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, and community involvement. In this environment, students pursue a course of study which leads to knowledge of the natural universe and the diverse realms of human experience.

The Shared Curriculum includes three components: The General Education Program, Encountering Diversity, and Physical Education. Transfer students who have completed the Illinois Articulation Initiative General Education Core Curriculum may use this to fulfill IWU General Education requirements but must still complete (or transfer in courses that fulfill) Encountering Diversity and Physical Education requirements.

The Shared Curriculum

The Shared Curriculum includes (1) The General Education Program, (2) Encountering Diversity, and (3) Physical Education.

The General Education Program

- Gateway Colloquium (1 course unit)
- Analysis of Values (1 course unit)
- The Arts (1 course unit)
- Contemporary Social Institutions (1 course unit)
- Cultural and Historical Change (1 course unit)
- Formal Reasoning (1 course unit)
- Intellectual Traditions (1 course unit)
- Literature (1 course unit)
- The Natural Sciences (2 course units)
    - Life Science
    - Physical Science
    - Science Issues
    - Science Lab
- Writing Intensive Course Flag (1 course unit)

Encountering Diversity

- Encountering Global Diversity Flag (1 course unit)
- Encountering US Diversity Flag (1 course unit)
- Second language (0-3 course units)

Physical Education

- Physical Education (1X or 2Y courses or an equivalent combination is required. At least one x or y must be a Fitness course)

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.
- Students may fulfill no more than 2 General Education requirements through courses from a single subject code (e.g., HIST).
- No more than 2 units of "D" work may be used to fulfill Shared Curriculum requirements.
- One of the two required Writing Intensive courses must be completed by the end of the sophomore year.
- No activity course in Physical Education may be repeated for credit.

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	GW	AV	AR*	CSI	CHC	FR	IT	LIT	Nat Sci	W***	G	U	LA**	PE
BA & BS	1	1	1	1	1	1	1	1	2 course units; (LSI †& PSL) or (LSL & PSI)	1 (+1 in the major)	1	1	3rd sem prof	1X or 2Y or equiv. comb. ††
BFA (Art & Theater)	1	1	1	1	1	1	1	1	1 course unit; (LSI/LSL/PSI/ or PSL)	1 (+1 in the major)	1	1	2nd sem prof	1X or 2Y or equiv. comb. ††
BFA (Music Theater)	1	1	1	1	1	0	1	1	1 course unit; (LSI/LSL/PSI/ or PSL)	1 (+1 in the major)	1	1	2nd sem prof	1X or 2Y or equiv. comb. ††
BM (Music Performance)	1	1	1	1	1	0	1	1	1 course unit; (LSI/LSL/PSI/ or PSL)	1 (+1 in the major)	1	1	2nd sem prof	2X or 4Y or equiv. comb. ††

BME (Music Education)	1	1	Fulfilled by ensembles	1	1	0	1	1	1 course unit; (LSI/ PSL/ LSL or PSI) †	1 (+1 in the major; choose	1	1	0	2X or 4Y or equiv. comb. ††
BS (Nursing)	1	1	1	1	1	1	1	1	2 course units; (LSI & PSL) or (LSL & PSI)	1 (+1 in the major)	1	1	0	2X or 4Y or equiv. comb. ††

*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 three 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. 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 students pursuing an Elementary Education major.

†† At least 1x or 1y must be a fitness course.

COURSE CATEGORIES

THE GENERAL EDUCATION PROGRAM

Gateway Colloquium (GW; 1 course unit)

Category Description:

Gateway Colloquia are small discussion-oriented classes designed to develop students' proficiency in writing academic and public discourse. Although each colloquium investigates its own issue or question, all focus on writing as a major component of intellectual inquiry. Students are expected to participate in discussion and to analyze, integrate and evaluate competing ideas so as to formulate their own arguments about an issue. Topics will vary by section. Students must complete a Gateway Colloquium by the end of the freshman year. Students who fail Gateway will be enrolled in another section of the course at the earliest opportunity.

