



CURRICULUM COUNCIL HANDBOOK:

2026-2027 Update



Thorpe Center for Curricular and Faculty Development

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Master Calendar of Deadlines (2026-2027)

Includes Curriculum Council (CC) and Gateway (GW) Deadlines

**Please note that late or incomplete proposals will not be considered.*

Fall 2026 CC & GW Deadlines:

Aug. 17	Email finalized Fall Gateway Syllabi to the current Writing Program Director
Sept. 9	Deadline to submit course proposals to CC for consideration at the September Faculty Meeting.
Sept. 18	Deadline for submission of Course Fee Requests to the Thorpe Center for Spring, May Term, and Summer 2027 courses.
Oct. 7	Deadline to submit course proposals to CC for consideration at the October Faculty Meeting for inclusion in the Spring and Summer Semester Banner list of courses. (Note: Requests approved after this date may still be included on the web-based list of courses for Spring 2027, but might miss the Spring advising period.)
Oct. 28	Deadline to submit course proposals to CC for consideration at the November Faculty Meeting.
Nov. 2	Deadline for submission of new or significantly revised majors, minors, or concentrations to-be-considered for the subsequent academic year.
Dec. 7	Email finalized Spring Gateway Syllabi to the current Writing Program Director

Spring/Summer 2027 CC & GW Deadlines:

Jan. 6	Deadline to submit course proposals to CC for consideration at the January Faculty Meeting.
Feb. 1	Outgoing CC representatives will call for nominations for their replacements.
Feb. 3	Deadline to submit course proposals to CC for consideration at the February Faculty Meeting in the Fall Semester Banner list of courses. (Note: Requests approved after this date may still be included on the web-based list of courses for Fall 2027, but might miss the Spring advising period.)
Feb. 5	Departmental commitment to the Dean of Curricular & Faculty Development of faculty resources to teach Gateway Colloquia in the next academic year.
Feb. 17	The slate of CC nominees will be announced in academic units that need to elect a new representative. (Two (2) days will be given for additions / deletions.)
Feb. 19 @ 4PM	Deadline for submission of Course Fee Requests to the Thorpe Center for Fall 2027 courses.
Feb. 22	Voting deadline for CC representatives in academic units who are electing a new representative.
Mar. 3	Deadline to submit course proposals to CC for consideration at the March Faculty Meeting. (Note: Due to spring break, proposals received by Feb. 24 will be prioritized)
Mar. 24	Deadline to submit course proposals to CC for consideration at the first April Faculty Meeting.
Apr. 7	Deadline to submit course proposals to CC for consideration at the second April Faculty Meeting. (Note: This is the final deadline for course proposals to be considered in the current academic year; proposals submitted after this deadline may not be able to be addressed by CC until the fall of the next academic year.)
Apr. 30	Deadline for submission to the Dean of Curricular & Faculty Development of final Gateway Colloquium course descriptions for the next academic year.

Change Log for 2026-2027

- Shared Curriculum Student Learning Outcomes (SLOs) created by faculty work groups based on existing category goals and reviewed by full faculty have been added as an Appendix to this handbook.
- References to Shared Curriculum Student Learning Outcomes (SLOs) added to existing relevant sections in this handbook discussing assessment of Shared Curriculum.
- CC Action Request Form now has links to worksheets for new or significantly revised courses, shared curriculum courses, and proposals requiring a motion, each of which lists the handbook requirements as questions to be answered. These clarify what is needed in the written rationale and are meant to reduce the faculty load in creating a proposal.

Guidelines for Written Rationales

The Request for Curriculum Council Action Form can be found here: <https://www.iwu.edu/thorpe-center/cc-forms.html>

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 online Faculty Handbook or the University Catalog for applicable policies and regulations. CC approval is not needed for department/programs 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 Dean of Curricular & Faculty Development, the Chair of the CC, the Vice Chair of the CC, and the Registrar are also available for consultation about any aspect of proposal development.

The CC-Action-Request form, along with a written rationale covering items listed in the handbook, should be emailed to the Thorpe Center, thorpe@iwu.edu. Answering each question in the appropriate worksheet linked on the CC-Action-Request form serves as the written rationale.

New or Significantly Revised Course(s)

If you are developing an entirely new course or significantly altering an existing course, please address the following items/questions in your rationale:

1. Provide a general overview of the major topics/themes/skills covered in this course. This overview should elaborate upon the basic catalog description.
2. 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?
3. Who will teach the course? How will this course affect departmental course offerings and staffing? Please articulate a plan for long-term staffing that is not reliant on contingent faculty for all new course proposals. (Courses without permanent staffing should be submitted as Special Topics).
4. 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.)
5. Why are you offering the course at this level?
6. 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?)
7. 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.)

