



ILLINOIS WESLEYAN UNIVERSITY

2020-2021 CURRICULUM COUNCIL HANDBOOK

Andrew W. Mellon Center for Curricular and Faculty Development
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Curriculum Council 2020-2021 Master Calendar of Deadlines

Including Curriculum Council (CC) and General Education
Late or incomplete proposals will not be considered.

August 28, 2020	Deadline for changes to be included in the Spring Semester <i>Program of Classes</i> . This is the last opportunity for consideration by the faculty at the October Faculty Meeting.
September 18, 2020	Deadline for submission of course fee requests to the Mellon Center for Spring 2021.
November 13, 2020	Deadline for submission of new or significantly revised majors, minors, or concentrations.
February 5, 2021	Deadline for submission of requests for inclusion in the Fall 2021 printed <i>Program of Classes</i> . Note: Requests approved after the <i>Program</i> is posted may still be included on the web-based list of courses for Fall 2021.
February 5, 2021	Departmental commitment to the Associate Dean of Curricular and Faculty Development of faculty resources to teach Gateway Colloquia (for the next academic year).
February 12, 2021	Deadline for submission of requests to CC for faculty action in the current academic year. If CC receives proposals after this date, it may need to postpone consideration until the following academic year.
February 19, 2021	Deadline for submission of course fee requests to the Mellon Center for Fall 2021 registration.
April 2, 2021	Deadline for submission to the Associate Dean of Curricular and Faculty Development of final Gateway Colloquium course descriptions for the for the next academic year.
<p>*Note: In the rare occasion that a Gateway instructor is hired over the summer to teach a new Gateway course in the Fall, this instructor should send a course description and syllabus to the Associate Dean of Curricular and Faculty Development and the Writing Program Director before the start of the Fall semester for preliminary review. A full Gateway Course Proposal should be sent to CC by September 11, 2020, and the Gateway syllabus review process should be engaged as soon as possible. For new Gateway courses to be taught in Spring, the instructor should send a course description and syllabus to the Associate Dean of Curricular and Faculty Development and the Writing Program Director before the start of the Spring semester. A full Gateway Course Proposal should be sent to CC by November 20, 2020 (the deadline for submission of course proposals to CC).</p>	

Curriculum Council Handbook

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Request for Curriculum Council Action (p. 1 of 2)

TO: Associate Dean of Curricular and Faculty Development, Mellon Center

DATE SUBMITTED: _____

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

FROM: (Name) _____ (Department) _____

Email address: _____

1 **WRITTEN RATIONALES:** Attach a written rationale, following the guidelines in the *Curriculum Council Handbook*.
Please note that CC will not evaluate incomplete proposals. To expedite consideration of your submission, you must read and follow the guidelines carefully.

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

	Title	Number	Units
<input type="checkbox"/> New Course	_____	/	/
<input type="checkbox"/> Gen Ed for Existing Course	_____	/	/
<input type="checkbox"/> Deletion of Major/Minor/ Concentration	_____		
<input type="checkbox"/> Change title from	_____	/	/
to	_____	/	/
<input type="checkbox"/> Change number from	_____	/	/
to	_____	/	/
<input type="checkbox"/> Change prerequisites from	_____	/	/
to	_____	/	/
<input type="checkbox"/> New Major/Minor	_____		
<input type="checkbox"/> Revised Major/Minor/ Concentration	_____		
<input type="checkbox"/> Other (please specify)	_____	/	/

3a. If you are requesting General Education unit credit, please check the category:

- | | | |
|---|---|--|
| <input type="checkbox"/> Analysis of Values | <input type="checkbox"/> Gateway Colloquium (see 9b. below) | <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 |

3b. Please check the flag(s), if any, you are seeking:

- | | | |
|--|---|---|
| <input type="checkbox"/> Writing Intensive | <input type="checkbox"/> Global Diversity | <input type="checkbox"/> U.S. Diversity |
|--|---|---|

3c. Does this course already carry General Education credit? Yes No

If yes, which category/flag? _____

Will the existing category/flag remain? Yes No

3d. 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 (Administered by the Registrar's Office)
- Use a different tool/method (please explain) _____

Request for Curriculum Council Action *(p. 2 of 2)*

4. Please insert here the proposed catalog course description. Course descriptions should be limited to no more than 50 words. The description must include (a) title; (b) prerequisites; (c) General Education category; and (d) when offered, although those four items do not count against the 50-word limit.