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' proficiency in writing and its use as a means of discovery and understanding, and of developing students' capacities in critical thinking, independence, and imagination through active learning, Gateway Colloquium seminars seek to:	To achieve these goals, all Gateway Colloquia incorporate the following criteria:
1. Introduce students to the process of intellectual inquiry and develop students' critical thinking skills;	1. Courses introduce students to the methods of creating and acquiring knowledge in the university environment through assignments that require critical thinking, i.e., investigation, speculation, analysis and synthesis. Courses also introduce students to the ethical values of the academic community, i.e., sharing knowledge and crediting intellectual achievement through appropriate methods of documentation.

2. Develop students' ability to evaluate competing ideas and experiences;	2. Courses focus on a specific topic in order to engage students in a shared, sustained investigation and discussion of competing ideas and to develop their reading skills. Courses will not be an introduction to a discipline.
3. Develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision;	3. Courses focus on writing as a process in which students produce informal writing, drafts, revisions, and final papers, and faculty read drafts, give extensive written comments on student writing, and return comments and formal papers before collecting the next formal paper assignment. Students produce about 30 pages of writing during the term, including at least 4 formal essays of varying lengths. Informal writing–journals, exercises, drafts, responses to reading or study questions–comprises the rest of the pages produced. The bulk of the course grade is derived from student writing. Since the primary focus of the course is writing, the length and number of reading assignments should be limited accordingly.
4. Engage students in learning activities that prepare them for academic life in the university.	4. Courses provide active learning opportunities that encourage students to analyze, synthesize, make inferences, argue logically, and think independently.

Analysis of Values (AV; 1 course unit)

Category Description:

Courses in this category critically examine one or more *normative value issues* arising in social, political, professional, religious, artistic, or other contexts. Normative value issues concern questions of what *ought* to be the case, and are thus distinguished from empirical and/or descriptive issues, which concern questions of what *is, was, or will* be the case. Courses in this category engage students in the rational examination of normative value issues and expose them to alternative theories and positions concerning such issues. Students are thereby challenged to think systematically about these issues and to refine and defend their views of them.

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, communicating in writing and orally, and fostering their abilities to make and assess judgments of value, courses in the "Analysis of Values" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component and involve students in analysis and argumentation at a more sophisticated level than that normally found in lower-level courses.
1. Develop students' ability to recognize and understand normative value issues;	1. Courses consider normative value issues as their central focus. The issue or issues should be clearly identified. Whereas the study of descriptive and/or empirical information may be an important component of courses in this category, such information should relate to the normative value issue(s) under consideration.
2. Encourage students to understand and evaluate contrasting theories pertaining to normative value issues;	2. Courses expose students to contrasting theories pertaining to normative value issues as these are presented in primary or secondary source readings. Courses engage students in the critical assessment of these theories and/or the practical application of these theories to particular normative value issues.

3. Develop students' ability to formulate, examine rationally, and defend their positions about normative value issues. Such examination requires students to consider theories, contrasting positions on the issue(s) in question, and pertinent descriptive and empirical information;	3. Course materials and assignments provide multiple opportunities for students to examine contrasting positions, to formulate their own positions, and to consider rigorously the grounds and arguments for such positions. Possible methods include small group exercises, debates, interactive learning technologies, participation in co-curricular events, class discussions, and paper assignments.
4. Encourage students to reflect on the implications of their values for their personal, professional and civic lives, and to learn to listen to, respect, and care about the views of other people in situations other than their own.	4. Courses develop students' ability to consider the interpersonal, professional, and social contexts of action and to understand the implications of their positions for other persons, groups, or populations.

