ILLINOIS WESLEYAN UNIVERSITY

# CURRICULUM COUNCIL HANDBOOK:

*2026-2027*

Thorpe Center for Curricular and Faculty Development

# Table of Contents


Master Calendar of Deadlines (2026-2027) 3
Change Log for 2026-2027 5
Guidelines for Written Rationales 6
- New or Significantly Revised Course(s) 6
- Existing Course for which Shared Curriculum Credit is Now Requested 7
- Deletion of a Course 7
- Reinstatement of a Previously Approved Course 8
- Academic Certificates 8
- Proposing New Curricular Programs or Revising Majors or Minors 10
  - Preliminary Proposals for New or Revised Majors or Minors 10
  - Full Proposals for New or Revised Majors or Minors 10
  - For New Programs (Majors or Minors) 11
- New Majors, Minors, Certificates, or Programs with Consortial Components 13
- Deletion of Major/Minor/Concentration 14
- Changes in Course Title, Description, Number, or Units 14
- Changes in Degree Requirements 15
- Changes in Frequency of Course Offering 15

Shared Curriculum Course Approval and Development Information 16
Special Topics Courses 18
Courses Not Taught in the Previous Five Years 18
Review of Gateway Colloquia 19
Procedures for Approval of Special Interdisciplinary Majors/Minors 22
Procedures for Approval of Special Contract Majors/Minors 23
Curriculum Council Structure 24
Curriculum Council Procedures 25
Curriculum Council Minutes' Style Guide 28
Resource Evaluation Group (REG) Personnel & Process 29
Course Fee Requests 32
Appendix A: 2026-2027 Academic Year Council Members 33
Appendix B: The Shared Curriculum 34
- GATEWAY COLLOQUIA (GW) 34
- ANALYSIS OF VALUES (AV) 36
- THE ARTS (AR) 38
- CONTEMPORARY SOCIAL INSTITUTIONS (CSI) 40
- CULTURAL AND HISTORICAL CHANGE (CHC) 41
- FORMAL REASONING (FR) 43
- INTELLECTUAL TRADITIONS (IT) 44
- LITERATURE (LIT) 46
- THE NATURAL SCIENCES (LSI, LSL, PSI, PSL) 47
- WRITING INTENSIVE COURSES (W) 49
- ENCOUNTERING GLOBAL DIVERSITY (G) 52
- ENCOUNTERING U.S. DIVERSITY (U) 54
- SECOND LANGUAGE (LA) 55
- PHYSICAL EDUCATION (PE) 58

# 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

All Curriculum Council Forms can be found on the Thorpe Center's website, 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, etc.). 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.

Exemplary Proposals can be found online via the Thorpe Center's website: https://www.iwu.edu/thorpe-center/cc.html.

---

## *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 B) 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 B) 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, etc.)?
    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:
    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, etc.) or why new resources are justified (e.g., enrollment growth, strategic investment area, filling a curricular gap, meeting requirements of external accreditors, etc.).
    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 (CD) grant or Instructional Development (ID) grant to update IWU courses. See the most up-to-date version of the Faculty Development Handbook for more details on both CD and ID grants.
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 (e.g., 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 (e.g., 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; and
- 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 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 B) in relation to the given criteria for the appropriate category and/or flag have been met by the course[1]. 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.

---

[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.

# Special Topics Courses

(per the IWU Catalog)

Much of the University's curriculum is offered on a regular basis, either every 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, etc.)?
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) /<br>Leah Nillas (Spring ‘27) | Educational Studies | 1 every even year |
| Brandi Reissenweber | English | 0 |
| April Schultz | History | 2 |
| Dan Roberts<br>(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** |

# 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, etc.); 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.

---

# Appendix A: 2026-2027 Academic Year Council Members

---

Abby Mann (Chair) – The Ames Library Faculty

Chisato Kojima (Vice-Chair) – The Humanities

Abdel Isakovic – The Natural Sciences

RJ Hodde – The College of Fine Arts

(Aug. - Sept. 2026) Tara Gerstner – The School of Business & Economics

(Oct. 2026 - Spring 2027) Nirjhar Nigam – The School of Business & Economics

Lindsey Kellar – The School of Nursing & Health Sciences

Todd Fuist – The Social Sciences

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

Leslie Betz (ex officio) – Registrar

---

# Appendix B: The Shared Curriculum

Category/flags goals and criteria are taken directly from the 2026-27 IWU's Catalog. Student Learning Outcomes (SLOs) were developed by faculty in the Assessment Workshop on January 7, 2025 and are attached to each category/flag goals and criteria.