5. Please list any prerequisites: _____

6. When will this course first be offered? *(cannot be current or past term)* _____

7. 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. Courses that cannot be offered at least every four years should not be proposed.*

- | | | |
|---|--|---|
| <input type="checkbox"/> Offered each Semester | <input type="checkbox"/> Offered in Alternate Years | <input type="checkbox"/> Offered Annually |
| <input type="checkbox"/> Offered each Fall Semester | <input type="checkbox"/> Offered in Alternate Years, Fall Semester | <input type="checkbox"/> Offered Every Third Semester |
| <input type="checkbox"/> Offered each Spring Semester | <input type="checkbox"/> Offered in Alternate Years, Spring Semester | <input type="checkbox"/> Offered By Arrangement |
| <input type="checkbox"/> Offered Occasionally | | <input type="checkbox"/> Offered As Needed |

8. If your proposal is approved, would you be willing for the Mellon Center to use it as an exemplary submission in the online *Curriculum Council Handbook*? Yes No

9a. Is/are any other department(s) affected in any way by this request (e.g., course is cross-listed, team-taught, required or elective in another major or minor, etc.)?

No Yes - In what way? _____

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

9b. If this proposal is for a Gateway course, does it overlap with any existing courses at IWU?

No Yes - In what way? _____

Signature of Existing Course Instructor

10. 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, School or Program

Request for Course Deletion *(page 1 of 1)*

Department Chair Name: _____

Course Number: _____

Course Title: _____

Course Units: _____

Please circle appropriate answer

1. Why are you deleting this course?
 - A. No longer offered on a regular basis.
 - B. No faculty currently available to teach the course.
 - C. Other (explain)

2. If this course is a major or minor requirement, does deleting it impact your students?
 - A. No
 - B. Yes (explain)

3. Is the deleted course cross-listed or does it contribute to other programs?
 - A. No
 - B. Yes (explain)

4. If the answer to 3 is "yes," please have the director/chair of those programs approve the change.

Signature(s) _____

- | | | |
|--|-----|----|
| 5. Does the proposed deletion carry Gen Ed credit? | Yes | No |
| If yes, does your program offer alternatives? | Yes | No |

6. Please attach a relevant catalog copy showing every instance where the course should be deleted, including interdisciplinary majors, minors, and programs in addition to your own.

Curriculum Council Notification Form for Gateway Colloquia

(page 1 of 1)

TO: Associate Dean of Curricular and Faculty Development, Mellon Center **DATE SUBMITTED:** _____

FROM: (Name) _____ (Department) _____

Email address: _____

Gateway Colloquium title: _____

Please insert here a course description for the Registrar's records. Course descriptions should not exceed 50 words. The description must include (a) title, and (b) when offered, although those items do not count against the 50-word limit.

When will the Gateway Colloquium be offered? _____

Note that all Gateway instructors must participate in the Gateway syllabus review process, as described below on p. ?.

Signature of the Instructor of the Gateway Colloquium

Signature of the Head of the Gateway Instructor's
Department or Program, or the Associate Dean of Curricular
and Faculty Development

Curriculum Council Notification Form for Non-Action Items (page 1 of 1)

TO: Associate Dean of Curricular and Faculty Development, Mellon Center

DATE SUBMITTED: _____

FROM: Name: _____

Department: _____

Email address: _____

Non-action items include notifying CC of specific courses being offered under existing Special Topics rubrics or Experimental course rubrics that offer no general education credit. All other curricular changes require CC action. Please review the procedures listed in the *Curriculum Council Handbook* in order to select the appropriate form.

1. Course number (including any cross-listed courses):

2. Course title:

3. Please provide a course description for the Registrar's records. Course descriptions should not exceed 50 words. The description must include (a) title; (b) prerequisites; and (c) when offered, although those items do not count against the 50-word limit.

4. Please list any prerequisites: _____

5. When will this course be offered? (cannot be current or past term) _____

6. Is/are any other department(s) affected in any way by this information (e.g., course is cross-listed, team-taught, required or elective in another major or minor, etc.)?

No Yes If yes, in what way? _____

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

The Curriculum Council assumes that the faculty members of your department and any affected department(s) and/or program(s) 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 Chair or Director of the Department, Program, or School

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. CC approval is not needed for departments to clarify language that does not affect the program content in any significant way (e.g. correcting typos, grammar, syntax, and/or minor inconsistencies). The Associate Dean of Curricular and Faculty Development, the Chair of the Curriculum Council, the Vice Chair of the Curriculum Council, and the Registrar are also available for consultation about any aspect of proposal development.

Note that whether a paper or electronic version of a course proposal is filed, a word document version of the rationale, as well as the current and proposed catalog course descriptions, should be emailed separately to the Senior Administrative Assistant in the Mellon Center, chorner@iwu.edu.