The Arts (AR; 1 course unit)

Category Description:

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

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

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

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

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of offering opportunities for active learning and of developing students' imagination, their understanding of the fundamental processes and relationships of culture, and their ability to frame questions and make judgments of value, courses in the category of "The Arts" seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require students to frame questions of aesthetic value, to grapple with answers to those questions, and to evaluate competing ideas or theories of interpretation at an advanced level.
1. Develop students' awareness of the deep sources of art, both individual and communal, and of the relationship in art between disciplined technique and creative freedom;	1. Courses examine how the artist is related to the work (inspiration, motives, expressive intentions), how art works are constructed, and what technical and aesthetic challenges are involved in the processes of creation or performance.
2. Examine how art records, reflects, and shapes the temper of its time and place of origin;	2. Courses consider such matters as interactions between and among audience, artist, performer, and the art work; the influence of historical, social, and cultural factors on art at the time a work is created or performed for the first time; the influence of art on society.
3. Explore the significance of art in a larger context-cross-culturally, historically, or in terms of broad aesthetic parameters shared by various art forms;	3. Course content focuses on a single art form across multiple cultures contemporaneously or a single art form in a single culture over time or multiple art forms in a single culture contemporaneously. Courses examine the role of interpretation in suggesting message or meaning in art.
4. Encourage students to gain a sense of what artists actually do with their hands, voices, bodies, and minds, in the creation and practice of their art.	4. Course assignments and activities expose students, if possible, to paintings/sculpture, to live music and theater, and/or offer them the opportunity to engage in the actual practice of creative or performing arts activities.

Contemporary Social Institutions (CSI; 1 course unit)

Category Description:

Courses in this category explore the established practices, relationships, and organizations which influence the daily lives of individuals in society. Social institutions and/or structures examined include governments, religious organizations, education, the family, the media, and the legal, economic, health care, political, and social welfare systems.

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular, the goals of understanding the fundamental relationships and processes of nature and culture and their evolution over time, of fostering students' abilities to make judgments of value in the area of public policy, of encouraging students to become informed active citizens in public life, and of bringing the world to the campus and students to the world, courses in the category of "Contemporary Social Institutions" seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.
1. Examine how one or more social institutions arises, operates, interacts with other institutions, and changes in different cultural and historical contexts;	1. Courses examine the evolution of one or more contemporary social institutions to the present time and analyze the current structure and functions of the institution(s) studied and its (their) relationship with other institutions in its (their) own or another culture.
2. Illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions;	2. Courses engage students in discovering underlying values–including those of key institutional founders or leaders, as well as those of larger groups or societies–that are embodied in the structure and functioning of the institution(s) studied.

3. Enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions;	3. Students participate in assignments and activities that require them to consider and reflect upon how their own and/or others' attitudes, convictions, and actions are influenced, consciously or unconsciously, by the institution(s) studied.
4. Provide students with opportunities to observe and/or to interact directly with individuals involved in the ongoing operations of one or more contemporary social institutions.	4. Courses provide opportunities for students to observe the actual functioning of the institution(s) studied and/or to interact with leaders, volunteers, clients, or other participants in the ongoing activities of the institution(s) through in-class experiences, on-campus co-curricular activities, field trips, volunteer service, electronic discussion groups, or other appropriate means.

Cultural and Historical Change (CHC; 1 course unit)

Category Description

Courses in this category investigate the formation, persistence, and change of human-constructed institutions, emphasizing significant transformations in human social existence, and allowing historical personalities to speak to us across time and space. Each class emphasizes the complex interactions of social and historical context, acknowledging that we cannot understand the present without the past.

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular, the goals of developing students' capacities for critical thinking, intellectual independence, of understanding the fundamental relationships and processes of nature and culture and their evolution over time, and of becoming informed citizens, courses in the category of "Cultural and Historical Change" seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.
1. Examine major episodes, processes and contexts of change within societies and social institutions, with special attention to changes in belief, behavior and social organization;	1. Courses focus on both the events of change and the repercussion of these events on individuals and society.

2. Understand the processes of choice and action through which the cultural systems, social institutions, and social relationships arise, persist, and change;	2. Courses include reflection on the causes and directions of change over time;
3. Examine the interactions of cultures and histories as revealed in the speech, documents, artifacts, and patterns of behavior of the women and men directly affected at the time of change;	3. Courses include evidence of change as seen through the eyes of the participants;
4. Develop the student's understanding of her or his place in world history through reflection on the present in light of the past.	4. Courses include some materials or approaches that encourage the student to relate her or his own present situation in a changing society to the historical/social context the course has established.