8. For Shared Curriculum courses, please read the section for the relevant category/flag (see Appendix 1) carefully and explain in the proposal how the course meets the Student Learning Outcomes (SLOs) in relation to the given criteria. For 300- and 400-level courses, address how the course meets the additional requirements stated in the Criteria column for some categories.
9. Please also note what assessment measures will be used to track each SLO in the category or flag. (See the Shared Curriculum section of this handbook.)

Existing Course for which Shared Curriculum Credit is Now Requested

For Shared Curriculum courses, please read the section for the relevant category/flag (see Appendix 1) carefully and explain in the proposal how the course meets the criteria for the Student Learning Outcomes (SLOs) in relation to the given criteria. For 300- and 400-level courses, address how the course meets the additional requirements stated in the Criteria column for some categories.

Please also note what assessment measures will be used to track SLOs of each objective in the category or flag.

Deletion of a Course

Please search the *Catalog* for the course number/name being deleted to be certain you have identified all cross-listings (including interdisciplinary programs). Chairs of all affected departments/programs should be notified of the deletion.

If this deletion is for a course that is a major or minor requirement, be sure to explain how it will affect students in your rationale.

Reinstatement of a Previously Approved Course

Courses that have been deleted from the Catalog will be considered for expedited reinstatement by checking this CC action request item. CC prefers to review the full original CC proposal. If this proposal is no longer available, a course description copied from a previous catalog or archived consent agenda is sufficient. If changes to the course description are being sought, please include those changes and a brief rationale.

Academic Certificates

An optional certificate provides students with competence in a specific, real-world applicable skill or set of skills. Some certificates are available as stand-alone options for non-degree seeking individuals, including qualified working professionals and high school students who wish to expand their competence in a particular subject area. Other certificates may be earned as part of the completion of a major or minor field of

study. Specific requirements for certificates can be found in the respective department, program, and/or school listings.

Please fill out the appropriate Request for Curriculum Council Action Form, and note that, after approval by the CC, a new Academic Certificate must be established before the full faculty as a motion for approval. Therefore, write your CC proposal with this in mind: recall that the full faculty is your audience, and do the following in this order:

1. Write the motion you request for the CC to approve and put before the full faculty, such as “The Curriculum Council moves that the faculty approve a new _____ Academic Certificate.”
2. Provide a brief description for the University Catalog.
3. In your written rationale:
 - a. Please briefly describe the Academic Certificate and the intended student learning outcomes (150 words maximum).
 - b. List all the required courses. The following general guidelines apply to all Academic Certificates (see also the Catalog under ‘Academic Certificates’):
 - i. A certificate consists of 3–4 course units designated by one or more departments, schools, and program areas.
 - ii. A minimum grade point average of 2.0 with no units of "D" work is required in the certificate.
 - iii. A minimum of one course unit numbered 200 or higher is required for the certificate.
 - iv. No courses taken under the credit/no credit option may count toward a certificate (see the Catalog section on ‘Credit/No Credit Option’).
 - c. Answer the following:
 1. Are any of the required courses new to the curriculum? If yes, please submit the appropriate written rationale for New or Significantly Revised Courses. [Note: If 50% or more of the Academic Certificate you are proposing comprises new courses, you will need approval by the Higher Learning Commission (HLC) prior to sending your proposal to the CC.]
 2. Do any of the required courses carry credit in the General Education, Encountering Diversity, or Physical Education Programs?
 3. How frequently are the courses offered? Are these courses intended to be taken in a sequence?
 4. How is this new certificate distinct from any existing minor or

concentration? How does it align, if at all, with your academic unit's student learning goals? How does it reflect faculty/student interest?

5. Who will teach in the new Academic Certificate? How will this certificate affect departmental course offerings and staffing?
6. How do you foresee this new certificate generating new revenue for the university?
7. Do you need new resources to offer this certificate (e.g., hiring adjunct faculty)? If yes, did you get approval from the Provost's office?
8. Do you need funds to develop this new certificate (e.g., curriculum development funds for new courses, course fees of any kind)?
9. Is this certificate cross-departmental? If yes, what other departments, programs or schools are involved in delivering this certificate?
10. Who is your intended audience?
 - a. matriculated IWU students only
 - b. matriculated IWU students and non-degree seeking students (post-baccalaureate)
 - c. matriculated IWU students and non-degree seeking students (high school junior and senior)
 - d. matriculated IWU students, non-degree seeking students (both post-baccalaureate and high school)
 - e. If c and/or d, are you planning on offering dual credit for high school students?
11. How do you intend to assess the effectiveness of the Academic Certificate?