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? That is, what role does it play in your academic unit's curriculum? How does it align (if at all) with your academic unit's student learning goals? And how does it reflect 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 pages 8 and 9.)

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 pages 8 and 9.)

Deletion of a Course:

- To request deletion of a course, use the “Request for Course Deletion” form on page 3.
- If this deletion is for a course that is a major or minor requirement, how will it affect students?
- If the course proposed for deletion carries General Education credit, explain what alternatives will be made available to affected student(s).

New Major/Minor/Concentration:

Please check the appropriate box on the Request for Curriculum Action Form, and note that, after approval by the Curriculum Council, a new major/minor/concentration must be put before the full faculty as a motion for approval. Therefore, write your request with this in mind: recall that the full faculty is your audience, and do the following in this order:

- Write the motion you request for the Curriculum Council to approve and put before the full faculty, such as “The Curriculum Council moves that the faculty approve a new xxxxxx major.”
- Provide a description for the *University Catalog**. (Consult the *Catalog* for the maximum and minimum for your college or school.)

Answer the following:

- Upon what are your program requirements based? (Are they recommended by external evaluators, supported by a survey of similar programs, externally mandated, etc.?)
- If you are proposing a new major or concentration, what are the student learning outcomes for the proposed major or concentration?
- Is staffing sufficient? What staffing will be needed to cycle through all the required courses?
- Is there sufficient student interest? How do you know?
- Does the new program overlap with existing programs? If so, please justify the duplication/overlap.
- Are any courses required or recommended outside your department? (If so, has the other department been consulted and do these colleagues agree?)
- 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.)

Revision of Major/Minor/Concentration:

Please check the appropriate box on the Request for Curriculum Council Action Form, and note that, after approval by the Curriculum Council, a significantly revised major/minor/concentration must be put before the full faculty as a motion for approval. Therefore, write your request with this in mind: recall that the full faculty is your audience, and do the following in this order:

- Write the motion you request for the Curriculum Council to approve and put before the full faculty, such as “The Curriculum Council moves that the faculty approve a revised xxxxxx major.”
- Provide a description of the revised major/minor/concentration for the *University Catalog**.
- Provide the current major/minor/concentration description from the *University Catalog**.
- Clarify the proposed changes, describing how they differ from current requirements.
- Answer:
- Upon what are your new program requirements based? (Are they supported by a survey of similar programs, recommended by external evaluators, externally mandated?)
- If you are making significant revisions to a major or concentration, will they affect student learning outcomes? If so, provide a revised list of student learning outcomes.
- How does the proposed change affect staffing?
- Are any courses required or recommended outside your department? (If so, has the other department been consulted and do these colleagues agree?)
- 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.)

*To facilitate the compilation of the Consent Agendas for the Faculty Meeting, email a Word version of your program description and rationale to the Mellon Center Senior Administrative Assistant,

chorner@iwu.edu, when you submit your proposal for review. If your request involves a course description change, please include both the **current** and the **proposed** course descriptions in the Word document submitted to the Senior Administrative Assistant in the Mellon Center.

Deletion of Major/Minor/Concentration:

Please check “Deletion” on the request form and answer the following:

- Why are you making this deletion?
- If the proposed deletion is cross-listed or contributes to other programs, has the other department been consulted and do these colleagues agree?

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 Request for Curriculum Council Action Forms:

When the Curriculum Council requests assessment information on the “Request for Curriculum Council Action” 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 3d on the “Request for CC Action” form). While it may be clear to the faculty member how course goals are linked to a General Education category, those connections may not be clear to students or to CC. As part of the “Request for Curriculum Council Action” form, faculty members need to explain how they will assess the goals of the relevant General Education category. This process may involve measurement instruments such as:

- assessment tools available from the Associate Dean of Curricular and Faculty Development (i.e. General Education surveys);
- additional questions related to the General Education category’s goals that the faculty member adds 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, 2004; amended November 6, 2005)

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 General Education category 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 category unit or flag credit should read the category/flag description and category/flag goals carefully and explain in the proposal how the course incorporates **each of the course criteria** required in the category for which credit is sought or the **course 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 *Course Criteria* column for some categories.
4. The approval process may include a revise-and-resubmit stage. Accordingly, the Associate Dean of Curricular and Faculty Development or the Chair of the Curriculum Council 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 General Education category 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 the Curriculum Council will confer with the Associate Dean of Curricular and Faculty Development 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 category unit or flag credit will require a new request for approval, including another vote by the General Faculty.