Formal Reasoning (FR; 1 course unit)

Category Description

Courses in this category focus on approaches to knowledge which are rigorous and rule-governed. The courses enable students to develop an understanding of formal systems, including geometric, symbolic or numerical systems, and to use formal reasoning for inquiry and problem solving, including real-world problems.

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of enabling students to use formal methods of reasoning in problem solving, and developing students' capacities for critical thinking, courses in the "Formal Reasoning" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a degree of complexity in the material beyond that normally found in lower level courses. They require students to focus on metatheoretical questions, or to engage creatively in mathematical modeling or proving theorems.
1. Familiarize students with one or more formal systems;	1. Courses focus on examining and carefully defining the concepts employed in one or more formal systems and instructing students in the rules used in one or more of these systems.

2. Promote the understanding of formal systems and their use in identifying, analyzing and solving problems;	2. Courses instruct students in the use of formal systems to identify, analyze and solve problems. Courses stress critical thinking and reasoning skills and not solely mechanical skills. Courses assist students in writing clear solutions to problems.
3. Provide a real-world context for the use of formal reasoning;	3. Courses include exercises in which students use formal reasoning systems to try to solve problems encountered in the real world.
4. Convey an appreciation of formal systems.	4. Courses include an appreciation of the beauty, symmetry and elegance of formal systems.

Intellectual Traditions (IT; 1 course unit)

Category Description

Courses in this category explore major ideas that have significantly shaped culture and the course of events. Courses may focus on an individual figure, a broader intellectual movement, or a crucial concept or topic. Emphasis is placed on critical interpretation, analysis, and evaluation of ideas articulated in primary printed texts and, where appropriate, in works of art, architecture, and music.

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' capacities for critical thinking, intellectual independence and social awareness, their knowledge and understanding of the fundamental processes and relationships of culture and their evolution over time, and their abilities to make and assess judgments of value, courses in the "Intellectual Traditions" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level involve an advanced level of complexity in the material studied and the interpretive questions raised and, where appropriate, may have a significant research component.
1. Develop students' abilities to evaluate critically ideas and beliefs articulated in the conversations of minds across the centuries in our own and other cultures;	1. Courses examine ideas, rather than events, works of art or literature, or cultural practices. Thus, although historical materials, art, literary texts, and cultural artifacts may be examined in the course, such works should be investigated for the ideas articulated in them as they pertain to the subject matter of the course.

2. Increase students' knowledge of the texts and traditions, either western or non-western, which are demonstrably important, i.e., that have shaped culture and made a difference in the course of events;	2. Courses focus on ideas that have shaped culture, the processes by which texts and traditions come to be seen as important, and, where appropriate, alternative voices which confront traditions.
3. Enable students to see that understanding an idea requires understanding its development by examining the ways in which ideas, beliefs, and world views originate, evolve, persist, recur, and die out;	3. Courses examine the development of ideas over time and in relation to other ideas. Courses on a single figure, for example, should, where appropriate, devote time to studying the wider intellectual conversation of which that figure is a part.
4. Develop students' abilities to read primary texts and make, assess, and defend arguments about ideas articulated in those texts	4. Courses actively engage students in interpreting and evaluating primary texts (including texts in translation), which provide the majority of reading for the course and which students analyze in written essays and oral discussions.

Literature (LIT; 1 course unit)

Category Description

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

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, and imagination, their understanding of cultural relationships, their capacities for expressing and communicating ideas, and their abilities to make judgments and assess value, all in the context of active learning, courses in the "Literature" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component involving critical or other secondary material, and involve an advanced level of complexity in the material studied and the interpretive questions raised.
1. Help students to recognize and understand the importance of the structure and style of a literary text;	1. Courses examine the style (for example: diction, sentence structure, imagery, rhythm) and structure (for example: plot, sequence of images and ideas, metrics and rhyme) characteristic of literary texts and the relation of one literary text to another.