Proposing New Curricular Programs or Revising Majors or Minors

Preliminary Proposals for New or Revised Majors or Minors

Please note, for *small revisions*, such as adjustments to course numbers or codes or minor clarifications in language, provide the current catalog description for the major/minor/concentration from the [University Catalog](#) and mark the changes using strikethrough font to indicate language that has been deleted and bold font to indicate the new language. Provide a brief rationale for the changes. Once approved by CC, small revisions will go on the CC Consent Agenda for faculty approval.

For substantial revisions or for new programs, please submit a preliminary proposal of 250-500 words clearly and concisely addressing the following questions:

1. How does the proposed program contribute to the IWU liberal arts mission?
2. How does the proposed program meet IWU's academic standards?
3. How does the proposed program afford new opportunities for IWU students in their liberal arts education?

CC will determine whether or not to move the proposal forward for data gathering with Academic Affairs and the Office of Institutional Effectiveness; or, to recommend the proposer follow the usual CC procedures, consulting with Academic Affairs about modest financial expenses.

Please refer to the [Resource Evaluation Group \(REG\) section](#) of this handbook for information about REG roles, responsibilities, and process.

Full Proposals for New or Revised Majors or Minors

Please check the appropriate box on the Request for Curriculum Action Form, and note that, after approval by the CC, new or revised major/minor/concentrations 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:

Revisions: Write the motion you request for the CC to approve and put before the full faculty, such as "The Curriculum Council moves that the faculty approve a revised _____ major."

New programs: Write the motion you request for the CC to approve and put before the full faculty, such as "The Curriculum Council moves that the faculty approve a new _____ major."

For New Programs (Majors or Minors)

You must provide a full description of the new program for the [University Catalog](#). If your major is part of a larger program or school Catalog description, include the full description with your sections added. Consult the Catalog for the maximum and minimum lengths for your college or school.

Address the following questions in your narrative, referring back to your proforma when possible:

1. Rationale:
 - a. Describe why it is necessary or desirable to revise the major/minor or create the new curricular track or certificate program; you may

address issues such as impending staffing changes, enrollment growth, strategic investment area, filling a curricular gap, meeting requirements of external accreditors, etc.

- b. If this is not an area of growth nationally, please discuss and provide evidence for how the new program will be a strong niche area for IWU.
 - c. Do peer, aspirant, and/or neighbor campuses have this major, program, or center? What would make an IWU program compelling/distinctive to prospective students?
 - d. Have the proposers studied exemplary majors, programs, or centers of the kind proposed? How are they emulating successful aspects of those initiatives?
2. Courses:
 - a. Please list the new, revised, or deleted courses for this revision.
 - b. If there are courses that will be offered less often, what is the ongoing demand, including outside of your program, for these courses?
 - c. If you plan on using courses from an external consortial partner, please refer to “New Majors, Minors, or Certificates with Consortial Components” to address those elements in your proposal.
3. Requirements:
 - a. Please list the major, minor, interdisciplinary program, or Shared Curriculum requirements fulfilled by the revised program, noting if any requirements have been changed or lost in the revision.
4. Required Courses/Faculty: Please list who will teach the required courses for the revised program (major/minor/certificate) and provide the following information:
 - a. How often will the required courses be offered?
 - b. What changes/deletions are required for the faculty members to teach the required courses at that frequency?
 - c. Will new hires be required in that period?
 - d. Will retraining be necessary for faculty in the department for this program?
 - e. How will the newly proposed program impact delivery of existing programs?
 - f. How many adjuncts might be required to free the faculty teaching these required courses?
5. Electives/Faculty: Who teaches elective courses for the revised program?

- a. How often can those faculty members commit to teaching each elective?
 - b. Do the elective courses contribute to multiple programs or are they dedicated to the revised program?
 - c. Will the revised program succeed if a faculty member can't teach an elective regularly?
- 6. New Resources/Facilities/Expenses (non-personnel):
 - a. What new resources would the initiative require?
 - b. What expenses are one time or cyclic (e.g renovation of space, equipment)? What expenses are recurring (personnel, supplies)?
 - c. Explain how the current library, computer, media or other resources are or are not adequate. (If resources are not adequate, please indicate how they will be funded/acquired. Please consult with the University Librarian or Information Technology Services to answer this question.).
 - d. Every major at IWU is supported by The Ames Library. When proposing a new major, please confirm that you have consulted with the University Librarian to determine if this new major will share an existing library budget line, or if the library budget will need to be reallocated to create a new budget line.
- 7. Holistic Resource Implications: Overall, what do we need to stop doing in order to build capacity for the new program; and/or, what new resources are required to ensure the success of this program?
 - a. If existing resources are being used, does the reallocation of these resources detract from any other programs or ongoing initiatives?
 - b. If new resources are being used, please explain either what resources have become available (e.g. new line, donor, grant) or why new resources are justified (e.g., enrollment growth, strategic investment area, filling a curricular gap, meeting requirements of external accreditors).
 - c. Under what conditions would tuition revenue and/or other ancillary revenue offset the expenses and make the initiative profitable?
 - d. If the initiative is donor-funded, is it endowed or will it need to become self-sustaining? If it needs to become self-sustaining is there a realistic plan for this?
- 8. Assessment: What would constitute a successful establishment of the new major, program, or center? At what point would it be evaluated? If the new initiative proved to be more of a liability than an asset, what would the exit strategy be?

