate laws or principles that describe the behavior of nature in both living and non-living realms. Students also examine how scientific thinking applies to their own lives, and address the issues that scientific and technological advances bring to society. Two courses in this category are required, one of which deals primarily with scientific methods and laboratory techniques, and the other primarily with societal and ethical issues resulting from scientific techniques or findings. In addition, one of these courses must concern primarily life science concepts, and the other primarily physical science concepts.

<p style="text-align: center;">Category Goals</p> <p>In keeping with the overall goals of the General Education program, in particular the goal of, developing students' capacities for critical thinking, and of developing students' knowledge and understanding of the fundamental processes and relationships of nature and culture, and their evolution over time, all courses in the "Natural Sciences" category seek to:</p>	<p style="text-align: center;">Course Criteria</p> <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition to meeting criteria 1-3 and 4a or 4b, courses proposed for credit at the 300- or 400-level require an appropriate research component, and involve a degree of critical thinking not normally found in lower level courses.</p>
<p>1. acquaint students with important life and/or physical science concepts, as well as the connections among different areas of science;</p> <p>2. develop students' understanding of the roles that critical analysis, abstract thinking, and imagination play in the scientific enterprise;</p> <p>3. introduce students to the usefulness of applying scientific concepts to the understanding of everyday experiences.</p> <p>4a. (in scientific methods courses) develop students' understanding of how scientific problems are studied in a laboratory environment.</p>	<p>1. Courses focus on life science or physical science concepts, and will examine the ways in which one area of science contributes to and is affected by at least one other area.</p> <p>2. Courses consist of information originating from the use of the scientific method, and will engage students in the application or discussion of the scientific method.</p> <p>3. Students are given examples of how scientific concepts learned in class can be used in less formal, non-academic settings.</p> <p>4a. Students attend a regularly scheduled lab that averages two hours per week of laboratory instruction over the course of the semester. At least twenty percent of the course grade is determined from this laboratory work.</p>
<p style="text-align: center;">OR</p> <p>4b. (in scientific issues courses) improve understanding of scientific and technological issues which affect society and consider strengths and limitations of science in dealing with these issues.</p>	<p style="text-align: center;">OR</p> <p>4b. Students participate in discussions or assignments that require them to address the impact of scientific knowledge on society, and to evaluate the role that science and scientists play in these issues.</p>

Second Language**(0-3 course units, as needed, to ensure proficiency at the appropriate level)**

Category Description: Courses in this category develop a student's ability to speak, read, listen and write in a modern second language, or to read in classical Greek. Modern language courses stress basic conversational skills necessary for survival in a target-language environment, while classical Greek courses emphasize reading of texts in the original. All courses in this category seek to place the target language within a cultural context.

Category Goals	Course Criteria
<p>In keeping with the overall goals of the General Education program, in particular the goals of developing the capacity for expressing and communicating ideas in a language other than English, of fostering in students the ability to make and assess judgments of value, and of bringing the world to the campus and the campus to the world, courses in this category seek to:</p> <p>1a. develop in students of modern languages the four basic language skills of speaking, reading, listening, and writing in a language other than English;</p> <p style="text-align: center;">OR</p> <p>1b. develop in students of classical Greek a proficiency in reading ancient Greek authors in the original, with help from vocabulary lists and annotations;</p> <p>2. develop students' understanding of and appreciation for the culture in which the target language is embedded;</p> <p>3. provide students of modern languages with opportunities to hear and/or interact with native or near native speech of the target language.</p>	<p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course.</p> <p>1a. Courses provide practice in face-to-face conversation in the target language, which primarily consists of topics relating to the self and the immediate environment. Courses also allow students to practice reading sentences and strings of sentences in the target language.</p> <p style="text-align: center;">OR</p> <p>1b. Courses involve instruction in the vocabulary and grammar of classical Greek, as well as opportunities to read texts in ancient Greek.</p> <p>2. Courses, whether modern or classical, place the target language within a cultural context common to native speakers of that language and expose students to the values held by the culture as a whole.</p> <p>3. Courses in modern languages include opportunities for students to hear native or near native speech (other than the instructor) engaging in naturally-spoken passages and/or dialogue through the use of target-language broadcasts, films, or speakers, or through travel to a country where the target language is the primary language spoken.</p>