2. Encourage students to engage their imaginative faculties when they read;	2. Courses focus on the literary texts themselves and on the practices of intellect and imagination in the reader that make for active engagement with these texts. Such practices might include close study of significant passages, reading aloud or memorization to appreciate sounds, encouragement of visualizing, enacting of passages or texts.
3. Enable students to connect the literature they read to the cultural and social contexts in which it was written or which it portrays;	3. Courses present literary texts in terms of some larger cultural framework–at least one context from which the texts emerge, or to which they respond. This context could be socio-historical or it could be the body of the author's work or movements in literary history.
4. Develop students' ability to interpret literary texts.	4. Courses actively involve students in interpretation of texts, encouraging thoughtful judgments which the students express and defend in written essay assignments and orally in class discussion.

The Natural Sciences (LSI, LSL, PSI, PSL; 2 course units)

Category Description

Courses in this category help students develop the capacity for scientific literacy in preparation for responsible citizenship. Through laboratory and other learning experiences, students explore the methods by which scientists discover and formulate laws or principles that describe the behavior of nature in both living and non-living realms. Students also examine how scientific thinking applies to their own lives, and address the issues that scientific and technological advances bring to society. Two courses in this category are required, one of which deals substantively with scientific methods and laboratory techniques, and the other substantively with societal and ethical issues resulting from scientific techniques or findings. In addition, one of these courses must concern primarily life science concepts, and the other primarily physical science concepts.

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goal of, developing students' capacities for critical thinking, and of developing students' knowledge and understanding of the fundamental processes and relationships of nature and culture, and their evolution over time, all courses in the "Natural Sciences" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition to meeting criteria 1-3 and 4a or 4b, courses proposed for credit at the 300- or 400-level require an appropriate research component, and involve a degree of critical thinking not normally found in lower level courses.
1. Acquaint students with important life and/or physical science concepts, as well as the connections among different areas of science;	1. Courses focus on life science or physical science concepts, and will examine the ways in which one area of science contributes to and is affected by at least one other area.
2. Develop students' understanding of the roles that critical analysis, abstract thinking, creativity, and imagination play in the scientific enterprise;	2. Courses consist of information originating from the use of the scientific method, and will engage students in the application or discussion of the scientific method.
3. Introduce students to the usefulness of applying scientific concepts to the understanding of everyday experiences;	3. Students are given examples of how scientific concepts learned in class can be used in less formal, non-academic settings.
4a. (in laboratory courses) develop students' understanding of how scientific problems are studied in a laboratory environment. **OR**	4a. Students attend a regularly scheduled lab that averages two hours per week of laboratory instruction over the course of the semester. At least twenty percent of the course grade is determined from this laboratory work. **OR**
4b. (in scientific issues courses) improve understanding of scientific and technological issues which affect society and consider strengths and limitations of science in dealing with these issues.	4b. Students participate in discussions or assignments that require them to address the impact of scientific knowledge on society, and to evaluate the role that science and scientists play in these issues.

Writing Intensive Courses (W, 2 total; 1 for General Education and 1 additional required for the major)

(Flag designation for any Shared Curriculum, major, minor, or elective course, except Gateway Colloquium)

Flag Description:

Courses given this designation offer students instruction and practice in writing. Writing Intensive courses encourage students to use writing as a tool for discovery and learning and to become aware that writing is a process. Writing Intensive courses teach disciplinary conventions of writing or teach students how to write for specific audiences and for specific purposes. Writing Intensive courses also provide opportunities for students to enrich their writing with research and/or imagination. Enrollment caps should be consistent with the goal of providing opportunities for intensive work with student writing.

Students must take two "Writing Intensive" courses. One of these courses will be taken in the major, and one of the courses must be completed by the end of the sophomore year. Students who have more than one major must take a "Writing Intensive" course in each major. The writing in the major course will not be satisfied by the IAI GECC package.