New Majors, Minors, Certificates, or Programs with Consortial Components

Coursework offered by one of IWU's consortial partners can count for major, minor, or certificate credit through permanent incorporation into an IWU major, minor, or certificate. If you are proposing a major, minor, certificate, or program with courses offered through a consortium, please address the following items in your rationale in addition to the questions required for all majors, minors, or certificates:

1. The bulk of the major, minor, or certificate must be taken at IWU to preserve our intellectual rigor and institutional identity. How many consortial courses are you adding to your major, minor, or certificate? Once in the IWU catalog, consortial courses are counted as IWU institutional credit.
 - a. As a guideline, include no more than 1/3 of consortial courses within your proposed major. If you need more, please justify.
2. Because consortial courses will get an IWU course code and number and be listed in the course catalog, please submit a syllabus for each consortial course you are including.
 - a. Please remember to keep these syllabi on file with your other department syllabi.
3. How often will consortial courses be offered? What is an ideal 4 year plan for majors, in particular, to graduate on time?
4. Consortial courses must not overlap in whole or part with existing IWU courses. Explain how the consortial courses you have chosen are distinct from any that are, or could be, offered at IWU by current permanent staff.
 - a. Please remember that a faculty member can apply for a Course Development grant or Instructional Development grant to update IWU courses.
5. Normally, consortial courses will not be eligible for IWU Shared Curriculum credit, because IWU cannot require non-IWU faculty to teach to our Shared Curriculum requirements nor monitor changes to each consortial course over time. Rare exceptions might be made, for example LA credit for an intermediate language course.
6. Explain how your major, minor, or certificate will address discrepancies in credit units for consortial courses. For example, some courses transfer to IWU as 0.75 c.u. and will need an IWU faculty member to teach or facilitate a discussion section to provide the additional 0.25 c.u. for which IWU students pay tuition. Please note that it may not be necessary to address this by enrolling the students in an additional section. Some majors have additional units (such as 1.25 c.u. lab courses) that will allow them to take a 0.75 c.u. consortium course without falling behind in course units.

- a. If students will be required to register for any course outside of the consortial offering by itself (for example, a 0.25 c.u. discussion section), they must be linked in Banner, similar to how lab courses are attached to lectures in Banner. Please make this clear in your discussion.
- b. If consortial courses will have a linked 0.25 c.u. course in order to total 1.0 c.u., then both courses must share a course number, again similar to lab sections linked to a “parent” course. This applies only to course numbers that are not “common”, such as special topics or experimental courses. Otherwise all courses with that number will have to register for the linked course, even if they are a different special topics or experimental course.
- c. If you wish to offer a consortial course as a special topics or experimental course, a 0.25 c.u. discussion section cannot be linked or set as concurrent. Therefore, if you wish to require this for students, you must create a separate discussion section and ensure that students enroll into it on your own.

Deletion of Major/Minor/Concentration

Please answer the following questions in your rationale:

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

Changes in Course Title, Description, Number, or Units

Please address the following items/questions in your rationale:

1. What motivated the change? (e.g., change in faculty or student interests, external mandate, etc.)
2. If this is a change in course units, does it adhere to the university policy on course units?
3. For all changes to course titles/numbers/units, please search the *Catalog* for the course number/name being changed to be certain you have identified all cross-listings (including interdisciplinary programs). Chairs of all affected departments/programs should then be notified of the change.

Changes in Degree Requirements

Please answer the following items/questions in your rationale:

1. What are your current requirements and what are the proposed changes? Explain any requested exemptions from the Shared Curriculum.
2. Upon what are your new program requirements based? (Are they supported by a survey of similar programs, recommended by external evaluators, externally mandated?)
3. How does the proposed change affect staffing?
4. 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.)

