

THE SHARED CURRICULUM

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 which fosters intellectual independence, critical thinking, imagination, social awareness, and sensitivity to others. These qualities of mind and character are developed through a coordinated academic and co-curricular program of active learning, problem solving, collaborative inquiry,

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.

Students are given the opportunity to achieve the goals of the Shared Curriculum through a sequence of courses that fulfill the programs' categories and flags. These requirements are further described on the following pages.

SHARED CURRICULUM POLICIES AND GUIDELINES

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

- Courses that fulfill General Education and Encountering Diversity requirements may also fulfill major or minor requirements.
- No General Education and/or Encountering Diversity courses may be taken on a Credit/No Credit basis.
- No course unit may be counted toward more than one General Education category requirement. However, a single course may count for both a General Education category and an Encountering Diversity or Writing Intensive flag.
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For students who desire to submit Seal of Biliteracy, Advanced Placement, International Baccalaureate, or Cambridge International or other credit by exam, and/or transfer credit to fulfill the requirements of the Shared Curriculum requirements, the following guidelines also apply:

- The Registrar, in consultation with the Associate Dean, shall evaluate students' requests for transfer credit to fulfill Shared Curriculum requirements and flags. Seal of Biliteracy, Advanced Placement exam, International Baccalaureate exam, and Cambridge International exam credits will be processed by the Registrar.
- IWU accepts the State Seal of Biliteracy for the second language Shared Curriculum requirement. This policy is consistent with accepting AP credit for language. Credit for the seal is not processed automatically. It is the student's responsibility to request credit for their seal within the first three academic years after graduation from high school. The Registrar's Office will verify the Seal of Biliteracy on the official final high school transcript. Students with a verified Seal of Biliteracy will receive one course unit of credit (4 semester hours) and will meet the IWU Shared Curriculum second language requirement.
- In order to receive Shared Curriculum credit for Advanced Placement exams, the student must have successfully completed the courses associated with the exams and the score on the Advanced Placement exam must be a 4 or 5. In order to receive Shared Curriculum credit for higher level International Baccalaureate exams, the score on the exam must be a 5, 6, or 7. In order to receive Shared Curriculum credit for Cambridge International A-Level exams, the score on the exam must be A*, A, or B.
- Because the Gateway Colloquium is designed to be an introduction to the intellectual and academic environment that is particular to this community, students who start their collegiate study at Illinois Wesleyan must fulfill the Gateway requirement at Illinois Wesleyan. Transfer students may be able to fulfill the Gateway requirement with a course from their previous institution.

Shared Curriculum Requirements

Degree	General Education Attributes									Encountering Diversity			PE	
	GW	AV	AR*	CSI	CHC	FR	IT	LIT	Na Sc	W***	G	U	LA**	PE
BA & BS	1	1	1	1	1	1	1	1	2 (LST & PSL) (LSL & PSL)	1(+1) (e a)	1	1	3 d e f	2X 4Y e i . c b .
BFA (Arts & Theatre)	1	1	1	1	1	1	1	1	1 (LSI/LSL/PSL/PSL)	1(+1) (e a)	1	1	2 d e f	2X 4Y e i . c b .
BFA (Music Theatre)	1	1	1	1	1	0	1	1	1 (LSI/LSL/PSL/PSL)	1(+1) (e a)	1	1	2 d e f	2X 4Y e i . c b .

Degree	General Education Attributes									Encountering Diversity			PE	
	GW	AV	AR*	CSI	CHC	FR	IT	LIT	Na Sc	W***	G	U	LA**	PE
BM (Music Performance)	1	1	1	1	1	0	1	1	1 (Science); (LSI/PSL/PSL)	1(+1) (Language)	1	1	2 (Language)	2X 4Y (PE)
BME (Music Education)	1	1	1 (Education)	1	1	0	1	1	1 (Science); (LSI/PSL/PSL)	1(+1) (Language)	1	1	0	2X 4Y (PE)
BS (Nursing)	1	1	1	1	1	1	1	1	2 (Science); (LSI & PSL)	1(+1) (Language)	1	1	0	2X 4Y (PE)

*Students interested in fulfilling 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 semester 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).
- D. Two semesters of one of the following ensembles—Orchestra (MUS 21), Wind Ensemble (MUS 22), 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.

** In place of the courses listed above, 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.

*** Students must take two “Writing Intensive” courses. One of these courses will be satisfied 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.

† Psychology 100 does not meet the Natural Science state requirement for

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*, *actually* 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.

The Arts (AR; 1 course unit)

Ca ego, De c i i on:

Courses in this category heighten awareness of an aesthetic dimension in human experience through study of music, theater arts, visual arts, film, and/or creative writing. These courses place the specific art(s) under consideration within the context of the time of original creation or performance, and also within other appropriate contexts.

