Illinois Wesleyan University

2023–2024

CURRICULUM COUNCIL HANDBOOK

Thorpe Center

for Curricular and Faculty Development

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2023–2024 Master Calendar of Deadlines

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

Aug. 15, 2023	Email Gateway Syllabi to the Writing Program Director, Pennie Gray pgray1@iwu.edu.
Oct. 1, 2023	Deadline for changes to be included in the Spring Semester *Program of Classes*. This is the last opportunity for consideration by the faculty at the October Faculty Meeting. (2023 Faculty Meetings are late in the month.)
Sept. 22, 2023, 4pm	Deadline for submission of course fee requests to the Thorpe Center for Spring, May Term, and Summer 2024.
Nov. 3, 2023	Deadline for submission of new or significantly revised majors, minors, or concentrations.
Feb. 1, 2024	Outgoing CC representatives will call for nominations for their replacements.
Feb. 5, 2024	Deadline for submission of requests for inclusion in the Fall 2024 printed Catalog. **Note:** Requests approved after this date may still be included on the web-based list of courses for Fall 2024, but might miss the Spring advising period.
Feb. 5, 2024	Departmental commitment to the Associate Dean for Curriculum and Instruction of faculty resources to teach Gateway Colloquia (for the next academic year).
Feb. 16, 2024	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. 17, 2024	Deadline for submission of requests to the CC for faculty action in the current academic year. If the CC receives proposals after this date, it may need to postpone consideration until the following academic year.
Feb. 16, 2024, 4pm	Deadline for submission of course fee requests to the Thorpe Center for Fall 2024 registration.
Feb. 23, 2024	Deadline for voting for CC representatives in academic units who are electing a new representative.
Apr. 19, 2024	Deadline for submission to the Associate Dean for Curriculum and Instruction of final Gateway Colloquium course descriptions for the next academic year.
Note: In the rare occasion that a Gateway instructor is hired over the summer to teach a new Gateway course in the Fall, this instructor should send a course description and syllabus to the Associate Dean for Curriculum and Instruction and the Writing Program Director before the start of the Fall semester for preliminary review. A full Gateway Course Proposal should be sent to the CC by September 15, 2023, and the Gateway syllabus review process should be engaged as soon as possible. For new Gateway courses to be taught in Spring, the instructor should send a course description and syllabus to the Associate Dean for Curriculum and Instruction and the Writing Program Director before the start of the Spring semester. A full Gateway Course Proposal should be sent to the CC by November 3, 2023 (the deadline for submission of course proposals to the CC).	

Guidelines for Written Rationales

The Request for Curriculum Council Action Form can be found here: https://www.iwu.edu/thorpe-center/cc-action-request-2021.pdf

The written rationale is the major part of the proposal. You should use the following guidelines when writing your rationale. You may also wish to consult the online Faculty Handbook or the University Catalog for applicable policies and regulations. CC approval is not needed for department/programs to clarify language that does not affect the program content in any significant way (e.g., correcting typos, grammar, syntax, and/or minor inconsistencies). The Associate Dean for Curriculum and Instruction, 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.

Note that whether a paper or electronic version of a course proposal is filed, a Word document version of the rationale, as well as the current and proposed catalog course descriptions, should be emailed separately to the Thorpe Center, thorpe@iwu.edu.

New or Significantly Revised Course(s)

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

- How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align (if at all) with your academic unit's student learning goals? And how does it reflect faculty/student interest?
- Who will teach the course? How will this course affect departmental course offerings and staffing?
- Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)
- Why are you offering the course at this level?
- If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)
- Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)
- For Shared Curriculum courses, please read the category/flag description and goals carefully and explain in the proposal how the course meets the criteria for the appropriate category and/or flag. For 300- and 400-level courses, address how the course meets the additional requirements stated in the Criteria column for some categories. (Please see the Shared Curriculum section of this handbook.)

Existing Course for which Shared Curriculum Credit is Now Requested

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

Deletion of a Course

- To request deletion of a course, use the "[Request for Course Deletion](#)" form.
- If this deletion is for a course that is a major or minor requirement, how will it affect students?
- If the course proposed for deletion carries Shared Curriculum credit, explain what alternatives will be made available to affected student(s).