---

## GATEWAY COLLOQUIA (GW; 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.

| GW CATEGORY GOALS | GW CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | To achieve these goals, all Gateway Colloquia incorporate the following criteria: |
| 1. Introduce students to the process of intellectual inquiry and develop students' critical thinking skills; | 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. Develop students' ability to evaluate competing ideas and experiences; | 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. Develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision; | 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. Engage students in learning activities that prepare them for academic life in the university. | 4. Courses provide active learning opportunities that encourage students to analyze, synthesize, make inferences, argue logically, and think independently. |
| GW CATEGORY STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a Gateway Colloquia course, students will be able to:<br>● Identify and evaluate the assumptions, evidence, and reasoning underlying a written argument, including their own.<br>● Synthesize multiple perspectives into a position of their own that acknowledges complexity rather than dismissing it. | |

- Construct arguments with clear thesis statements, organized development, integrated evidence, and appropriate citation practices.
- Apply revision strategies that address higher-order concerns (argument, structure, evidence) before lower-order concerns (sentence-level editing, proofreading).
- Reflect on their development as writers and thinkers, articulating what they have learned and identifying goals for continued growth.

---

# ANALYSIS OF VALUES (AV; 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.

| AV CATEGORY GOALS | AV CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | 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. |
| 1. Develop students' ability to recognize and understand normative value issues; | 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. Encourage students to understand and evaluate contrasting theories pertaining to normative value issues; | 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. 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; | 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. 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. | 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. |
| AV CATEGORY STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a course in Analysis of Values, students will be able to:<br>● Recognize normative value issues;<br>● Identify contrasting theories of normative value and assess the strengths and weaknesses of those theories;<br>● Rationally defend a normative value position and charitably interpret contrasting value positions; and<br>● Reflect on the implications of normative values to personal, professional, or civic contexts. | |

# THE ARTS (AR; 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.

Students interested in fulfilling the Shared Curriculum requirements in "The Arts" through participation in ensembles and/or applied music lessons may choose from among the following four options:

A. Four semesters of piano lessons (MUS 100) OR one semester of Beginning Class Piano for Non-Music Majors (MUS 101) plus two semesters of applied piano (MUS 100).
B. Four semesters of applied voice (MUS 100) OR two semesters of applied voice (MUS 100) with concurrent enrollment in either University Choir (MUS 26) or Collegiate Choir (MUS 23).
C. Four semesters of classical guitar lessons (MUS 100) OR two semesters of applied classical guitar (MUS 100) with concurrent enrollment in Guitar Ensemble (MUS 37).
D. Two semesters of one of the following ensembles–Orchestra (MUS 21), Wind Ensemble (MUS 22), Symphonic Winds (MUS 24), Jazz Ensemble (MUS 34), or Jazz Lab Band (MUS 35)–with concurrent enrollment in the appropriate applied instrumental lessons (MUS 100).

Admission into these ensembles, with the exception of Jazz Lab Band (MUS 35) is based upon audition. All applied study requires the consent of the instructor. An extra fee is charged for private lessons.

| AR CATEGORY GOALS | AR CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | 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. |
| 1. Develop students' awareness of the | 1. Courses examine how the artist is |

| | |
|---|---|
| deep sources of art, both individual and communal, and of the relationship in art between disciplined technique and creative freedom; | 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. Examine how art records, reflects, and shapes the temper of its time and place of origin; | 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. Explore the significance of art in a larger context-cross-culturally, historically, or in terms of broad aesthetic parameters shared by various art forms; | 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. 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. | 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. |
| AR CATEGORY STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a course in The Arts, students will be able to:<br>● Identify cultural influences that shape artistic creation;<br>● Explain how art represents the time and place of its creation; and<br>● Describe or demonstrate the creative process of artistic production. | |

# CONTEMPORARY SOCIAL INSTITUTIONS (CSI; 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.

| CSI CATEGORY GOALS | CSI CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | 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. |
| 1. Examine how one or more social institutions arise, operates, interact with other institutions, and change in different cultural and historical contexts; | 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. Illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions; | 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. Enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions; | 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. 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. | 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. |
| CSI CATEGORY STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a course in Contemporary Social Institutions, students will be able to:<br>● Identify and describe the real-world nature and operation of a social institution;<br>● Use critical thinking skills to analyze the relationships between individuals and institutions; and<br>● Discuss and explain the history, development, working, or purpose of an institution. | |