Exemplary Proposals: *Exemplary Proposals can be found online at <https://www.iwu.edu/melloncenter/exemplary-proposals.html>.*

Review of Gateway Colloquia

According to a motion passed by a vote of the faculty at the April 21, 2014 faculty meeting, “Each semester, all Gateway instructors will submit their syllabi to the Writing Program Director at least ten days before the start of class. The Writing Program Director will review the syllabi for consistency with the Gateway Goals and Criteria and provide feedback as needed.”

At least ten days prior to the semester you are scheduled you teach your Gateway Colloquium, your syllabus must undergo review by the Writing Program Director. Below are some notes on this procedure.

The following are the questions the Writing Program Director will seek to answer in the affirmative:

- Does the proposed Gateway topic NOT overlap with any existing courses at IWU, including other Gateways? (Gateway courses should not duplicate material covered by other courses currently offered at Illinois Wesleyan.)
- Does the syllabus clearly indicate both that the course will focus on one specific topic and that the topic is not an introduction to a specific discipline?
- Does the syllabus clearly indicate that there will be at least four (4) formal essays?
- Does the syllabus clearly indicate that some portion of the work toward the formal essays will be undertaken in a step-by-step fashion, including exercises, informal writing, drafts, and/or revisions?
- Does the syllabus’s schedule clearly indicate that drafts can be returned in a timely-enough fashion that students can use feedback productively?
- Does the syllabus clearly indicate that coursework will result in approximately 30 pages of writing, including exercises, informal writing, drafts, and/or revisions?
- Does the syllabus indicate a reasonable amount of reading for a course the primary focus of which is the writing process?
- Does the syllabus clearly indicate that the course engages students in a shared, sustained investigation and discussion of competing ideas and to develop their reading skills?
- Does the syllabus clearly indicate that the course will 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?
- Does the syllabus clearly indicate that the course will introduce students to the ethical values of the academic community, i.e., sharing knowledge and crediting intellectual achievement through appropriate methods of documentation?
- Does the syllabus clearly indicate that the course will provide active learning opportunities that encourage students to analyze, synthesize, make inferences, argue logically, and think independently?

As the syllabus is a fuzzy genre, not all syllabi will supply the information needed to answer all these questions. If this is the case with your syllabus, feel free to submit supporting documents (such as assignments) or brief written explanations/clarifications. This will expedite the review process.

If you are teaching again a Gateway Colloquium that was previously successfully reviewed, simply write to the Writing Program Director to let them know. Another full syllabus review may not be necessary.

Regarding the timing of the syllabus review, note that the Writing Program Director is willing to engage in the review *well* before the ten days prior to the semester during which the Gateway will be taught, any time from August to May. Additionally, the Writing Program Director is pleased to consult with Gateway instructors as they are thinking through course and assignment design. While this process officially is a review process, it is perhaps even more valuable when approached as a development opportunity.

Contact the Writing Program Director (Mike Theune; mtheune@iwu.edu) with any questions.

Department/School Gateway Staffing Commitment for 2020-21

Chair/Director	Department/School	GW per year
Johnson	School of Art	1
Larey	School of Music	2
Folse	School of Nursing	1
Kerr	School of Theatre Arts	1
Irons	Accounting and Financial Services	1 every even year
Solberg	Business	1 every odd year
Walker	Biology Department	1
Perera, M	Chemistry	1
Liffiton	Computer Science	1 every even year
Marvin	Economics	1
Epstein	Educational Studies	1 every even year
Diaz	English	4
Nadeau	French and Francophone Studies	1 every odd year
Nadeau	Italian Studies Program	1 every even year
Nadeau	Hispanic Studies	1
Schultz	History	2
Drici (Fall 20)	Mathematics	1 every odd year
Roberts (Spring 21)	Mathematics	1 every odd year
Kelahan	Philosophy	3
Perera, T	Physics	1
Shaw	Political Science	2
Vicary	Psychology	1
Jin	Religion & GRS	3
Burke	Sociology/Anthropology	1 every odd year
Scanlon	Writing Coordinator	1
	TOTAL GW per year	30

19 Departments + 4 Schools + Writing Coordinator

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.

Category Goals	Course Criteria
<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>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.

Category Goals	Course Criteria
<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>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.

Category Goals	Course Criteria
<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>	<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. 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. 	<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.

