



2024–2025 Master Calendar of Deadlines	2
Guidelines for Written Rationales	2
New or Significantly Revised Course(s)	3
Existing Course for which Shared Curriculum Credit is Now Requested	4
Deletion of a Course	4
Reinstatement of a Previously Approved Course	4
Academic Certificates	4
Proposing New Curricular Programs or Revising Majors or Minors	6
Preliminary Proposals for New or Revised Majors or Minors	6

Fall / Spring Course Fee Request	25
2024–2025 Curriculum Council Members	26
Curriculum Council Forms	26

Aug. 16, 2024 Email Gateway Syllabi to the Writing Program Director, Maggie Evans

Sept. 20, 2024,
4pm Deadline for submission of course fee requests to

The Request for Curriculum Council Action Form can be found here:

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

An editable (non-scanned) Word document version of the rationale, as well as the current and proposed catalog course descriptions, should be emailed separately to the Thorpe Center,

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:

Provide a general overview of the major topics/themes/skills covered in this course. This overview should elaborate upon the basic catalog description.

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? 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).

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 m

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.)

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.)

To request deletion of a course, use the “[Request for Deletion of a Course](#)” form. If this deletion is for a course that is a major or minor requirement, how will it affect students?

major a or
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 specific 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.

The Request for Curriculum Council Action Form - Academic Certificate is here:

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. CC or for with

Please fill out the appropriate Request for Curriculum Council Action Form, and note that, the 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.

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

the

(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?

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 * 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 (below) for information about REG roles, responsibilities, and process.

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

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.”

Provide a full description for the _____.* 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 required 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 certificate? 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?

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 board of trustees of the minor, or certificate must be taken at IWU to preserve the integrity of the program.

EXO

self-st

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.

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.)

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

Other!

diverse realms of human experience.

More specifically

Does the syllabus clearly indicate that the course will provide active learning oppur

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

GW staffing commitments were last reviewed in Fall 2021. Chairs and Directors have been updated for 2024-25 in the chart above, but GW commitments have not been updated for the 2024-25 academic year.

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 .

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 n n n

Students wishing to construct a Special

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.

(per Faculty Handbook, Chapter III 11-14)

Procedures for Conducting Elections. The out-going CC representative shall call for nominations by February 1. This call will be repeated to the general faculty by the CC Chair at the February faculty meeting. Nominations will be

must be signed by the appropriate administrator of all academic units affected by the proposal. May Term proposals shall be submitted to the

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

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

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.

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

these relevant campus offices to ensure the university can financially support the proposed program.

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.

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

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); Dept budget	

Supplies, publications,
software, music, library
resources, licenses etc.

Faculty identify need and
whether dept budgets suffice;
needs should acknowledge
financial realities of the w gal