Changes in Frequency of Course Offering

Any changes to the frequency of course offering (Each Semester, Annually, Every other Year, etc.) should be made each May when department chairs/deans/program directors review catalog copy for the following academic year.

Shared Curriculum Course Approval and Development Information

(Approved by the Faculty, October 3, 2004; amended November 6, 2005.)

The Shared Curriculum at Illinois Wesleyan University strives to provide a foundation for a liberal education of quality and breadth through a continuously evolving program that 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 that leads to knowledge of the natural universe and the diverse realms of human experience.

More specifically, The Shared Curriculum 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 Shared Curriculum Unit and Flag Credit

1. All courses—new and existing—submitted for Shared Curriculum category unit or flag credit under the General Education program will undergo a review by the CC.
2. All courses requesting CC action should be recommended first by the proposing faculty member's department/program head and, when appropriate, by the head of the interdisciplinary program through which the course will be offered (e.g., International and Global Studies Director).
3. Faculty submitting courses for the Shared Curriculum 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 Shared Curriculum 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 Dean of Curricular & Faculty Development or the Chair of the CC may return incomplete proposals to the faculty member, indicating where necessary information is lacking.
5. Because each Shared Curriculum course must address faculty-approved goals for the Shared Curriculum program, each proposal for the Shared Curriculum category unit or flag credit should include methods for assessing the extent to which the Student Learning Outcomes (SLOs) (see Appendix 1) in relation to the given criteria for the appropriate category and/or flag have been met by the course¹. As part of the initial proposal review, the Chair of the CC will confer with the Dean of Curricular & Faculty Development and the Assessment Committee Chair about the adequacy of the assessment methods described. As a result of this consultation, proposals may be returned to the faculty member for resubmission.
6. All requests for Shared Curriculum credit receiving the CC's approval will be submitted for formal vote by the General Faculty, using the consent agenda format. Once a course is approved for Shared Curriculum credit, minor modifications such as a change in title or number will be reviewed by the CC only and reported as information items to the General Faculty. Substantial changes in a course once it is approved for the Shared Curriculum 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 via the Thorpe Center's website:

<https://www.iwu.edu/thorpe-center/cc.html>

Special Topics Courses

(per IWU Catalog)

Much of the University's curriculum is offered on a regular basis, either every

¹ Please note that CC's primary interest is by what methods the faculty member will ascertain if and how the course has met the category/flag criteria, an aggregate assessment of the course, rather than assessment focused on an individual student.

semester or each academic year. These courses are described in the course listings found in later sections of this Catalog. In addition to these regular offerings, the faculty often teach topical courses which may vary in content from year to year. The content of these courses may reflect current events or controversies, areas of special scholarly interest to the faculty, or unique opportunities for courses which may not be offered again. Departments often use the course numbers 170-270-370 for special topics courses.

Special Topics courses that do not include any Shared Curriculum attributes are not evaluated by CC. The CC Non-Action Item form should be used for all Special Topics courses that do not include a Shared Curriculum attribute. The Curriculum Council will evaluate proposals for Special Topics courses that do include Shared Curriculum attributes. The regular CC Action Request form should be used for these proposals. Previously approved Special Topics courses with Shared Curriculum attributes may be converted to permanent courses. In this case the proposer should request a course number change and alert the Council that the course was previously approved in your rationale.

Courses Not Taught in the Previous Five Years

The Registrar's Office will notify Chairs/Deans/Directors each spring of any courses in their area that have not been taught in the last five years. If these courses are not taught during the following year, they will be removed from the *Catalog*. Any deleted course previously approved by Curriculum Council may be considered for reinstatement by selecting "Reinstatement of a previously approved course" on the Curriculum Council Request for Action form.

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 to teach your Gateway Colloquium, your syllabus must undergo review by the Writing Program Director. Below are some notes on this procedure. Below are the questions the Writing Program

Director will seek to answer in the affirmative:

1. 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.)
2. 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?
3. Does the syllabus clearly indicate that there will be at least four (4) formal essays?
4. 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?
5. Does the syllabus's schedule clearly indicate that drafts can be returned in a timely-enough fashion that students can use feedback productively?
6. Does the syllabus clearly indicate that coursework will result in approximately 30 pages of writing, including exercises, informal writing, drafts, and/or revisions?
7. Does the syllabus indicate a reasonable amount of reading for a course, the primary focus of which is the writing process?
8. Does the syllabus clearly indicate that the course engages students in a shared, sustained investigation and discussion of competing ideas and also develops their reading skills?
9. 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?
10. 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?
11. 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 (Billie Jarvis-Freeman, bjarvisf@iwu.edu) with any questions.