Flag Goals	Flag Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' capacities for expressing and communicating ideas in writing, using writing as a means of discovery and understanding, and developing students' capacities for critical thinking, intellectual independence, and imagination, courses given this designation seek to develop students' abilities:	To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.
1. To write effectively, using evidence that supports the writer's purpose;	1. Courses should offer explicit instruction in writing in genres or formats appropriate to a specific discipline or to a specific audience, with attention to using evidence.

2. To understand that writing is a process that includes revision;	2. Instructors must provide students with feedback on their drafts and with opportunities to revise their texts. Courses should assign 6000 words or 20 pages of writing, including both low stakes assignments (i.e., informal writing or writing-to-learn activities, journals, reading responses, exercises) and high stakes assignments (i.e., polished and revised writing that might include formal essays, research papers, or other genres significant to the discipline or to course objectives).
3. To analyze writing situations by considering the audience, the discipline, and the purpose.	3. Courses should give students instruction and practice in anticipating and responding to the needs of an audience and in responding to the conventions of a discipline.
4. To use writing as a tool for invention and discovery	4. Courses should encourage learning through writing using methods such as directed free-writing, reading journals, summaries or syntheses of readings, class listservs, etc.
5. To find, evaluate, and ethically use information from sources, if appropriate to the course objectives.	5. Courses should give students instruction and practice in acquiring information literacy skills within a discipline, if appropriate to the course objectives.

ENCOUNTERING DIVERSITY

Encountering Global Diversity (G; 1 course unit)

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

Flag Description

Courses given this designation prepare students for responsible citizenship in a global community. Students examine the experience and values of one or more contemporary societies outside the United States. Within the framework of individual courses, students are introduced to global diversity through an examination of at least one other society's experience and view of itself and the world. This may be accomplished through an explicit comparison between the U.S. and other societies, encounters between other societies, or through an extensive study of one individual society.

The Global Diversity Flag may also be achieved by successful completion of a semester enrolled in an approved IWU, or an IWU-affiliated, study-abroad program, provided the following requirements are met:

1. The student must gain approval of the Registrar, in consultation with the Associate Dean of Curricular and Faculty Development prior to leaving for the semester abroad.
2. The overall academic experience must be in keeping with the Flag goals and criteria.

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

Flag Goals	**Flag Criteria**
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of heightening students' understanding of global diversity, of bringing the world to the campus and students to the world, of fostering students' ability to make and assess judgments of value, and of developing students' capacities for critical thinking, courses given this designation seek to:	To achieve these goals, courses given this designation incorporate the following concepts within the course design. These concepts need not be the entire or even the primary focus of the course for which the designation is sought.
1. Develop students' ability to analyze and understand contemporary societies outside the U.S. in the context of individual courses;	1. Courses compare the U.S. and another contemporary society **or** societies, **or** examine the encounters between non-U.S. societies, or extensively investigate one non-U.S. society.
2. Enable students to understand the social and cultural frames of reference of one or more societies and see the world from its/their perspective(s).	2. Courses use such materials as primary texts, films, or other appropriate materials arising directly from the non-U.S. society(ies). If the course is a travel course, it provides opportunities for direct and significant cultural interactions between the students and members of the society(ies) they are visiting.

Encountering U.S. Diversity (U, 1 required)

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

Flag Description

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

Flag Goals	Flag Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of heightening students' understanding of social diversity in our own society, of fostering students' ability to make judgments of value, and of developing students' capacities for critical thinking, courses given this designation seek to:	To achieve these goals, courses given this designation incorporate the following concepts within the course design. These concepts need not be the entire or even the primary focus of the course for which the designation is sought.
1. Develop students' ability to analyze and understand diversity in the context of individual courses;	1. Courses consider one group, its alternative value system(s) and experience(s), and its encounters with dominant ideas and institutions, **or** examine interactions between and among diverse groups.
2. Enable students to understand the ways in which issues of difference are tied to issues of privilege and advantage, and to specific histories of groups and individuals;	2. Courses examine processes of accommodation, resistance, and appropriation.
3. Encourage students to acknowledge and appreciate the diversity in their own lives.	3. Courses include some material that develops students' ability to consider the consequences of advantage and disadvantage in their own lives.