---

# CULTURAL AND HISTORICAL CHANGE (CHC; 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.

| CHC CATEGORY GOALS | CHC CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | 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. |
| 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; | 1. Courses focus on both the events of change and the repercussion of these events on individuals and society. |
| 2. Understand the processes of choice and action through which the cultural systems, social institutions, and social relationships arise, persist, and change; | 2. Courses include reflection on the causes and directions of change over time; |
| 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; | 3. Courses include evidence of change as seen through the eyes of the participants; |
| 4. Develop the student's understanding of her or his place in world history through reflection on the present in light of the past. | 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. |
| CHC CATEGORY STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a course in Cultural and Historical Change, students will be able to:<br>• Articulate key processes of social and cultural transformation in multiple | |

historical contexts including their own;
- Describe historical agents and their impact on social and cultural systems and institutions; and
- Make an argument based on the analysis of primary sources (speech, documents, artifacts) and ethical use of secondary sources.

---

# FORMAL REASONING (FR; 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.

| FR CATEGORY GOALS | FR CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | 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. |
| 1. Familiarize students with one or more formal systems; | 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. Promote the understanding of formal systems and their use in identifying, analyzing and solving problems; | 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. Provide a real-world context for the use of formal reasoning; | 3. Courses include exercises in which students use formal reasoning systems to try to solve problems encountered in the real world. |
| 4. Convey an appreciation of formal systems. | 4. Courses include an appreciation of the beauty, symmetry and elegance of formal systems. |
| FR CATEGORY STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a Formal Reasoning (FR) course, students will be able to:<br>● Identify the key formal system of this course, as well as the concepts and objects within that system;<br>● Solve problems within the formal system;<br>○ For example, translation between natural language sentences and sentences within the formal system. This usually involves abstract manipulations within the formal system.<br>● Apply the formal system to real-world problems.<br>○ This usually involves identifying concrete examples of more abstract concepts. | |

---

# INTELLECTUAL TRADITIONS (IT; 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.

| IT CATEGORY GOALS | IT CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' capacities for critical thinking, intellectual independence and social awareness, their knowledge and understanding of | 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 |

| | |
|---|---|
| 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: | level of complexity in the material studied and the interpretive questions raised and, where appropriate, may have a significant research component. |
| 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; | 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. 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; | 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. 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; | 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. Develop students' abilities to read primary texts and make, assess, and defend arguments about ideas articulated in those texts. | 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. |
| IT CATEGORY STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a course in Intellectual Traditions, students will be able to:<br>● Articulate ideas in a primary text or intellectual tradition in context; | |

- Identify the development of an expression of an idea over time or between cultures; and
- Make and justify an argument about the ways in which the expression of an idea shapes a culture.

---

# LITERATURE (LIT; 1 COURSE UNIT)

*Category Description:*

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

| LIT CATEGORY GOALS | LIT CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | 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. |
| 1. Help students to recognize and understand the importance of the structure and style of a literary text; | 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. Encourage students to engage their imaginative faculties when they read; | 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. Enable students to connect the literature they read to the cultural and social contexts in which it was written or which it portrays; | 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. Develop students' ability to interpret literary texts. | 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. |
| LIT CATEGORY STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a course in Literature, students will be able to:<br>● Use close reading to identify and compare structures and styles of literary texts.<br>● Critically reflect on the ways in which engaging their imaginative faculties helped them understand the reading.<br>● Connect the literary text to the cultural and social contexts in which it was written or which it portrays.<br>● Analyze how literary techniques convey the author's message. | |

