

CC Report Addendum

MOTIONS 2, 3, and 4: Proposal for Reorganizing the General Education and Joining the Illinois Articulation Initiative

Rationale (provided by the Transfer Experience work group)

In our earlier communication about the Illinois Articulation Initiative (IAI) we reported that the distribution requirements for the IAI General Education may pose some potential problems for us as there is not a perfect correspondence between the IAI distribution approach and our category and flag requirements. However, at that time we were under the impression that (1) we would be able to control which courses could and could not count for transfer (for example, that we could stipulate that courses below Finite Math would not meet the FR requirement); and (2) we could have additional requirements that are not reflected in the IAI's General Education Core Curriculum (GECC) (for example, that we could still require students meet a diversity flag) .

Since then we have met with the IAI and they have informed us that if we join the IAI we will be required by law to accept the entire General Education Core Curriculum (GECC) package in place of all of our general education requirements for any transfer student who has satisfied those requirements. The GECC package includes: 3 communication courses (2 written and 1 oral); 3 Humanities & Fine Arts courses (1 must be in the humanities, 1 in the fine arts, the 3rd may be in either); 1 Mathematics course; 2 Science courses (1 from the physical sciences, 1 from the life sciences, and 1 must have a lab); 3 from the Social and Behavioral Sciences (from at least two different disciplines).

While most of the categories in our General Education Curriculum are fairly well represented in the GECC (Appendix A), there are significant gaps, notably in Second Language, Writing in the Major, the Diversity Flags (US and G), and Physical Education. This poses a significant challenge for us if we plan to maintain these requirements for incoming transfer students. Institutions like ours have addressed this challenge by moving these components out of the general education program, by making them degree requirements (like our requirement that students take at least 11 upper-level courses) and/or by creating a core of requirements that exist outside of general education (Appendix B).

After discussions with several campus constituencies, about a good strategy for our joining the IAI while preserving the attributes of our current General Education program, we propose a modest reorganization of graduation requirements. Current General Education requirements that are not well represented in the GECC curriculum will be moved from our General Education program into IWU degree requirements required for graduation. Specifically, we propose to create a graduation requirement called "The Shared Curriculum" that includes our General Education Program, "Encountering Diversity" (our diversity flags (U and G) and Second Language requirements) and Physical Education. The second language requirements for different degrees will match their current levels of proficiency: 3rd semester for BS/BA; 2nd semester for BFA and BM, and no requirement for BSN and BME). We further propose that

each major must require at least one Writing Intensive course as part of its major requirements. *All students* (traditional and transfer) would fulfill these reconfigured requirements. Students who transfer to IWU having completed the entire IAI GECC package would thereby satisfy the IWU General Education requirements, but would still need to satisfy (through transfer or IWU courses) Encountering Diversity, PE, and W in the major.

Further, many students will need to transfer without having completed the entire IAI GECC package. In order to recruit additional transfer students to meet both our mission goals (transfer students are more likely to be minorities or first generation students) and our fiscal goals (additional tuition revenue estimates are highly encouraging), we need to create a path to allow students to graduate in a total of 4 years. If we do not make it easy for transfer students to graduate in 4 years, then they will not opt to come here.

Therefore, we propose that in addition to the above mentioned reorganization of our requirements, we should increase the flexibility for both transfer students and students who start their postsecondary education at IWU by allowing double counting — attaching two Shared Curriculum attributes to a single course. This would allow us to continue to offer the aspects of our General Education that we reaffirmed in the November 2018 General Education vote, while achieving one of the goals we sought from General Education reform: a more flexible general education program for all of our students, especially transfer students.

With this change, students would need to take a minimum of 8 - 11 credit-bearing courses (depending on their language placement) plus PE to fulfill their Shared Curriculum requirements. For comparison, under the current configuration, students take a minimum of 10-13 credit-bearing General Education courses plus PE.

Under our proposal, courses may fulfill one or two attributes from among any of the Shared Curriculum requirements (with the exception of the Gateway Colloquium, which may bear only the GW attribute). Additionally, consistent with our current practice, the W may be added to a course as a third attribute.

Courses that already have attributes will retain them. Faculty who wish to add a second attribute to an existing course would submit a CC request demonstrating convincingly that all criteria for both attributes will be substantively addressed. To ensure that CC has appropriate processes in place to address these changes, there will be a one semester moratorium on adding a second attribute to courses while CC reviews their procedures to ensure CC can adequately determine that courses with two attributes substantially and adequately address both attributes' criteria.

Further, in consideration of CC workload, and to ensure that academic units can respond to any enrollment shifts that occur as a result of these changes, academic units may add a second attribute to no more than two courses per subject code (e.g. MATH, ENST) per semester. To help faculty identify areas of student need, the Registrar will look at each semester's enrolments and identify attributes that are in demand or excess.

Catalog language for all motions can be found [here](#). The most relevant changes are also included below.

Motion 2: To create the “Shared Curriculum,” which includes (1) our General Education (including the categories of GW, AV, AR, CSI, CHC, FR, IT, LIT, Natural Sciences, 1 W flag); (2) Encountering Diversity [U and G flags and our degree-specific second language requirements (the BA/BS requires third-semester proficiency, the BFA and BM require second semester proficiency, and the BME and BSN have no language requirements)]; and (3) our Physical Education requirements. Writing in the Major will become a major requirement.