Category Goals	Course Criteria
<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>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 systems, including geometric, symbolic or numerical systems, and to use formal reasoning for inquiry and 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. familiarize students with one or more formal systems; 2. promote the understanding of formal systems and their use in identifying, analyzing and solving problems; 3. provide a real-world context for the use of formal reasoning; 4. convey an appreciation of formal systems. 	<ol style="list-style-type: none"> 1. Courses focus on examining and carefully defining the concepts employed in one or more formal systems and instructing students in the rules used in one or more of these systems. 2. Courses instruct students in the use of formal 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 systems.

Intellectual Traditions

(1 course unit)

Category Description: Courses in this category explore major ideas that have significantly shaped 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 involve an advanced level of complexity in the material studied and the interpretive questions raised and, where appropriate, may have a significant research component.</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 read primary texts and make, assess, and defend arguments about ideas articulated in those 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 that 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.

Category Goals	Course Criteria
<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>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. help students to recognize and understand the importance of the structure and style of a literary text; 2. encourage students to engage their imaginative faculties when they read; 3. enable students to connect the literature they read to the cultural and social contexts in which it was written or which it portrays; 4. develop students' ability to interpret 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 substantively with scientific methods and laboratory techniques, and the other substantively 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.

Category Goals	Course Criteria
<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>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>
<ol style="list-style-type: none"> 1. acquaint students with important life and/or physical science concepts, as well as the connections among different areas of science; 2. develop students' understanding of the roles that critical analysis, abstract thinking, creativity, and imagination play in the scientific enterprise; 3. introduce students to the usefulness of applying scientific concepts to the understanding of everyday experiences; 4a. (in laboratory courses) develop students' understanding of how scientific problems are studied in a laboratory environment. 	<ol style="list-style-type: none"> 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. 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. 3. Students are given examples of how scientific concepts learned in class can be used in less formal, non-academic settings. 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>OR</p>	<p>OR</p>
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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.

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 communicate effectively in a second language by promoting cultural understanding, intercultural communication skills, and global citizenship. By making comparisons and connections to their immediate cultural practices and perspectives, students of a second language will deepen the knowledge and appreciation of their own native language. Modern language courses will emphasize basic conversational skills necessary for survival in the target language-culture environment. Students of classical languages will be introduced to a variety of literary styles and will learn to translate texts from the original and analyze them critically.

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>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. 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 languages the proficiency to read, understand, and interpret classical languages. Students use orally, listen to, and write the classical language as part of the language learning process;</p> <p>2. develop an understanding of the nuances of the cultures they study. Students are able to compare and contrast their own culture with that of the cultures they study and use this knowledge and their intercultural communication skills in a world of diverse cultures;</p> <p>3. help students recognize and use elements of the second language to increase knowledge of their own language. Students use their knowledge of the second language and intercultural communication skills in a multilingual world.</p>	<p>1a. Courses provide ample practice in understanding, producing, and interpreting written and spoken language on a variety of topics related primarily to the self and the immediate environment.</p> <p style="text-align: center;">OR</p> <p>1b. Courses involve instruction in the vocabulary and grammar of classical languages, as well as afford opportunities to read and analyze texts using lexica and commentaries.</p> <p>2. Students in modern and classical languages are exposed to the cultural practices and products of the second language. Courses in a second language place the language within the cultural context where the language is produced and make comparisons with the Anglophone world.</p> <p>For classical languages, students will be exposed to the cultural practices and products of the ancient Greeks and Romans.</p> <p>3. Students in the modern languages study language structure and the lexicon of the second language.</p> <p>Students of classical languages increase their vocabulary and understanding of grammar and syntax in their native language through study of Greek and Latin etymology and comparative linguistics.</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.)

Category Description: Courses in Physical Education foster interest and participation in activities that establish patterns for life-long maintenance of physical fitness and personal health.

Category Goals	Course Criteria
Courses in Physical Education foster interest and participation in activities that establish patterns for life-long maintenance of Physical fitness and personal health.	To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.
<p>Courses given the designation of Physical Education Activity must seek to:</p> <ol style="list-style-type: none"> 1. help students identify long and short-term fitness goals; 2. identify and practice principles of warm-up and stretching; 3. identify and practice principles of aerobic training; 4. identify and practice principles of anaerobic training. 	<ol style="list-style-type: none"> 1. Courses give students practice in setting long/short-term goals and familiarize students with methods that help them to track their progress. 2. Courses give explicit instruction in warm-up and stretching exercises appropriate to the activity. 3. Courses provide students with opportunities to recognize principles of aerobic training as they engage in the activity. 4. Courses provide students opportunities to recognize principles of anaerobic training as they engage in the activity.
Courses with the Fitness designation seek to include one or more areas of long-term personal health.	<p>Courses proposed for the Physical Education Fitness Requirement <u>will</u> include one or more of the following topics for discussion, class participation or assessment:</p> <ul style="list-style-type: none"> • Nutritional guidelines • Proper weight control • Stress management through exercise • Components of physical fitness • Posture and back care • Cancer risk prevention through exercise <p>For Personal Fitness I and Personal Fitness II a written assignment asking students to design and implement their own fitness plan will be required.</p>

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 Curricular and Faculty Development prior to leaving for the semester abroad.
2. The overall academic experience must be in keeping with the Flag goals and criteria.