Department/School Gateway Staffing Commitment

Note that GW staffing commitments were last reviewed in Fall 2021. Chairs and Directors have been updated for 2026-2027 in the chart below, but GW commitments have not been updated for the 2026-2027 academic year.

Chair/Director	Department/School	GW per year
Carmen Lozar	School of Art	1
Logan Campbell	School of Music	2
Lindsey Kellar	School of Nursing & Health Science	0
R. J. Hodde	School of Theatre Arts	1
Bryan McCannon	School of Business & Economics	2
Loni Walker (Fall '26) / Brian Walter (Spring '27)	Biology	1
Ram Mohan	Chemistry & Biochemistry	1
Andrew Shallue	Computer Science	1 every even year
Maggie Evans (Fall '26) / Leah Nillas (Spring '27)	Educational Studies	1 every even year
Brandi Reissenweber	English	0
April Schultz	History	2

Dan Roberts (Fall '26 / Seung-Hwan Lee (Spring '27)	Mathematics	1 every odd year
Andy Engen (Fall '26) / Luke Wilson (Spring '27)	Philosophy	2
Narendra Jaggi	Physics	1
William Munro	Political Science	2
Joe Williams	Psychology	1
Todd Fuist	Sociology	1 every odd year
Carolyn Nadeau	World Languages, Literatures & Cultures	1
Staff / Retirees / Adjuncts	n/a	8-12
TOTAL GW sections per year		28-32

Shared Curriculum Requirements & Category/Flag Criteria

For Shared Curriculum category and flag Student Learning Outcomes, please refer to Appendix B.

Procedures for Approval of Special Interdisciplinary Majors/Minors

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

included here.

Students exercising the option must do so no earlier than the fall semester of the sophomore year and no later than March 1 of the junior year. Specific course requirements for a Special Interdisciplinary Major/Minor must be submitted to the Dean of Curricular & Faculty Development on forms the student obtains from the Registrar's Office here: <https://www.iwu.edu/registrar/forms.html>. 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 Dean of Curricular & Faculty Development in the Thorpe Center, thorpe@iwu.edu, The Ames Library - Suite 300. The original is retained by the Dean and copies are distributed to members of the CC. Note that a letter of support from the faculty advisor for the special interdisciplinary major/minor is required.

The 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 the 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 the CC approves a proposal, the Chair of the 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 are located here, <https://www.iwu.edu/registrar/forms.html>, through the Registrar.

Procedures for Approval of Special Contract Majors/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 redesign 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 CC. The proposal should be submitted to the CC 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, here: <https://www.iwu.edu/registrar/forms.html>.

Curriculum Council Structure

(per IWU Faculty Handbook, Chapter II-9)

- a. *Organization.* The Curriculum Council shall consist of one representative elected by each educational unit, the Dean of Curricular and Faculty Development (or a designee) *ex officio* without voting privileges, the Registrar *ex officio* without voting privileges, and two 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 education 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, the Hearing Committee, and the Assessment Committee. For the purpose of electing representatives to the Curriculum Council educational units shall be constituted as follows: The School of Art, Theater 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 Council shall elect a Chairperson and Vice Chairperson. The position of secretary rotates among the Committee members excluding the Chair. The 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 Shared Curriculum 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 Council, the general faculty, the administration, the student body, or any combination thereof, to perform special tasks or projects. Recommendations concerning subjects within the 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 Council on matters of minor or routine nature. All actions taken by the Council shall be recorded in minutes of its proceedings and distributed to the faculty.
- d. *Procedures for Conducting Elections.* Representatives to the Curriculum Council shall be elected according to consistent procedures approved by a vote of the general faculty. Such procedures shall assure that no faculty member of the educational unit will be deprived of the opportunity to be elected. Election of representatives shall take place prior to the faculty election provided for in Article V. At-large representatives shall be elected during general faculty elections. Vacancies shall be filled by the same procedures used for the election of a representative. Representatives elected to fill a vacancy shall serve until the end of the regular term of the representative they are replacing.

Curriculum Council Procedures

(per the [Faculty Handbook](#), Appendix B: Faculty Committee Procedures, Section B. "Procedures and Policies for Standing Committees," p. 167)

- *Election of Officers.* The Chair of the Council shall be elected at the April changeover meeting when new members join the 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. A majority of the voting faculty members then in office shall constitute a quorum for conducting elections. If 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.

Each 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 majority of the voting faculty members then in office shall constitute a quorum for the conduct of business. A member other than the Chair of the Council, acting as secretary, shall record minutes of each meeting, present them to Curriculum Council for approval at the next meeting and subsequently distribute copies to all faculty.