Physical Education

**(2x or 4y courses or an equivalent combination is required.
At least one x or one y must be a Fitness course.)**

Each course proposed for the Physical Education Fitness requirement must include:

1. Discussion, class presentation, and assessment of the following topics
 - Long-and short-term fitness goals
 - Principles of warm-up and stretching
 - Principles of aerobic training
 - Principles of strength training
 - Nutritional guidelines
 - Proper weight control
 - Stress management through exercise
 - Components of physical fitness
 - Posture and back care
 - Cancer risk prevention through exercise
 - Use of a variety of fitness machines

2. A written assignment requiring students to design and implement their own personal fitness plan

Course Flag Documents

Encountering Global Diversity

(Flag designation for any General Education, major, minor, or elective course, except Gateway Colloquium and courses in the Second Language Category)

Flag Description: Courses given this designation prepare students for responsible citizenship in a global community. Students examine the experience and values of one or more contemporary societies outside the United States. Within the framework of individual courses, students are introduced to global diversity through an examination of at least one other society's experience and view of itself and the world. This may be accomplished through an explicit comparison between the U.S. and other societies, encounters between other societies, or through an extensive study of one individual society.

Flag Goals	Flag Criteria
<p>In keeping with the overall goals of the General Education program, in particular the goals of heightening students' understanding of global diversity, of bringing the world to the campus and students to the world, of fostering students' ability to make and assess judgments of value, and of developing students' capacities for critical thinking, courses given this designation seek to:</p> <ol style="list-style-type: none"> 1. develop students' ability to analyze and understand contemporary societies outside the U.S. in the context of individual courses; 2. enable students to understand the social and cultural frames of reference of one or more societies and see the world from its/their perspective(s). 	<p>To achieve these goals, courses given this designation incorporate the following concepts within the course design. These concepts need not be the entire or even the primary focus of the course for which the designation is sought.</p> <ol style="list-style-type: none"> 1. Courses compare the U.S. and another contemporary society or societies, or examine the encounters between non-U.S. societies, or extensively investigate one non-U.S. society. 2. Courses use such materials as primary texts, films, or other appropriate materials arising directly from the non-U.S. society(ies). If the course is a travel course, it provides opportunities for direct and significant cultural interactions between the students and members of the society(ies) they are visiting.

The Global Diversity Flag may also be achieved by successful completion of a semester enrolled in an approved IWU, or an IWU-affiliated, study-abroad program, provided the following requirements are met:

1. The student must gain approval of the Associate Dean of Curriculum prior to leaving for the semester abroad.
2. The overall academic experience must be in keeping with the Flag goals and criteria.

Note: This exception does not include May Term courses unless a specific course carries a Global Diversity Flag.

Encountering U.S. Diversity

(Flag designation for any General Education, major, minor, or elective course, except Gateway Colloquium and courses in Second Language category)

Flag Description: Courses given this designation introduce students to the ways in which diversity – as influenced by ethnic, racial, class, gender, religious, and/or sexual characteristics – has shaped and continues to shape identity and experience in the U.S. Within the framework of individual courses, students are encouraged to develop an awareness of social differences and a sensitivity to others. Furthermore, in the process of recognizing, analyzing, understanding, and perhaps even reconciling various ways of viewing and experiencing the world, students are encouraged to acknowledge the intersections of diversity in their own lives.

Flag Goals	Flag Criteria
<p>In keeping with the overall goals of the General Education program, in particular the goals of heightening students' understanding of social diversity in our own society, of fostering students' ability to make judgments of value, and of developing students' capacities for critical thinking, courses given this designation seek to:</p> <ol style="list-style-type: none"> 1. develop students' ability to analyze and understand diversity in the context of individual courses; 2. enable students to understand the ways in which issues of difference are tied to issues of privilege and advantage, and to specific histories of groups and individuals; 3. encourage students to acknowledge and appreciate the diversity in their own lives. 	<p>To achieve these goals, courses given this designation incorporate the following concepts within the course design. These concepts need not be the entire or even the primary focus of the course for which the designation is sought.</p> <ol style="list-style-type: none"> 1. Courses consider one group, its alternative value system(s) and experience(s), and its encounters with dominant ideas and institutions, or examine interactions between and among diverse groups. 2. Courses examine processes of accommodation, resistance, and appropriation. 3. Courses include some material that develops students' ability to consider the consequences of advantage and disadvantage in their own lives.