Category Goals	Course Criteria
<p>In keeping with the overall goals of the 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:</p>	<p>To achieve these goals, offerings at the - or -level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the - or -level also require students to frame questions of aesthetic value, to grapple with answers to those questions, and to evaluate competing id (s)- S(u)Ce-j 2(1) 2(w)4(1) 1(r)- 4(o)1(T)D)</p>

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

<ul style="list-style-type: none"> examine how one or more social institutions arises, operates, interacts with other institutions, and changes in different cultural and historical contexts; 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions; 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions; 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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-curric.

Category Goals	Course Criteria
<p>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:</p>	<p>To achieve these goals, offerings at the - or -level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the - or -level also require a significant research component and will involve a degree of compl(a) 9</p>

Category Goals	Course Criteria
<p>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:</p>	<p>To achieve these goals, offerings at the - or -level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the - or -level also require a degree of complexity in the material beyond that normally found in lower level courses. They require students to focus on metatheoretical questions, or to engage creatively in mathematical modeling or proving theorems.</p>
<ul style="list-style-type: none"> . familiarize students with one or more formal systems; 	<ul style="list-style-type: none"> . 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.
<ul style="list-style-type: none"> . promote the understanding of formal systems and their use in identifying, analyzing and solving problems; 	<ul style="list-style-type: none"> . 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.
<ul style="list-style-type: none"> . provide a real-world context for the use of formal reasoning; 	<ul style="list-style-type: none"> . Courses include exercises in which students use formal reasoning systems to try to solve problems encountered in the real world.
<ul style="list-style-type: none"> . convey an appreciation of formal systems. 	<ul style="list-style-type: none"> . Courses include an appreciation of the beauty, symmetry and elegance of formal systems.

Intellectual Traditions (IT; 1 course unit)

Ca ego, De c i ion

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.

b. (in scientific issues courses) improve understanding of scientific	
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<p>. to understand that writing is a process that includes revision;</p>	<p>. Instructors must provide students with feedback on their drafts and with opportunities to revise their texts. Courses should assign words or 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).</p>
<p>. to analyze writing situations by considering the audience, the discipline, and the purpose.</p>	<p>. 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.</p>
<p>. to use writing as a tool for invention and discovery</p>	<p>. Courses should encourage learning through writing using methods such as directed free-writing, reading journals, summaries or syntheses of readings, class listservs, etc.</p>
<p>. to find, evaluate, and ethically use information from sources, if appropriate to the course objectives.</p>	<p>. Courses should give students instruction and practice in acquiring information (i) - (n) (s) (t) (u) (v) (w) (x) (y) (z)</p>

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.

<p>. identify and practice principles of aerobic training;</p>	<p>. Courses provide students with opportunities to recognize principles of aerobic training as they engage in the activity.</p>
<p>. identify and practice principles of anaerobic training.</p>	<p>. Courses provide students opportunities to recognize principles of anaerobic training as they engage in the activity.</p>
<p>Courses with the Fitness designation seek to include one or more areas of long-term personal health.</p>	<p>Courses proposed for the Physical Education Fitness Requirement <u>will</u> include one or more of the following topics for discussion, class participation or assessment:</p> <ul style="list-style-type: none"> • Nutritional guidelines • Proper weight control • Stress management through exercise • Components of physical fitness • Posture and back care • Cancer risk prevention through exercise <p>For Personal Fitness I and Personal Fitness II a written assignment asking students to design and implement their own fitness plan will be required.</p>

SHARED CURRICULUM REQUIREMENTS —

BACHELOR OF ARTS / BACHELOR OF SCIENCE

CATEGORY / FLAG	REQUIREMENT
THE GENERAL EDUCATION	
Gateway Colloquium (GW)	(1 course unit)
Analysis of Values (AV)	(1 course unit)
The Arts (AR).....	(1 course unit)
Contemporary Social Institutions (CSI) ...	(1 course unit)
Cultural and Historical Change (CHC) ...	(1 course unit)
Formal Reasoning (FR)	(1 course unit)
Intellectual Traditions (IT)	(1 course unit)
Literature (LIT)	(1 course unit)
The Natural Sciences.....	(2 units, one must be an issues and one must be a laboratory course)
	Life Sciences Issues Course (LSI)
	OR
	Life Sciences Lab Course (LSL)
	AND
	Physical Sciences Issues Course (PSI)
	OR
	Physical Sciences Lab Course (PSL)
Writing Intensive Courses (W).....	(1 course unit) In addition to taking one Writing Intensive course as part of the Shared Curriculum (that may be attached to a course in the Shared Curriculum, major or minor, or be an elective), Illinois Wesleyan students are also required to take an additional Writing Intensive course that must be in the major.
Encountering Diversity	
Encountering Global Diversity (G)	(flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)
Encountering U. S. Diversity (U)	(flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)
Second Language (LA).....	(0-3 course units as needed to ensure third-semester proficiency)
Physical Education	
Physical Education (PE).....	(4Y courses or 2X courses) (1 must be a designated fitness course)