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 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 and sensitivity to human differences in ethnicity, race, class, gender, religion, ability and/or sexuality. 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>	<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. 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. 	<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 (W, 2 required)

(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. Writing Intensive courses encourage students to use writing as a tool for discovery and learning and to become aware that writing is a process. Writing Intensive courses teach disciplinary conventions of writing or teach students how to write for specific audiences and for specific purposes. Writing Intensive courses also provide opportunities for students to enrich their writing with research and/or imagination. 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 develop students' abilities:</p>	<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. to write effectively, using evidence that supports the writer's purpose; 2. to understand that writing is a process that includes revision; 3. to analyze writing situations by considering the audience, the discipline, and the purpose; 4. to use writing as a tool for invention and discovery; 5. to find, evaluate, and ethically use information from sources, if appropriate to the course objectives. 	<ol style="list-style-type: none"> 1. Courses should offer explicit instruction in writing in genres or formats appropriate to a specific discipline or to a specific audience, with attention to using evidence. 2. Instructors must provide students with feedback on their drafts and with opportunities to revise their texts. Courses should assign 6000 words or 20 pages of writing, including both low stakes assignments (i.e., informal writing or writing-to-learn activities, journals, reading responses, exercises) and high stakes assignments (i.e., polished and revised writing that might include formal essays, research papers, or other genres significant to the discipline or to course objectives). 3. Courses should give students instruction and practice in anticipating and responding to the conventions of a discipline. 4. Courses should encourage learning through writing using methods such as directed free-writing, reading journals, summaries or syntheses of reading, class listservs, etc. 5. Courses should give students instruction and practice in acquiring information literacy skills within a discipline, if appropriate to the course objectives.

Procedures for Approval of Special Interdisciplinary Majors and Minors

Under carefully defined circumstances approved by the General Faculty in 2098-99 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 March 1 of the junior year. Specific course requirements for a Special Interdisciplinary Major/Minor must be submitted to the Associate Dean of Curricular and Faculty Development on forms the student obtains from the Registrar's Office. (See a sample copy on the next page of this book.) Proposals for special interdisciplinary majors/minors must be signed by the Chairs of at least two departments or programs involved in the proposed program. So that advisors can play a key role in making sure a proposal is complete, the student's faculty advisor's signature must be obtained before the completed proposal is submitted by the student to the office of the Associate Dean of Curricular and Faculty Development in the Mellon Center (third floor, CLA).

The original is retained by the Associate Dean and copies are distributed to members of the Curriculum Council (CC). Note that a letter of support from the faculty advisor for the special interdisciplinary major/minor is required (see the following form).

CC reviews all proposals thoroughly and, in evaluating a proposed program, holds students rigorously to the standards for these majors/minors as outlined in the *University Catalog*, under the Academic Program section. It is not uncommon for CC 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.

Applications for Interdisciplinary Majors/Minors can be found at the [Registrar's Office](#).

Procedures for Approval of Special Contract Majors and Minors

A student proposing a Special Contract Major for a Bachelor of Arts degree must demonstrate that the proposed major achieves intellectual or career goals not met through the University's existing curriculum. The proposed major/minor must have an intellectual framework that is well supported by the University's curriculum and the expertise of the faculty. Contract majors/minors may neither be used to re-design existing majors or minors nor to pursue areas of study that are outside of the University's scope. Special Contract Majors must include at least 10 courses chosen to achieve depth and cohesion in the area of study, and must be designed to fulfill all University graduation requirements related to the major (e.g., it must include at least four 300-400 level courses, a Writing Intensive course in the major, etc.). Special Contract Majors should include a capstone credit senior seminar, independent study, research experience, or internship. The senior project is intended as a capstone experience and should ordinarily be undertaken in the final year of study. It may be undertaken sooner if the student has completed 7 of the 10 courses required for the major. A proposed Special Contract Major/Minor must receive preliminary approval from the faculty advisor for the Contract Major/Minor and any Chair of director directly related to the proposed program of study, and final approval from the Curriculum Council. The proposal should be submitted to the Curriculum Council no earlier than fall semester of the sophomore year and no later than March 1 of the junior year.