---

# THE NATURAL SCIENCES (LSI, LSL, PSI, PSL; 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.

| LSI/LSL/PSI/PSL CATEGORY GOALS | LSI/LSL/PSI/PSL CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | 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. |
| 1. Acquaint students with important life and/or physical science concepts, as well as the connections among different areas of science; | 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. Develop students' understanding of the roles that critical analysis, abstract thinking, creativity, and imagination play in the scientific enterprise; | 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. Introduce students to the usefulness of applying scientific concepts to the understanding of everyday experiences; | 3. Students are given examples of how scientific concepts learned in class can be used in less formal, nonacademic settings. |
| 4a. (in laboratory courses) develop students' understanding of how scientific problems are studied in a laboratory environment.<br>OR | 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.<br>OR |
| 4b. (in scientific issues courses) improve understanding of scientific and | 4b. Students participate in discussions or assignments that require them to |

| | |
|---|---|
| technological issues that affect society and consider strengths and limitations of science in dealing with these issues. | address the impact of scientific knowledge on society, and to evaluate the role that science and scientists play in these issues. |

| LSI/LSL/PSI/PSL CATEGORY STUDENT LEARNING OUTCOMES (SLOs) |
|---|
| Upon completion of a course in The Natural Sciences, students will be able to:<br><br>● Demonstrate competence on questions/projects/assignments that draw on information, concepts, or debates germane to more than one (at least two) area of science, either in the physical (physics, chemistry) or life sciences (biology, psychology).<br>● Understand how the course material relates to everyday life; helps them understand critical debates (in politics and in life); or affects their behavior (i.e., helps them improve outcomes for themselves or others).<br>● Critically examine the structure of scientific approaches or arguments to critically evaluate them.<br><br>Upon completion of a LAB course in The Natural Sciences, students will be able to:<br><br>● Obtain data using available and properly chosen equipment.<br>● Analyze data with a known model or generate a decisive refutation.<br>● Relate to topics and concepts across the course and between courses. |

---

# WRITING INTENSIVE COURSES (W, 2 TOTAL; 1 FOR GENERAL EDUCATION AND 1 ADDITIONAL REQUIRED FOR THE MAJOR)

(Flag designation for any Shared Curriculum, 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 will 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. The writing in the major course will not be satisfied by the IAI GECC package.

| W FLAG GOALS | W FLAG CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content. |
| 1. To write effectively, using evidence that supports the writer’s purpose; | 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. To understand that writing is a process that includes revision; | 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. To analyze writing situations by considering the audience, the discipline, and the purpose; | 3. Courses should give students instruction and practice in anticipating and responding to the needs of an audience and in responding to the |

| | |
|---|---|
| | conventions of a discipline. |
| 4. To use writing as a tool for invention and discovery; | 4. Courses should encourage learning through writing using methods such as directed free-writing, reading journals, summaries or syntheses of readings, class listservs, etc. |
| 5. To find, evaluate, and ethically use information from sources, if appropriate to the course objectives. | 5. Courses should give students instruction and practice in acquiring information literacy skills within a discipline, if appropriate to the course objectives. |

## WRITING PROGRAM STUDENT LEARNING OUTCOMES (SLOs)

Upon completing Gateway Colloquia and 2 Writing Intensive courses, an IWU graduate should be able to:

- Write with clarity for a variety of audiences and rhetorical situations;
- Thoughtfully evaluate rhetorical argument and bias from a variety of sources;
- Apply conventions of a specific discipline or professional field;
- Seek and embrace feedback and revision for iterative writing purposes; and
- Find, evaluate, and ethically use information.

## W FLAG STUDENT LEARNING OUTCOMES (SLOs)

Upon completion of a Writing Intensive course, students will be able to:

**Effective Writing with Evidence**

- Construct clear, coherent written arguments that demonstrate a focused thesis or central purpose supported by relevant, well-integrated evidence.
- Select and incorporate appropriate evidence from various sources (textual, empirical, experiential) that effectively supports their written arguments and purposes.
- Organize writing logically with clear transitions and structure that enhances the reader's understanding of the argument or narrative.

**Writing as Process**

- Demonstrate understanding of writing as a recursive process by engaging in multiple stages of planning, drafting, revising, and editing.
- Apply revision strategies that go beyond surface-level corrections to substantially improve content, organization, and clarity.
- Reflect on their writing process and articulate how revision has strengthened their work and advanced their thinking.

**Rhetorical Awareness**

- Analyze writing situations by identifying and responding appropriately to audience expectations, disciplinary conventions, and genre requirements.
- Adapt their writing style, tone, and approach to suit different audiences, purposes, and disciplinary contexts.
- Demonstrate awareness of disciplinary discourse by using appropriate terminology, citation styles, and argumentative strategies for their field of study.