Writing Intensive Courses

(Flag designation for any General Education, major, minor, or elective course, except Gateway Colloquium)

Flag Description: Courses given this designation offer students instruction and practice in writing, typically within a specific disciplinary context. Writing Intensive courses teach the conventions of writing within a specific discipline or for a specific purpose, focus attention on writing as a process, and encourage students to use writing as a tool for discovery and learning. Enrollment caps should be consistent with the goal of providing opportunities for intensive work with student writing.

Students must take two “Writing Intensive” courses. One of these courses must be taken in the major, and one of the courses must be completed by the end of the sophomore year. Students who have more than one major must take a “Writing Intensive” course in each major.

Flag Goals	Flag Criteria
<p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for expressing and communicating ideas in writing, using writing as a means of discovery and understanding, and developing students' capacities for critical thinking, intellectual independence, and imagination, courses given this designation seek to:</p> <ol style="list-style-type: none"> 1. give students significant practice in writing; 2. focus on writing as a process, with opportunities for revision; 3. enable students to understand that writing varies according to purpose and audience; 4. give students opportunities to use writing as a tool for invention and discovery. 	<p>To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.</p> <ol style="list-style-type: none"> 1. Students should produce a minimum of 15-20 typed, double-spaced pages per semester, including drafts. This writing may take a variety of forms, depending on the discipline and/or purpose of the course, such as formal papers, informal journal entries, mathematical proofs, short philosophical arguments, a long research paper, etc. 2. Regardless of the type of writing produced, the writing process must be ongoing throughout the semester. Students should begin writing assignments early, periodically turn in drafts, and have opportunities for revision in response to written and/or oral critiques. 3. Courses should give explicit instruction in writing in accordance with the conventions of a discipline or the requirements of a specific purpose and audience. 4. Courses should encourage learning through writing using methods such as directed freewriting, reading journals, summaries or syntheses of readings, class listservs, etc.

The Purposes of May Term

Because faculty and students concentrate on a single course of study, IWU's optional May Term provides possibilities for teaching and learning that are substantially different from those available during the fall and spring semesters. Whether a course is part of a major or minor, a General Education offering especially designed for May, or an elective, the distinctiveness of May Term lies in its emphasis on immersion in learning. May Term courses are designed to be so intellectually and personally stimulating that normal barriers between in-class and out-of-class learning disappear. Students may do intensive research in physics; study contemporary and often controversial issues with faculty from a variety of disciplines; travel to historical, commercial, or cultural sites in conjunction with a course--the possibilities are nearly endless. Besides providing this immersion in learning, May courses also offer one or more of the following features.

- **Curricular Experimentation** allows students to approach traditional subject matter in nontraditional ways or to examine concepts and issues not part of the standard curriculum. Courses may feature well-known guest instructors from other universities, from industry or government, or from the performing or visual arts.
- **Crossing Traditional Boundaries** challenges students to consider ideas from many perspectives in courses taught by faculty from several disciplines or professions. Such offerings might include "cluster" courses that focus on a specific theme and are supplemented with evening or weekend activities.
- **Student/Faculty Collaboration** enables students to pursue individually selected topics under the direction of a faculty member or to engage in collaborative research with professors.
- **Intellectual Transformation** occurs in courses that are once-in-a-lifetime experiences designed to expose students to new cultures or to encourage them to develop a critical perspective on familiar ideas. Domestic and international travel courses exemplify these transformative experiences.
- **Service and Internships** allow students to apply their knowledge in the local community or at sites as far away as Hong Kong. Career development possibilities may include performing in summer stock or working in a laboratory; community service opportunities may include participation in programs such as Habitat for Humanity.

Procedures for Approval of Special Interdisciplinary Majors and Minors

Under carefully defined circumstances approved by the General Faculty in 1998-99 and modified by faculty vote in February 2005, students working closely with a faculty advisor and the chairs of at least two departments, schools or programs may propose Special Interdisciplinary Majors and Minors. To aid faculty members who may be advisors to students hoping to use this special option, the following information is included here.