Students wishing to construct a Special Contract Minor must follow the same procedures and regulations for Special Contract Majors. Because of the limited number of courses for a minor (5-7), special consideration must be given to the cohesiveness of the proposed program of study.

Applications for Special Contract Majors/Minors can be found at the [Registrar's Office](#).

Curriculum Council Structure (per *IWU Faculty Handbook*, Chapter II-9)
(Approved by the General Faculty at 4/21/2014 Faculty Meeting)

a. *Organization.* The Curriculum Council shall consist of one representative elected by each educational unit, the Associate Dean of Curricular and Faculty Development (or a designee) *ex officio* without voting privileges, and two voting student members chosen by the Student Senate. Student members may be named to committees of the Curriculum Council but shall not be designated as *ex officio* members of any committee established to deal with personnel matters. Representatives of educational units shall be elected for two-year terms. Membership on the Curriculum Council precludes membership on CUPP, the Promotion and Tenure Committee, Faculty Development Committee, and the Assessment Committee. For the purpose of electing representatives to the Curriculum Council, educational units shall be constituted as follows: The Schools of Art, Theatre Arts, and Music; The School of Nursing and the Physical Education Department; the Division of Business and Economics; the Division of Humanities; the Division of Natural Sciences; the Division of Social Sciences; and the Library faculty. The Curriculum Council shall elect a Chairperson and Vice Chairperson. The position of secretary rotates among the Committee members excluding the Chair. The Curriculum Council shall determine its own rules of procedure, which shall be published in the *Faculty Handbook* subject to the provisions of Article IV. A majority of the voting faculty membership shall constitute a quorum for the conduct of business.

b. *Functions.* The Curriculum Council shall advise and make recommendations to the faculty or to the President on all matters concerning the curriculum (including The General Education Program and The Gateway Colloquia), calendar, credit, individual courses, and other matters relating to academic affairs. It may call attention to budget needs to the extent to which they affect academic affairs. It may appoint panels from its membership or recommend to the President appointment of committees consisting of members of the Curriculum Council, the general faculty, the administration, the student body, or any combination thereof, to perform special tasks or projects. Recommendations concerning subjects within the Curriculum Council's jurisdiction may be made by any member of the faculty, student body, by departments or schools, or by the President or Provost. The Council shall consider such recommendations and make a final report or recommendation to the faculty.

c. *Reports and Records.* The Curriculum Council shall submit its recommendations to the General Faculty Meeting for approval, except as it may provide for final action by the Curriculum Council on matters of minor or routine nature. All actions taken by the Curriculum Council shall be recorded in minutes of its proceedings and distributed to the faculty.

d. *Procedures for Conducting Elections.* The outgoing CC representative shall call for nominations by February 1. This call will be repeated to the general faculty by the CC Chair at the February faculty meeting. Nominations will be accepted until the second Monday of February. All nominated candidates will be included on the ballot once the CC representative verifies that the candidates are willing to serve. The slate of nominees will be announced on the second Monday in February. For a period of two days, additions and/or deletions to the announced slate will be accepted and announced as they occur, after which the final slate will be announced. Members of the academic unit will have until the third Monday of February to cast their votes. If only one individual is nominated, that individual will be deemed the CC representative. The election should be concluded and the results should be announced by the outgoing CC representative to both the academic unit and the general faculty by the end of February.

Curriculum Council Procedures (per *Faculty Handbook*, Chapter III 12-15)
(Approved by the General Faculty at 4/21/2014 Faculty Meeting)

- *Elections of Officers.* The Chair of the Curriculum Council shall be elected at the April changeover meeting when new members join the Curriculum Council. The vote shall be by secret ballot and take place after the departing members, with the exception of the outgoing Chair, leave the meeting. For the changeover meeting, a quorum consists of five faculty members. If one or two Curriculum Council members must be absent from the changeover meeting, the outgoing Chair will ask them for nominations in advance of the meeting and, if possible, arrange for them to vote remotely. For all other purposes, four faculty members constitute a CC quorum.

Each Curriculum Council may determine whether candidates are identified by open nomination or nominating ballot. In either case, a member who wishes not to serve must so indicate prior to the vote. A separate nomination and ballot shall be used for each position to be filled. The outgoing Chair presides over the election of the new Chair. Election of the other officers (for example a Vice Chair) is presided over by the new Chair.