**Writing for Discovery and Learning**

- Use writing as a tool for exploration and critical thinking to develop, clarify, and deepen their understanding of course concepts.
- Employ various forms of informal writing (such as journals, freewriting, or reflective pieces) to generate ideas and discover new insights.
- Demonstrate how writing has contributed to their learning by articulating connections between their writing process and their evolving understanding of course material.

**Information Literacy and Ethical Source Use**

- Locate and evaluate credible sources using appropriate research strategies and databases relevant to their discipline and assignment requirements.
- Critically assess source quality by evaluating author credibility, publication context, currency, and relevance to their research questions.
- Integrate sources ethically and effectively through proper attribution, citation, and synthesis that respects intellectual property while advancing their own arguments.
- Distinguish between their own ideas and those of others through appropriate use of summary, paraphrase, and quotation with correct documentation.

---

# ENCOUNTERING GLOBAL DIVERSITY (G; 1 COURSE UNIT)

(Flag designation attached to approved General Education, major, minor, or elective courses, except Gateway Colloquium and courses in the Second Language category—1 required)

*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.

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 Registrar, in consultation with 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.

Note: This exception does not include short format travel courses unless a specific course carries a Global Diversity Flag.

| G FLAG GOALS | G FLAG CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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: | 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. |
| 1. Develop students' ability to analyze and understand contemporary societies outside the U.S. in the context of individual courses; | 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. 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). | 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. |

| G FLAG STUDENT LEARNING OUTCOMES (SLOs) |
|---|
| Upon completion of a course with a Global Diversity flag, students will be able to:<br><br>● Analyze and critically examine the social, cultural, and structural characteristics of contemporary societies outside the United States;<br>● Identify and interpret the unique social and cultural frames of reference that shape perspectives in different societies;<br>● Demonstrate the ability to view and understand global situations from alternative cultural viewpoints; and<br>● Compare and contrast their own cultural perspective with those of societies different from their own. |

---

# ENCOUNTERING U.S. DIVERSITY (U, 1 REQUIRED)

(Flag designation attached to approved General Education, major, minor, or elective courses, except Gateway Colloquium and courses in Second Language category—1 required)

*Flag Description:*

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

| U FLAG GOALS | U FLAG CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum program, in particular the goals of heightening students' understanding of social diversity in our own society, of fostering students' ability | 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 |

| | |
|---|---|
| to make judgments of value, and of developing students' capacities for critical thinking, courses given this designation seek to: | which the designation is sought. |
| 1. Develop students' ability to analyze and understand diversity in the context of individual courses; | 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. 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; | 2. Courses examine processes of accommodation, resistance, and appropriation. |
| 3. Encourage students to acknowledge and appreciate the diversity in their own lives. | 3. Courses include some material that develops students' ability to consider the consequences of advantage and disadvantage in their own lives. |
| U FLAG STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a course with a U.S. Diversity flag, students will be able to:<br>● Describe the breadth and depth of diversity in the U.S. with regard to the course topic;<br>● Analyze how histories or understandings of difference create systems of advantage and disadvantage that shape the experiences of diverse groups; and<br>● Demonstrate empathy for or understanding of people with different identities, backgrounds, beliefs, or experiences. | |

---

# SECOND LANGUAGE (LA; 0-3 COURSE UNITS, AS NEEDED, TO ENSURE PROFICIENCY AT THE THIRD-SEMESTER 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.

In place of a course with Second Language credit, students can satisfy this requirement by an equivalent score on an IWU Placement Exam or AP language exam. Entering international students whose native language is not English are exempt from the second language requirement under any one of the following circumstances:

1. They met the IWU requirements for admission via exam.
2. They provide a transcript from a secondary school where the primary language of instruction was not English.
3. They provide a transcript or other form of written certification that documents satisfactory completion of more than four years of study in one language other than English.

Placement exams are available in French and Spanish. Students requesting placement in other languages IWU offers (such as ASL or Japanese) should contact the coordinator of the Language Resource Center. Results from language placement exams serve to recognize proficiency, to allow students to enroll in an appropriate course, or to fulfill the Shared Curriculum requirement in Second Language (LA). IWU does not grant course unit or degree credit as a result of placement exams.

Placement exams are typically taken by incoming first-year students during Rising Titan summer orientation sessions, although special arrangements may be made to take the placement exam at other times. Students may not arrange for a placement exam in a language once they have begun study of the language at the university level, including transfer credit or study abroad.