Second Language (LA; 0-3 course units, as needed, to ensure proficiency at the third-semester level)

Category Description

Courses in this category develop a student's ability to communicate effectively in a second language by promoting cultural understanding, intercultural communication skills, and global citizenship. By making comparisons and connections to their immediate cultural practices and perspectives, students of a second language will deepen the knowledge and appreciation of their own native language. Modern language courses will emphasize basic conversational skills necessary for survival in the target language-culture environment.

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

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

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

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

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

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing the capacity for expressing and communicating ideas in a language other than English, of fostering in students the ability to make and assess judgments of value, and of bringing the world to the campus and the campus to the world, courses in this category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course.
1. Develop in students of modern languages the four basic language skills of speaking, reading, listening, and writing in a language other than English;	1. Courses provide ample practice in understanding, producing, and interpreting written and spoken language on a variety of topics related primarily to the self and the immediate environment.
2. Develop an understanding of the nuances of the cultures they study. Students are able to compare and contrast their own culture with that of the cultures they study and use this knowledge and their intercultural communication skills in a world of diverse cultures.	2. Students in modern languages are exposed to the cultural practices and products of the second language. Courses in a second language place the language within the cultural context where the language is produced and make comparisons with the Anglophone world.
3. Help students recognize and use elements of the second language to increase knowledge of their own language. Students use their knowledge of the second language and intercultural communication skills in a multilingual world.	3. Students in the modern languages study language structure and the lexicon of the second language.

PHYSICAL EDUCATION

Physical Education (PE; 1X or 2Y courses or an equivalent combination is required. At least one x or y must be a Fitness course)

Requirement Description

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

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

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

Category Goals	Course Criteria
Courses in Physical Education foster interest and participation in activities that establish patterns for life-long maintenance of physical fitness and personal health.	To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.
Courses given the designation of Physical Education Activity must seek to: 1. Help students identify long and short-term fitness goals;	1. Courses give students practice in setting long/short-term goals and familiarize students with methods that help them to track their progress.
2. Identify and practice principles of warm-up and stretching;	2. Courses give explicit instruction in warm-up and stretching exercises appropriate to the activity.
3. Identify and practice principles of aerobic training;	3. Courses provide students with opportunities to recognize principles of aerobic training as they engage in the activity.

4. Identify and practice principles of anaerobic training.	4. Courses provide students opportunities to recognize principles of anaerobic training as they engage in the activity.
Courses with the Fitness designation seek to include one or more areas of long-term personal health.	Courses proposed for the Physical Education Fitness Requirement **will** include one or more of the following topics for discussion, class participation or assessment: • Nutritional guidelines • Proper weight control • Stress management through exercise • Components of physical fitness • Posture and back care • Cancer risk prevention through exercise For Personal Fitness I and Personal Fitness II a written assignment asking students to design and implement their own fitness plan will be required.

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)	(2Y courses or 1X course) (1 must be a designated fitness course)

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

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	(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)	(2Y courses or 1X course) (1 must be a designated fitness course)

BACHELOR OF FINE ARTS (B.F.A. ACTING AND THEATRE DESIGN AND TECHNOLOGY)

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	(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)	(2Y courses or 1X course) (1 must be a designated fitness course)

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 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)	(2Y courses or 1X courses) (1 must be a designated fitness course)

BACHELOR OF MUSIC (MUSIC PERFORMANCE STUDENTS AND COMPOSITION MAJORS)

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)
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)	(2Y courses or 1X course) 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 Area: Biology Health Psychology *Physical Science Area:* 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)	(2Y or 1X courses, 1 course must designated fitness)

BACHELOR OF SCIENCE IN NURSING

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) Met through N214
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 (LSI or LSL; PSI or PSL)	(2 units, one must be an issues and one must be a laboratory course). Met through two of the following: BIOL 107 & BIOL 108, BIOL 114, PSYC 253, CHEM 110, and HLTH 230
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) Met, in part, through N485.
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)……...	(2Y courses or 1X course) (1 must be a designated fitness course).

COMING