Academic Certificates

The Request for Curriculum Council Action Form - Academic Certificate is here: https://www.iwu.edu/thorpe-center/cc-request-action-academic-certificates-2021.pdf

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 put 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. 3. A minimum of one course

unit numbered 200 or higher is required for the certificate.
  iii.   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:
  ● 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.

  ● Do any of the required courses carry credit in the General Education, Encountering Diversity, or Physical Education Programs?
  ● How frequently are the courses offered? Are these courses intended to be taken in a sequence?
  ● 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?
  ● Who will teach in the new Academic Certificate? How will this certificate affect departmental course offerings and staffing?
  ● How do you foresee this new certificate generating new revenue for the university?
  ● 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?
  ● Do you need funds to develop this new certificate? (e.g., curriculum development funds for new courses, course fees of any kind)
  ● Is this certificate cross-departmental? If yes, what other departments, programs or schools are involved in delivering this certificate?
  ● 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)
       If c and/or d, are you planning on offering dual credit for high school students?

  ● 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:

- How does the proposed program contribute to the IWU liberal arts mission?
- How does the proposed program meet IWU's academic standards?
- 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 (pages x-x) 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 in this order:

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):

Provide a full description 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 for your college or school.)

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

- Rationale:
    - 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.
    - 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.
    - Do peer, aspirant, and/or neighbor campuses have this major, program, or center? What would make an IWU program compelling/distinctive to prospective students?
    - Have the proposers studied exemplary majors, programs, or centers of the kind proposed? How are they emulating successful aspects of those initiatives?

- Courses:
    - Please list the new, revised, or deleted courses for this revision.
    - If there are courses that will be offered less often, what is the ongoing demand, including outside of your program, for these courses?
    - 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.

- Requirements:
    - 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.

- Required Courses/Faculty: Please list who will teach the <u>required</u> courses for the revised program (major/minor/certificate) and provide the following information:

- How often will the required courses be offered?
- What changes/deletions are required for the faculty members to teach the required courses at that frequency?
- Will new hires be required in that period?
- Will retraining be necessary for faculty in the department for this program?
- How will the newly proposed program impact delivery of existing programs?
- How many adjuncts might be required to free the faculty teaching these required courses?

- Electives/Faculty: Who teaches elective courses for the revised program?
  - How often can those faculty members commit to teaching each elective?
  - Do the elective courses contribute to multiple programs or are they dedicated to the revised program?
  - Will the revised program succeed if a faculty member can't teach an elective regularly?

- New Resources/Facilities/Expenses (non-personnel):
  - What new resources would the initiative require?
  - What expenses are one time or cyclic (e.g renovation of space, equipment)? What expenses are recurring (personnel, supplies)?
  - 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.).

- 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?
  - If existing resources are being used, does the reallocation of these resources detract from any other programs or ongoing initiatives?
  - If new resources are being used, please explain either what resources have become available (e.g. new line, donor, grant) or why new resources are justified (e.g., enrollment growth, strategic investment area, filling a curricular gap, meeting requirements of external accreditors).
  - Under what conditions would tuition revenue and/or other ancillary revenue offset the expenses and make the initiative profitable?

- 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?
- 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, or Certificates 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, or certificate with courses offered through a consortium, please address the following in your proposal in addition to the questions required for all majors, minors, or certificates:
- 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.
  - As a guideline, include no more than 1/3 of consortial courses within your proposed major. If you need more, please justify.
- 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.
  - Please remember to keep these syllabi on file with your other department syllabi.
- How often will consortial courses be offered? What is an ideal 4 year plan for majors, in particular, to graduate on time?
- 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.
  - Please remember that a faculty member can apply for a Course Development grant or Instructional Development grant to update IWU courses.
- 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.
- Explain how your major, minor, or certificate will address discrepancies in credit units for consortial courses. For example, some courses transfer to IWU as 0.75 c.u. and will need an IWU faculty member to teach or facilitate a discussion section to provide the additional 0.25 c.u. for which IWU students pay tuition. Please note that it may not be necessary to address this by enrolling the students

in an additional section. Some majors have additional units (such as 1.25 c.u. lab courses) that will allow them to take a 0.75 c.u. consortium course without falling behind in course units.