- *Meetings and Regular Structure.* Regular meetings shall be scheduled at the beginning of each semester; additional meetings may be called by the Chair as needed.
- *Conduct of Business.* A member other than the Chair of the Curriculum Council, acting as secretary, shall record minutes of each meeting, present them to the Curriculum Council for approval at the next meeting and subsequently distribute copies to all faculty.

Through the Chair, the Curriculum Council shall report to the faculty at the next regularly scheduled Faculty Meeting. All proposals are presented in the faculty agenda in summary form.

The Council will bring any Request for Curriculum Action that it has approved to the General Faculty Meeting for final approval. Any requests approved by the Council that are of a routine or repetitious nature may be placed on the consent agenda or, if they require a rationale or do not fit in the format of the consent agenda, on the consent agenda addendum. A request that has not been approved by the Council may be brought to discussion to the General Faculty Meeting by a vote of the Council. The Council may call attention to budget needs related to requests.

The Chair and Vice Chair will meet regularly throughout the academic year with the Chair and Vice Chair of CUPP to ensure dialogue between the two groups, especially regarding strategic curricular planning and other issues that overlap between the two committees.

Any new courses, majors, or minors requiring new resources will be presented to the Resource Advisory Group (RAG) comprising the Chair and Vice Chair of CC, the Provost, Associate Provost, Associate Dean, and the Chair and Vice Chair of CUPP, for further discussion, to inform CC discussions before CC makes a decision on the proposal; if approved, the course will be flagged and presented to the faculty for discussion.

Curriculum Council Procedures (*Continued*) (per *Faculty Handbook*, Chapter III 12-15)
(Approved by the General Faculty at 4/21/2014 Faculty Meeting)

- All curricular proposals and student proposals for special interdisciplinary or contract majors and minors must be submitted to the Associate Dean of Curricular and Faculty Development on forms provided by the Curriculum Council and published in the *Curriculum Council Handbook*. Curricular proposals submitted by academic units must be signed by the appropriate administrator of all academic units affected by the proposal. Proposals for special interdisciplinary majors/minors must be signed by the Chairs of at least two departments or programs involved in the proposed program.

Changes to be included in the Spring Semester Program of Classes must be submitted by the second week in September since the last opportunity for consideration by the faculty is the October Faculty Meeting.

Changes proposed to be included in the next year's *University Catalog* must be submitted by the first week of November since the last opportunity for consideration by the faculty is the December Faculty Meeting.

Changes proposed to be included in the Fall Program of Classes must be submitted by the third week of February since the last opportunity for consideration by the faculty is the March Faculty Meeting.

Upon receipt of the completed forms, the Associate Dean of Curricular and Faculty Development shall send copies of all requests to all members of the Curriculum Council.

Fall / Spring Course Fee Request Instructions for Requesting a Course Fee

Course instructors must submit a Course Fee Request for approval to charge a fee to enrolled students. Typically, course fees during the regular academic year will be for items such as art or theater supplies that can only be purchased by the instructor.

If you plan to include a course fee for a Fall or Spring course, please use the link to the Google form below to request the fee. By clicking on the link below you will be taken to a google form where you can request the course fee. You must submit the google form for each course to which you plan to charge a fee.

Deadlines for Course Fee Request Submissions:

Third Friday in February, 4:00pm to request a course fee for a **Fall course**

Third Friday in September, 4:00pm to request a course fee for a **Spring course**.

Please email the Mellon Center Senior Administrative Assistant, (chorner@iwu.edu) if you have questions about this process.

LINK TO 20-21 COURSE FEE REQUEST GOOGLE FORM:

<https://forms.gle/i3NW7TQhcaRLtWMEA>

Please note:

- Course fees must be listed in the course syllabus.
- Fees cannot be changed once registration for a semester begins. If fees need to be adjusted before registration begins a new request must be filed and approved.
- Any fees charged to students must be used for expenses incurred during the semester the student is charged.
- Course fees cannot be used for departmental supplies.

Process for approval/reimbursement:

- Invoices and reimbursement requests are submitted directly to Department/School Chairs for approval and sent to Business Office for payment. The Mellon Center does not handle payments.

**Please note:*

- Funds **cannot be accessed** until after the last day to add a class.
- No student refunds will be granted past the last day to add a class.

2020-2021 Curriculum Council Members

Dave Marvin, Chair

Stephanie Davis-Kahl, Vice-Chair

Lydia Bertschi

Amy Coles

Carmela Ferradans

Adriana Ponce

Aaron Shoults-Wilson

Kevin Sullivan, ex officio

Leslie Betz, ex officio*

**Each semester Curriculum Council votes on whether or not to invite the Registrar to attend meetings. If granted approval, she attends all meetings for the given semester.*