Special proficiency exams in languages the University does not offer may be arranged, when possible, for students who have demonstrated advanced secondary school study or speaking and writing proficiency in a language. Such languages may include, but are not limited to, Korean, modern Greek, and Polish.

| LA CATEGORY GOALS | LA CATEGORY COURSE CRITERIA |
|---|---|
| In keeping with the overall goals of the Shared Curriculum 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 | 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. |

| | |
|---|---|
| campus to the world, courses in this category seek to: | |
| 1. Develop in students of modern languages the four basic language skills of speaking, reading, listening, and writing in a language other than English; | 1. 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. |
| 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; | 2. Students in modern 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. |
| 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. | 3. Students in the modern languages study language structure and the lexicon of the second language. |

| LA CATEGORY STUDENT LEARNING OUTCOMES (SLOs) |
|---|
| Upon completion of the third semester of a second language, students will be able to:<br>● Speak, write, listen, and read in a language other than English at an intermediate proficiency level*.<br>○ Describe familiar experiences, events, and opinions. I can narrate a story and make a simple factual presentation.<br>○ Summarize, describe, or explain familiar topics and support my views with some details.<br>○ Understand ideas on familiar topics expressed through connected sentences.<br>○ Understand most details in texts containing familiar vocabulary, and I can understand the main idea and many details in texts that contain unfamiliar vocabulary.<br>● Understand the nuances of different cultural products and practices.<br>○ Describe and analyze cultural products and practices.<br>○ Compare and contrast own cultural perspectives with other cultures. |

- Recognize and use elements of the second language to increase knowledge of own language.
    - The knowledge of own language increased as a direct consequence of using the second language.

*Note: ACTFL sets Student Learning Outcomes (SLOs) and language proficiency levels. The SLOs come in "I can" statements. See the 2024 ACTFL/NCSSFL Proficiency Standards: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Introduction-2020.pdf.

---

# PHYSICAL EDUCATION (PE; 1X OR 2Y COURSES OR AN EQUIVALENT COMBINATION IS REQUIRED. AT LEAST ONE X OR Y MUST BE A FITNESS COURSE)

*Requirement Description:*

Courses in physical education foster interest and participation in activities that establish patterns for life-long maintenance of physical fitness and personal health.

One course (x) or two half courses (y) or an equivalent combination is required. At least 1 x or 1 y must be a fitness course. Students transferring into the University with at least 15 units (or an earned Associate degree) are exempt from the physical education requirement.

Physical Education activity courses with X in the course number have twice the contact hours of Physical Education activity courses with Y in the course number. During the fall and spring semesters, 7-week-long Y courses facilitate outdoor activity courses in warmer weather and indoor activity courses in colder weather. Two Y courses are equivalent to one X course for purposes of fulfilling the Shared Curriculum requirement in Physical Education.

| PE CATEGORY GOALS | PE CATEGORY 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. |
| Courses given the designation of Physical Education Activity must seek to:<br><br>1. Explore the holistic benefits of physical exercise; | 1. Courses will provide students with an opportunity to learn about the holistic benefits of physical movement and how the class activity itself contributes to the students' overall well-being (e.g. health related, affective, social). |

| | |
|---|---|
| 2. Introduce students to the importance of warm-up and stretching; | 2. Courses give explicit explanation of, and instruction in, warmup and stretching exercises appropriate to the class activity. |
| 3. Encourage students to learn and apply principles of a healthy and active lifestyle; | 3. Courses will provide students with information about current guidelines for physical activity, how to incorporate movement into daily routines, and/or how to use the class activity to achieve personal fitness goals. |
| 4. Include one or more areas of long-term personal health. | Courses proposed for the Physical Education Fitness Requirement will include one or more of the following topics for discussion, class participation or assessment:<br>● Nutritional guidelines<br>● Proper weight control<br>● Stress management through exercise<br>● Components of physical fitness<br>● Posture and back care<br>● Cancer risk prevention through exercise<br>For Personal Fitness I and Personal Fitness II a written assignment asking students to design and implement their own fitness plan will be required. |
| PE CATEGORY STUDENT LEARNING OUTCOMES (SLOs) | |
| Upon completion of a PE course, students will be able to:<br>● Identify the many benefits of physical movement to overall well-being.<br>● Demonstrate appropriate warm ups and explain the importance of stretching prior to physical activity.<br>● Articulate how they can apply healthy and active lifestyle habits in a personalized way. | |