Students exercising the option must do so no earlier than the fall semester of the sophomore year and no later than the spring term of the junior year. Specific course requirements for a Special Interdisciplinary Major/Minor must be submitted to the Associate Dean of Curriculum on forms the student obtains from the Registrar's Office. (See a sample copy on the next page of this book.) So that advisors can play a key role in making sure a proposal is complete, the student's faculty advisor is the last signature obtained before the completed proposal is submitted to the office of the Associate Dean of Curriculum in the Mellon Center (lower level Stevenson Hall). The original is retained by the Associate Dean and copies are distributed to members of the Curriculum Council (CC).

The Curriculum Development Committee (CD) reviews all proposals thoroughly and, in evaluating a proposed program, holds students rigorously to the standards for these majors/minors as outlined in the 2011-12 *University Catalog*, p 52. It is not uncommon for the Committee to ask for clarification or reconsideration of certain elements of the proposal if the student's rationale for them is not clear and convincing.

If/when CC approves a proposal, the Chair of CC signs the original copy of the approved program before it is forwarded to the Registrar, with copies to the student and the advisor. As a confirmation, the Registrar notifies the student that a Special Major/Minor is on file in her office; once the plan is filed, the student is expected to follow it exactly in order to receive the major/minor designation on the transcript.

An Exemplary proposal is available from the Mellon Center. Please contact Trisha Lee at 3760 or tlee@iwu.edu.

ILLINOIS WESLEYAN UNIVERSITY

Application for Special Interdisciplinary - Major or Minor

Your name: _____ Date: _____

Your ID #: _____

I wish to apply for a (circle) **SPECIAL INTERDISCIPLINARY - MAJOR or MINOR** in the following Special Interdisciplinary Major

Special Interdisciplinary Minor

to be administered under the **Department(s), School(s) or Program(s)** of

(two sponsors are required)

I plan to complete a (circle) **BA** in the (circle) **FALL SPRING MAY SUMMER** TERM of _____ (year).

Current GPA _____ Total course units earned to date: _____

Present Major (if any) _____

N.B. It is **NOT** possible to double major between the College of Liberal Arts and the College of Fine Arts, or between one of these and the School of Nursing. Any such requests must be to seek **two degrees**, which will require at least an additional nine unique course units beyond the highest number required for one degree.

Information and Rationale for Proposed Program

Please provide the information required on the other side of this form, attaching additional sheets when necessary.

1. Briefly list the academic goals to be achieved by your proposed program of study. Describe how this program of study better serves your academic goals than any existing major (or minor) program.
2. Attach a list of the proposed Special Interdisciplinary Major or Minor sequence, indicating which courses have yet to be completed. (Majors must include at least ten courses from at least two departments, and a senior project.)
3. If there are any requirements or procedures for which an exemption is desired, state the reason for desiring the exemption and the means by which it is believed that the intent or spirit of the academic requirement has or will be fulfilled.

AUTHORIZATION

After completing the above information, obtain the following signatures in order.

1. Your Signature _____ Date _____

2. Chair/Director _____ Date _____

(of the co-sponsor of the special interdisciplinary major or minor - required)

3. Chair/Director _____ Date _____

(of the co-sponsor of the special interdisciplinary major or minor - required)

4. Faculty Advisor _____ Date _____

(of the special interdisciplinary major or minor - required)

For processing by Curriculum Council, please deliver form and attachments to the Mellon Center, LL Stevenson Hall.

Chair of Curriculum Council _____ Date _____

Date Filed with the Registrar _____ Received by Registrar _____

2011-2012 Curriculum Council Members

Updated 10/25/11

Jean Kerr, Curriculum Council Chair
Scott Sheridan, Academic Standards Chair
Ilaria Ossella-Durbal, Curriculum Development Chair

Academic Standards

Scott Sheridan, Chair
Linda Farquharson
Narendra Jaggi
Dani Snyder-Young
Zahia Drici, *ex officio*

Curriculum Development

Ilaria Ossella-Durbal, Chair
Christopher Sweet
Timothy Rettich
Mary Ann Bushman (as of 10/03/11)
Tim Reardanz, student
Zahia Drici, *ex officio*