- ○ If students will be required to register for any course outside of the consortial offering by itself (for example, a 0.25 c.u. discussion section), they must be linked in Banner, similar to how lab courses are attached to lectures in Banner. Please make this clear in your discussion.
- ○ 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.
- ○ 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 the separate discussion section and ensure that students enroll into it on your own.

Deletion of Major/Minor/Concentration

Please check "Deletion" on the [main request form](#) and answer the following:

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

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

Please check "Change Title" and/or "Change Number" on the [request form](#) and answer the following:

- What motivated the change? (e.g., change in faculty or student interests, external mandate, etc.)
- If this is a change in course units, does it adhere to the university policy on course units?

Changes in Degree Requirements

Please check "Other" on the [request form](#) and answer the following:

- What are your current requirements and what are the proposed changes? Explain any requested exemptions from the Shared Curriculum.
- Upon what are your new program requirements based? (Are they supported by a survey of similar programs, recommended by external evaluators, externally mandated?)
- How does the proposed change affect staffing?
- Explain how the library, computer, media or other resources are or are

not adequate. (If resources are not adequate, please indicate how they will be acquired.)

Clarifying Language: Shared Curriculum Assessment in CC Action Forms

When the CC requests assessment information on the "[Request for Curriculum Council Action](#)" form, the CC's primary interest is in what methods the faculty member will use to ascertain if and how the course has met the category/flag goals, an aggregate assessment of the course, rather than assessment focused on an individual student. (See 3d on the "Request for CC Action" form.) While it may be clear to the faculty member how course goals are linked to a General Education category, those connections may not be clear to students or to the CC. As part of the "Request for Curriculum Council Action" form, faculty members need to explain how they will assess the goals of the relevant Shared Curriculum category. This process may involve measurement instruments such as:

- Assessment tools available from the Associate Dean for Curriculum and Instruction (i.e., Shared Curriculum surveys).
- Additional questions related to the Shared Curriculum category's goals that the faculty member adds to the course evaluation or a new tool(s) that the faculty member can create to ascertain if Shared Curriculum goals are being met by the course.

Shared Curriculum Course Approval and Development Information

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

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

More specifically, The Shared Curriculum at Illinois Wesleyan is committed to the following goals:

- To develop students' capacities for critical thinking, intellectual independence, and imagination by creating opportunities for active learning
- To develop students' knowledge and understanding of the fundamental processes and relationships of nature and culture and their evolution over time
- To enable students to use formal methods of reasoning in problem solving
- To heighten students' understanding of the diversity of cultures in our own society and the world

- To develop students' capacities for expressing and communicating ideas in writing and orally, in English and in another language, and for using writing as a means of discovery and understanding
- To foster in students the ability to make and assess judgments of value in such areas as ethics, aesthetics, and public policy by encouraging them to frame questions of value, to explore alternative value systems, and to become informed, active citizens in public life
- To develop in students kinesthetic awareness, personal fitness, and lifelong habits of healthy living
- To bring the world to campus and students to the world through varied combinations of co-curricular programming, travel and service to the community.

Procedures for Approving Shared Curriculum Unit and Flag Credit

1. All courses—new and existing—submitted for Shared Curriculum category unit or flag credit under the General Education program will undergo a review by the CC.
2. All courses requesting CC action should be recommended first by the proposing faculty member's department/program head and, when appropriate, by the head of the interdisciplinary program through which the course will be offered (e.g., International and Global Studies Director).
3. Faculty submitting courses for the Shared Curriculum category unit or flag credit should read the category/flag description and category/flag goals carefully and explain in the proposal how the course incorporates each of the course criteria required in the category for which credit is sought or the course criteria necessary to meet a flag. Some courses may be submitted for both unit and flag credit—for example, a new course in Contemporary Social Institutions for which a U.S. Diversity flag is also sought. Such courses should incorporate the criteria in both the category and flag. Applicants should also show how 300- or 400-level courses proposed for Shared Curriculum meet the additional requirements stated in the Course Criteria column for some categories.
4. The approval process may include a revise-and-resubmit stage. Accordingly, the Associate Dean for Curriculum and Instruction 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 must include methods for assessing the extent to which goals appropriate to the proposal have been met by the course (for example, additional questions to be added to the course evaluation form). As part of the initial proposal review, the Chair of the CC will confer with the Associate Dean for Curriculum and Instruction about the adequacy of the assessment methods described. As a result of this consultation, proposals may be returned to the faculty member for resubmission.