BACHELOR OF FINE ARTS (B.F.A. ART)

CATEGORY / FLAG	REQUIREMENT
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THE GENERAL EDUCATION

Gateway Colloquium (GW) (1 course unit)

Analysis of Values (AV) (1 course unit)

The Arts (AR) (1 course unit)

- Contemporary Social Institutions (CSI) . . . (1 course unit)
 Cultural and Historical Change (CHC) . . . (1 course unit)
 Formal Reasoning (FR) (1 course unit)
 Intellectual Traditions (IT) (1 course unit)
 Literature (LIT) (1 course unit)
 The Natural Sciences. (1 course unit, which fulfills one of the options below)
 Life Sciences Issues Course (LSI)
 OR
 Life Sciences Lab Course (LSL)
 OR
 Physical Sciences Issues Course (PSI)
 OR
 Physical Sciences Lab Course (PSL)
 Writing Intensive Courses (W) (attribute attached to 1 course which may be in the Shared Curriculum, major, minor, or among elective courses; the second required writing course will be satisfied in the major)
- Encountering Diversity**
- Encountering Global Diversity (G) (flag attached to 1 course in the Shared Curriculum, or to major, minor or elective courses)
 Encountering U. S. Diversity (U) (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)
 Second Language (LA) (0-2 course units as needed to ensure second-semester proficiency)

Physical Education

Physical Education (PE) (4Y courses or 2X courses)

BACHELOR OF FINE ARTS (B.F.A. MUSIC THEATRE)

CATEGORY / FLAG REQUIREMENT

THE GENERAL EDUCATION

- Gateway Colloquium (GW) (1 course unit)
 Analysis of Values (AV) (1 course unit)
 The Arts (AR) (1 course unit)
 Contemporary Social Institutions (CSI) . . . (1 course unit)
 Cultural and Historical Change (CHC) . . . (1 course unit)
 Formal Reasoning (FR) (0 co

- Life Sciences Lab Course (LSL)
OR
Physical Sciences Issues Course (PSI)
OR
Physical Sciences Lab Course (PSL)
- Writing Intensive Courses (W) (attribute attached to 1 course which may be in the Shared Curriculum, major, minor, or among elective courses; the second required writing course will be satisfied in the major)
- Encountering Diversity**
- Encountering Global Diversity (G) (flag attached to 1 course in the Shared Curriculum, or to major, minor or elective courses)
- Encountering U. S. Diversity (U)

Writing Intensive (W) (attribute attached to 1 course which may be in the Shared Curriculum, major, minor, or among elective courses; the second required writing course will be satisfied in the major)

Encountering Diversity

Encountering Global Diversity (G)..... (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)

Encountering U. S. Diversity (U)..... (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)

Second Language (LA)..... (0-2 course units as needed to ensure second-semester proficiency)

Physical Education

Physical Education (PE)..... (4Y courses or 2X courses) One course must be designated fitness

**BACHELOR OF MUSIC EDUCATION
(MUSIC EDUCATION STUDENTS)**

CATEGORY / FLAG

REQUIREMENT

THE GENERAL EDUCATION

Gateway Colloquium (GW) (1 course unit)

Analysis of Values (AV) (1 course unit)

The Arts (AR) (1 course unit)

..... met by a combination of lessons and ensembles

Contemporary Social Institutions (CSI) .. (1 course unit)

Cultural and Historical Change (CHC)... (1 course unit)

Formal Reasoning (FR) (0 course unit)

Intellectual Traditions (IT) (1 course unit)

Literature (LIT) (1 course unit)

The Natural Sciences (1 course unit, which fulfills one of the options below)

Life Sciences Issues Course (LSI)

OR

Life Sciences Lab Course (LSL)

OR

Physical Sciences Issues Course (PSI)

OR

Physical Sciences Lab Course (PSL)

Life Science A ea:

Biology

Health

Psychology

Physical Science A ea:

Chemistry

Geology

Physics

Writing Intensive Courses (W) (attribute attached to 1 course which may be in the Shared Curriculum, major or minor, or among elective courses; the second required writing course will be satisfied in the major)

Encountering Diversity

Encountering Global Diversity (G) (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)

Encountering U.S. Diversity (U) (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)

Second Language (LA) (0 course unit)

Physical Education

Physical Education (PE) (4Y or 2X courses, 1 course must designated fitness)

Encountering Diversity

Encountering Global Diversity (G) (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)

Encountering U. S. Diversity (U) (flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)

Second Language (LA) (0 course unit)

Physical Education

Physical Education (PE) (4Y courses or 2X courses) (1 must be a designated fitness course).