The Shared Curriculum

The shared curriculum includes (1) The General Education Program, (2) Encountering Diversity, and (3) Physical Education.

The General Education Program

- Gateway Colloquium (1 course unit)
- Analysis of Values (1 course unit)
- The Arts (1 course unit)
- Contemporary Social Institutions (1 course unit)
- Cultural and Historical Change (1 course unit)
- Formal Reasoning (1 course unit)
- Intellectual Traditions (1 course unit)
- Literature (1 course unit)
- The Natural Sciences (2 course units)*
 - Life Science
 - Physical Science
 - Science Issues
 - Science Lab
- Writing Intensive Course Flag (1 course unit)

*As is the case now, students must take one issues course and one lab course. They must also take one life science course and one physical science course. Faculty may designate science courses as LSI, PSI, LSL, or PSL. With this new attribute system, Issues, Lab, Physical, and Life are considered separate attributes. Since LSI, PSI, LSL, and PSL courses therefore already bear two attributes, the only other attribute that can be added is W.

Encountering Diversity

- Encountering Global Diversity Flag (1 course unit)
- Encountering US Diversity Flag (1 course unit)
- Second language (0-3 course units, as needed, to ensure proficiency at the level required for the degree)

Physical Education

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

Major Requirements

- Writing Intensive in the Major

Motion 3: To join the Illinois Articulation Initiative as a receiving-only institution.

Motion 4: To eliminate the distinction between categories and flags and allow for double-counting among the attributes as described in the Policies & Guidelines below.

Policies & Guidelines

In planning a course of study to complete these requirements, students should take into account the following policies:

- ~~A course may count for both a General Education and a major or minor requirement.~~ Courses that fulfill General Education or Encountering Diversity requirements may also fulfill major or minor requirements, but may not be counted toward both a major and minor requirement or toward requirements for two different majors or minors.
- No General Education ~~unit or flag courses~~ and/or Encountering Diversity courses may be taken on a Credit/No Credit basis.
- ~~No course unit may be counted toward more than one General Education category requirement. However, a single course may count for both a General Education category and a flat.~~ Courses may carry no more than two Shared Curriculum attributes. Writing designations (W) may be added to a course as a third attribute.
- ~~No more than 2 General Education category requirements may come from a single department or school, not counting Gateway Colloquia and language instruction courses (101; 102) or 201 language level placement.~~ Students may fulfill no more than 4 Shared Curriculum requirements through courses from a single subject code¹ (e.g., HIST). However, neither Gateway Colloquia nor the introductory language instruction sequence courses (101, 102) or 201 language placement are included in this count.
- No more than 2 units of “D” work may be ~~counted toward General Education credit~~ used to fulfill Shared Curriculum requirements.
- One of the two required Writing Intensive courses must be completed by the end of the sophomore year.
- No activity course in Physical Education may be repeated for credit.

¹ This change in wording to subject code is meant simply to align the requirement with the way the Registrar’s office tracks the requirement.

Appendix A: Overlap Between the GECC and Our General Education Categories

Although the IAI GECC is a "distribution-based" general education system rather than a "category-based" system like that at IWU, it is well-structured to promote breadth. Students fulfilling the IAI GECC sample from both the arts and the humanities; take their social and behavioral science courses from at least two different departments; study mathematics, life science, and physical science; and take a laboratory course. And, although the GECC does not prescribe themes of inquiry as the IWU system does, the menu of courses from which the IAI students choose is very similar to ours. Our workgroup found that many IAI GECC courses have a near-equivalent at IWU. We considered how they would likely transfer to IWU if transferred individually, and found that the IAI-approved general education offerings have similar breadth to our own. This analysis is presented in the following table:

	Proportion in GECC	Current IWU Proportion
AV	5%	8%
AR	21%	19%
CSI	13%	9%
CHC	9%	19%
FR	9%	4%
IT	13%	14%
LIT	15%	16%
P/L SI	6%	6%
P/L SL	9%	5%

Appendix B: Additional Requirements at Other Institutions

	Additional Requirements	Incoming Transfer Students
Bradley University	BA: 3 semesters of language BS: 15 credit hours of math and science	240 of 1,264 incoming students (~16%)
DePaul University	Experiential Learning, Senior Year Capstone, Two Philosophical Inquiry Courses, Two Religious Dimensions Courses	1,130 of 2,539 incoming students (~31%)
Elmhurst College	Two "Areas of Knowledge" courses, 7 "tags" in Skills & Values, & 3 proficiencies (one of which is second language)	382 of 497 incoming students (~44%)
Loyola College	2 Mission Requirements, 1 Engaged Learning Requirement, 3 Writing Requirements, 3 Semesters of 2nd Language	524 out of 2,653 incoming students (~17%)
McKendree College	Literature, Cross-Cultural, History, Philosophy or Religion, Computer Literacy, Two Writing Intensive Courses	143 out of 364 incoming students (~28%)
Eureka College	Ethical Reasoning, Justice & Civic Responsibility, Sustainable Practices & Environmental Conscience, Writing Across the Curriculum	53 out of 106 incoming students (~33%)
Knox College	Civic Engagement, Immersion/Active Inquiry, First Year Experience	22 out of 358 incoming students (~6%)
Millikin College	Global Issues, Creative Arts, Natural Science with Lab, Oral Communication Studies, Quantitative Reasoning, International Cultures and Structures (2 courses)	114 out of 474 incoming students (~19%)