6. All requests for Shared Curriculum credit receiving the CC's approval will be submitted for formal vote by the General Faculty, using the consent agenda format. Once a course is approved for Shared Curriculum credit, minor modifications such as a change in title or number will be reviewed by the CC only and reported as information items to the General Faculty. Substantial changes in a course once it is approved for the Shared Curriculum category unit or flag credit will require a new request for approval, including another vote by the General Faculty.

Exemplary Proposals

Exemplary Proposals can be found online at
https://www.iwu.edu/thorpe-center/exemplary-proposals.html

Review of Gateway Colloquia

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

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

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

- Does the proposed Gateway topic NOT overlap with any existing courses at IWU, including other Gateways? (Gateway courses should not duplicate material covered by other courses currently offered at Illinois Wesleyan.)
- Does the syllabus clearly indicate both that the course will focus on one specific topic and that the topic is not an introduction to a specific discipline?
- Does the syllabus clearly indicate that there will be at least four (4) formal essays?
- Does the syllabus clearly indicate that some portion of the work toward the formal essays will be undertaken in a step-by-step fashion, including exercises, informal writing, drafts, and/or revisions?
- Does the syllabus's schedule clearly indicate that drafts can be returned in a timely-enough fashion that students can use feedback productively?
- Does the syllabus clearly indicate that coursework will result in approximately 30 pages of writing, including exercises, informal writing, drafts, and/or revisions?
- Does the syllabus indicate a reasonable amount of reading for a course, the primary focus of which is the writing process?
- Does the syllabus clearly indicate that the course engages students in a shared, sustained investigation and discussion of competing ideas and also develops their reading skills?
- Does the syllabus clearly indicate that the course will introduce students to the methods of creating and acquiring knowledge in the university environment through

assignments that require critical thinking, i.e., investigation, speculation, analysis, and synthesis?
- Does the syllabus clearly indicate that the course will introduce students to the ethical values of the academic community, i.e., sharing knowledge and crediting intellectual achievement through appropriate methods of documentation?
- Does the syllabus clearly indicate that the course will provide active learning opportunities that encourage students to analyze, synthesize, make inferences, argue logically, and think independently?

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

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

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

Contact the Writing Program Director (Pennie Gray, pgray1@iwu.edu) with any questions.

Department/School Gateway Staffing Commitment for 2021–22

Chair/Director	Department/School	GW per year
Johnson	School of Art	1
Ponce	School of Music	2
Kujath	School of Nursing	0
Kerr	School of Theatre Arts	1
McCannon	School of Business and Economics	2
Walker	Biology	1
Mohan	Chemistry	1
Shallue	Computer Science	1 every even year

Nillas	Educational Studies	1 every even year
Theune	English	0
A. Schultz	History	2
Drici	Mathematics	1 every odd year
Engen	Philosophy	2
Jaggi	Physics	1
Munro	Political Science	2
Vicary	Psychology	1
Fuist	Sociology	1 every odd year
Dixon	World Languages, Literatures & Cultures	1
Staff / Retirees / Adjuncts		8-12
TOTAL GW per year		**28-32**

GW staffing commitments were last reviewed in Fall 2021. Chairs and Directors have been updated for 2023-24 in the chart above, but GW commitments have not been updated for the 2023-24 academic year.

Shared Curriculum Requirements and Category and Flag Criteria

For Shared Curriculum category and flag goals and criteria, as well as the Shared Curriculum Requirements for different Schools, please refer to the current Shared Curriculum section of the IWU Course Catalog.
https://www.iwu.edu/academics/documents/shared-curriculum.pdf

Procedures for Approval of Special Interdisciplinary Majors and Minors

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

Students exercising the option must do so no earlier than the fall semester of the

sophomore year and no later than March 1 of the junior year. Specific course requirements for a Special Interdisciplinary Major/Minor must be submitted to the Associate Dean for Curriculum and Instruction on forms the student obtains from the Registrar's Office, 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 Associate Dean for Curriculum and Instruction in the Thorpe Center, thorpe@iwu.edu, Holmes Hall 200C.