Through the Chair, the 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 CC will bring any Request for Curriculum Action that it has approved to the General Faculty Meeting for final approval. Any requests approved by the CC that are of a routine or repetitive 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 CC may be brought to discussion to the General Faculty Meeting by a vote of the CC.

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 Evaluation Group (REG) comprising the Chair and Vice Chair of the CC, the Provost, Associate Provost, Dean of Curricular & Faculty Development, and the Chair and Vice Chair of CUPP, for further discussion, to

inform CC discussions before the CC makes a decision on the proposal; if approved, the course will be flagged and presented to the faculty for discussion.

The Chair is responsible for providing an accurate record of Council activity to the Office of the Provost at the end of the Council year.

- *CC Deadlines.* All curricular proposals and student proposals for special interdisciplinary or contract majors and minors must be submitted to the Thorpe Center 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. Summer Term proposals shall be submitted to the Thorpe Center for the same review process as applies to fall and spring courses. Summer Term courses that are exempt from the review process procedure include special topics courses (typically numbered 170, 270, or 370) that are not requesting Shared Curriculum credit. 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 and Summer Term Program of Classes must be submitted by the second week in September since the last opportunity for approval 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 approval by the faculty is the December Faculty Meeting.

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

Upon receipt of the completed forms, Thorpe Center staff shall make a copy of all requests available to members of the Council.

- *Reports and Records.* The Council shall securely retain or dispose of records according to the Records Management Policy for the Curriculum Council in the Appendix to Chapter III.B.
- *Executive Session.* Executive sessions should be for a single topic, have a clearly defined start and end, and have a clearly defined purpose. Appropriate reasons for entering an executive session might include discussions of delicate financial information, curricular staffing issues dealing with individuals, or curricular matters under litigation. The Council shall maintain minutes of all executive session discussions in accordance with the Records Management Policy in the Appendix to Chapter III.B.

Curriculum Council Minutes' Style Guide

This style guide was created to help in the standardization of CC minutes and as a resource for new minute-takers.

Style Guide:

- Always list date, location, members present, and time the meeting was called to order.
- The focus of the minutes should be on substantive actions taken by the council.
- Council deliberations and debates about broader curricular issues (not individual proposals) may be included in the minutes if there was substantive discussion.
- Only proposals the council took action on should be included in the minutes (proposals that are still under consideration or proposals that were sent back to the proposer should not be included in the minutes).
- For course-related proposals approved by the Council first list the course prefix and number, then the course title, and lastly, the requested action. If the proposal involves a Shared Curriculum attribute that should be listed. Internal CC proposal numbers should not be used.

Procedures:

- Draft minutes should be created in the CC "Meeting Minutes (Drafts)" folder.
- Draft minutes are circulated to all Council members.
- Once approved, a .PDF copy should be saved to the CC "Meeting Minutes (Final for Brenda / Faculty Meeting)" folder, and a .PDF copy should be sent to the Thorpe Center Administrative Assistant for distribution to the faculty.

Resource Evaluation Group (REG) Personnel & Process

Purpose

The Resource Evaluation Group (REG) serves in an advisory capacity to the Provost for curriculum development. REG is convened by the Curriculum Council when a faculty member proposes either a substantial revision of the current curriculum or a new program that will require significant investment(s). Examples could include a new subject area for the university which requires additional tenure-line faculty, proposes to include LCMC courses, requires new or more intense interdisciplinary collaboration,

necessitates upgraded facilities or new technology, etc. However, the Curriculum Council can elect to convene REG if they have concerns about the financial implications of any proposal.

REG Roles & Responsibilities

- The CC Chair and another CC representative: provide context from CC's discussions and report back to CC.
- The CUPP Chair and another CUPP representative: provide process advice and report back to CUPP.
- Provost: assess the proposal in the larger context of the university from a strategic and financial perspective.
- Associate Provost: provide advice on the proposing program's adjunct use (past and future) and permanent equipment/technology as well as assist the Provost in their duties.
- Admissions staff member: assess short-range interest from applicants and prospective students in the proposed program, as well as Slate info and national trends.
- Office of Institutional Effectiveness: gathers UQ data to provide data-driven program outlook
- Invited contributor for proposal presentation only: A knowledgeable representative of the proposing group to address questions and clarify as necessary regarding the proposed curriculum and field.