The original is retained by the Associate 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 for Interdisciplinary Majors/Minors can be found at the Registrar's Office, https://www.iwu.edu/registrar/forms.html.

Procedures for Approval of Special Contract Majors and Minors

A student proposing a Special Contract Major for a Bachelor of Arts degree must demonstrate that the proposed major achieves intellectual or career goals not met through the University's existing curriculum. The proposed major/minor must have an intellectual framework that is well supported by the University's curriculum and the expertise of the faculty. Contract majors/minors may neither be used to re-design existing majors or minors nor to pursue areas of study that are outside of the University's scope. Special Contract Majors must include at least 10 courses chosen to achieve depth and cohesion in the area of study, and must be designed to fulfill all University graduation requirements related to the major (e.g., it must include at least four 300–400 level courses, a Writing Intensive course in the major, etc.). Special Contract Majors should include a capstone credit senior seminar, independent study, research experience, or internship. The senior project is intended as a capstone experience and should ordinarily be undertaken in the final year of study. It may be undertaken sooner if the student has completed 7 of the 10 courses required for the

major. A proposed Special Contract Major/Minor must receive preliminary approval from the faculty advisor for the Contract Major/Minor and any Chair of director directly related to the proposed program of study, and final approval from the 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, https://www.iwu.edu/registrar/forms.html.

Curriculum Council Structure

(per IWU Faculty Handbook, Chapter II-9; approved by the General Faculty at 4/21/2014 Faculty Meeting.)

A. Organization
    a. The CC shall consist of one representative elected by each educational unit, the Associate Dean for Curriculum and Instruction (or a designee) *ex officio* without voting privileges, the Registrar *ex officio* without voting privileges, and two voting student members chosen by the Student Senate.
    b. Student members may be named to committees of the CC but shall not be designated as ex officio members of any committee established to deal with personnel matters.
    c. Representatives of educational units shall be elected for two-year terms.
    d. Membership on the CC precludes membership on the Council on University Programs and Policies (CUPP), the Promotion and Tenure Committee, Faculty Development Committee, and the Assessment Committee.
    e. For the purpose of electing representatives to the CC, educational units shall be constituted as follows:
        i. The Schools of Art, Theatre Arts, and Music
        ii. The School of Nursing and the Physical Education Department
        iii. The Division of Business and Economics
        iv. The Division of Humanities
        v. The Division of Natural Sciences
        vi. The Division of Social Sciences
        vii. The Library faculty
    f. The CC shall elect a Chairperson and Vice Chairperson.
    g. The position of secretary rotates among the Committee members excluding the Chair.
    h. The CC shall determine its own rules of procedure, which shall be

published in the Faculty Handbook subject to the provisions of Article IV.

    i. A majority of the voting faculty membership shall constitute a quorum for the conduct of business.

B. **Functions**

    a. The CC shall advise and make recommendations to the faculty or to the President on all matters concerning the curriculum (including The Shared Curriculum Program), calendar, credit, individual courses, and other matters relating to academic affairs.

    b. It may call attention to budget needs to the extent to which they affect academic affairs.

    c. It may appoint panels from its membership or recommend to the President appointment of committees consisting of members of the CC, the general faculty, the administration, the student body, or any combination thereof, to perform special tasks or projects.

    d. Recommendations concerning subjects within the CC's jurisdiction may be made by any member of the faculty, by the student body, by departments, programs, or schools, or by the President or Provost.

    e. The CC shall consider such recommendations and make a final report or recommendation to the faculty.

C. **Reports and Records**

    a. The CC shall submit its recommendations to the General Faculty Meeting for approval, except as it may provide for final action by the CC on matters of minor or routine nature.

    b. All actions taken by the CC shall be recorded in minutes of its proceedings and distributed to the faculty.

D. **Procedures for Conducting Elections**

    a. The outgoing CC representative shall call for nominations by February 1.

    b. This call will be repeated to the general faculty by the CC Chair at the February faculty meeting.

    c. Nominations will be accepted until the second Monday of February.

    d. All nominated candidates will be included on the ballot once the CC representative verifies that the candidates are willing to serve.

    e. The slate of nominees will be announced on the second Monday in February.

    f. For a period of two days, additions and/or deletions to the announced slate will be accepted and announced as they occur, after which the final slate will be announced.

    g. Members of the academic unit will have until the third Monday of February to cast their votes.

    h. If only one individual is nominated, that individual will be deemed the CC representative.

    i. The election should be concluded and the results should be announced by the outgoing CC representative to both the academic unit and the general faculty by the end of February.

Curriculum Council Procedures

(per Faculty Handbook, Chapter III 12–15; approved by the General Faculty at 4/21/2014 Faculty Meeting.)

A. Election of Officers
a. The Chair of the CC shall be elected at the April changeover meeting when new members join the CC.
b. The vote shall be by secret ballot and take place after the departing members, with the exception of the outgoing Chair, leave the meeting.
c. For the changeover meeting, a quorum consists of five faculty members.
d. If one or two CC 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.
e. For all other purposes, four faculty members constitute a CC quorum.
f. Each CC may determine whether candidates are identified by open nomination or nominating ballot.
g. In either case, a member who wishes not to serve must so indicate prior to the vote.
h. A separate nomination and ballot shall be used for each position to be filled.
i. The outgoing Chair presides over the election of the new Chair.
j. Election of the other officers (for example, a Vice Chair) is presided over by the new Chair.

B. Meetings and Regular Structure
a. Regular meetings shall be scheduled at the beginning of each semester.
b. Additional meetings may be called by the Chair as needed.

C. Conduct of Business
a. A member other than the Chair of the CC, acting as secretary, shall record minutes of each meeting, present them to the CC for approval at the next meeting, and subsequently distribute copies to all faculty.
b. Through the Chair, the CC shall report to the faculty at the next regularly scheduled Faculty Meeting.
c. All proposals are presented in the faculty agenda in summary form.
d. The CC will bring any Request for Curriculum Action that it has approved to the General Faculty Meeting for final approval.
e. Any requests approved by the CC that are of a routine or repetitious nature may be placed on the consent agenda or, if they require a rationale or do not fit in the format of the consent agenda, on the consent agenda addendum.
f. 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 CC may call attention to budget needs related to requests.
g. 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.
h. Any new courses, majors, or minors requiring new resources will be

presented to the Resource Advisory Group (RAG) comprising the Chair and Vice Chair of the CC, the Provost, Associate Provost, Associate Dean for Curriculum and Instruction, 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.

i. All curricular proposals and student proposals for special interdisciplinary or contract majors and minors must be submitted to the Associate Dean for Curriculum and Instruction on forms provided by the CC and published in the CC Handbook.

j. Curricular proposals submitted by academic units must be signed by the appropriate administrator of all academic units affected by the proposal.

k. Proposals for special interdisciplinary majors/minors must be signed by the Chairs of at least two departments or programs involved in the proposed program.

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

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

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

o. Upon receipt of the completed forms, the Associate Dean for Curriculum and Instruction shall send copies of all requests to all members of the CC.

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 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, Curriculum Council can elect to convene REG if they have concerns about the financial implications of any proposal.

REG roles and 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.

Appendix 1: Table of 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 dept budgets; ITS vets new software for security; Assoc. Dean for Curriculum and Instruction approves course software requests. The University Librarian vets requests for new library resources.
Co-curricular activities	Faculty identify need for activities, e.g. fellowships, trips, workshops; examine whether existing dept budgets suffice	Chair/Director for the academic unit's budget or Provost for strategic investment or donor funds.

Fall / Spring Course Fee Request

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

If you plan to include a course fee for a Fall or Spring course, please use this Google form https://forms.gle/32obxnAqNhGUtnMeA. You must submit a separate response for each course for which you plan to charge a fee. The form will close automatically at the deadline time.

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**

Help Regarding Course Fee Requests

Please email the Thorpe Center, thorpe@iwu.edu if you have questions about this process.

Notes About Course Fees

Please note:

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

Process for Approval or Reimbursement

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

Notes About Funds

Please note:

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

2023–2024 Curriculum Council Members

Joe Williams, Chair

Chris Sweet, Vice-Chair

Joanne Diaz

Noël Kerr

Courtney Irby

Mikhail Munenzon

(Fine Arts member pending as of Aug. 2023)

Amy Coles, ex officio

Leslie Betz, ex officio

Curriculum Council Forms

All Curriculum Council Forms can be found at this link:
https://www.iwu.edu/thorpe-center/CC.html