REG Process

1. The faculty member/academic unit develops a preliminary proposal of 250-500 words clearly and concisely addressing the following questions:
 - a. How does the proposed program contribute to the IWU mission?
 - b. How does the proposed program meet IWU's academic standards?
 - c. How does the proposed program afford new opportunities for IWU students in their liberal arts education?
2. The preliminary proposal is sent to CC, who recommends whether or not to move the proposal forward for data gathering with Academic Affairs and the Office of Institutional Effectiveness; or, to recommend the proposer follow the usual CC procedures, consulting with Academic Affairs about modest financial expenses.
3. Before the faculty member develops a full proposal, the Office of Institutional Effectiveness generates a report using data from external sources (e.g., outside vendors, federal agency data, etc.) about the proposed major/program. Possible metrics could include market growth, market segment growth, competition, expected program size, career outcomes, and mission alignment. After the

report is generated, Academic Affairs will develop a proforma in consultation with relevant campus offices to ensure the university can financially support the program and to assess potential for revenue growth.

4. REG is convened to review the preliminary proposal, the proforma and the UQ Solutions report. If the proposal and reports indicate that the university can support the new program, CC will ask that the faculty member develop a full proposal as outlined in this CC Handbook. If the university cannot adequately support the proposed program, the proposal does not move forward.
5. CC reviews the full proposal, consults with the proposer if necessary, and advises the Provost on whether or not to take the proposal to Cabinet for review. CC can reconvene REG if necessary.
6. The Provost takes the proposal to Cabinet for review and if successful, refers back to CC for full consideration by the faculty.

Responsible Parties for Expenses/Revenue Information

The Resource Evaluation Group uses the following table to assist in determining who would provide the following information about expenses.

Expense	Faculty responsibility	Administrator responsible for approval
Regular faculty and staff salary and benefits	Faculty identify need	Provost approves
Adjunct faculty	Faculty identify need (for new initiative, to serve existing programs, to meet student needs)	Associate Provost approves individual adjuncts; for recurring needs additional approval is needed from Provost as well.
Student employees	Proposing faculty identify need for TA or other worker; Dept evaluates student worker budget	Provost approves budget changes; Student employment committee (with Scott Seibring, Assoc. Prov., et al.); also financial aid
Space renovations	Faculty request spaces for curricular changes (e.g., film studies soundstage); examine whether existing dept budgets suffice	Provost; Cabinet (depends on scope); Capital improvement committee (with reps from AcAff, PhysPlant, et al.) keeps maintenance list; curricular requests weighed against non-curricular needs

Permanent equipment (may interrelate with Space Renovations)	Faculty request initial acquisition and identify replacement needs; examine whether existing dept budgets suffice	Assoc. Provost approves permanent equipment; more organization needed to understand replacement cycle needs for the future
Supplies, publications, software, music, library resources, licenses etc.	Faculty identify need and whether dept budgets suffice; needs should acknowledge financial realities of the institution; initial requests must be well researched and realistic	Provost approves department budgets; ITS vets new software for security; Dean of Curricular & Faculty Development approves course software requests. The University Librarian vets requests for new library resources.
Co-curricular activities	Faculty identify need for activities, e.g. fellowships, trips, workshops; examine whether existing dept budgets suffice	Chair/Director for the academic unit's budget or Provost for strategic investment or donor funds.

Course Fee Requests

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, Spring, and/or Summer course, please reach out to the Thorpe Center to coordinate appropriately. You must submit a separate response for each course for which you plan to charge a fee by the applicable deadlines. Please email the Thorpe Center at thorpe@iwu.edu if you have questions about this process.

Deadlines for Course Fee Request Submissions

- **Third Friday in February, 4:00 p.m.** to request a course fee for a **Fall course**
- **Third Friday in September, 4:00 p.m.** to request a course fee for a **Spring course**

Course Fee Requests Guidelines/Restrictions

- 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 or Reimbursement

Invoices and reimbursement requests are to-be-submitted directly to the appropriate Department/Program/School Chairs for approval and then sent to the Business Office for payment. The Thorpe Center does not handle payments for Course Fees.

Please also note that funds cannot be accessed until after the last day to add a class, and no student refunds will be granted past the last day to add a class.

Curriculum Council Forms

All Curriculum Council Forms can be found on the Thorpe Center's site, [here](#).

Appendix A: 2026-2027 Academic Year Council Members

Abby Mann (Chair) – The Ames Library Faculty

Chisato Kojima (Vice-Chair) – The Division of the Humanities

Narendra Jaggi – The Division of the Natural Sciences

RJ Hodde – The Schools of Art, Theatre Arts, & Music

Tara Gerstner – The School of Business & Economics

Brenda Lessen Knoll – The School of Nursing & Health Sciences

Carmela Ferradáns (*ex officio*) – Dean of Curricular and Faculty Development

Leslie Betz (*ex officio*) – Registrar
