THE SHARED CURRICULUM

C I

C : G E , E D , E I A I G E C C I G E ( ) E D E .

The Shared Curriculum

C (1) G E , (2) E D , (3) E .

The General Education Program

G C (1 .) L (1 .)
A (1 .) (2
A (1 .) .)
C I L
(1 .)
C H C I
(1 .) L
F (1 .) I C
I (1 .) F (1 .)

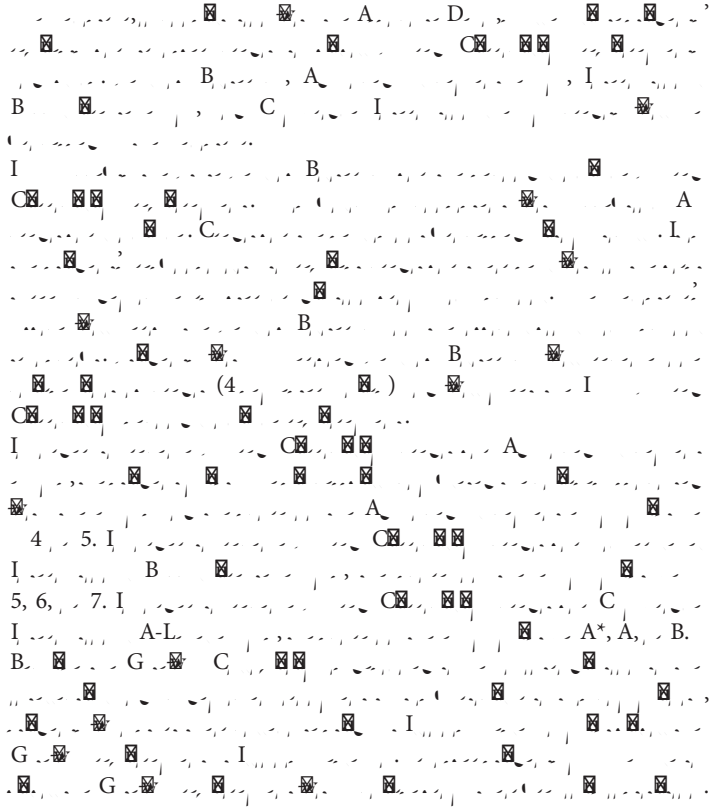
Encountering Diversity

E G D F (1 .)
E D F (1 .)
(0-3 .)

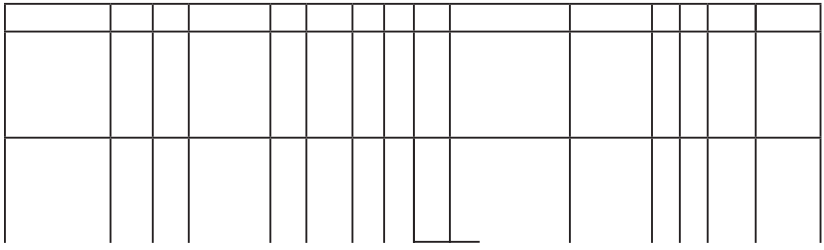
Physical Education

E (1 2 .
A F .)

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



Shared Curriculum Requirements



The Arts (AR; 1 course unit)

Category Description:

C
A
A. F (100)
B C - (101)
(100).
B. F B ( ) (E 9 0 0 B (F) 9 0 0 (9 (/)121))7 ( )12.1 ( )6.2 ( )12.2 (

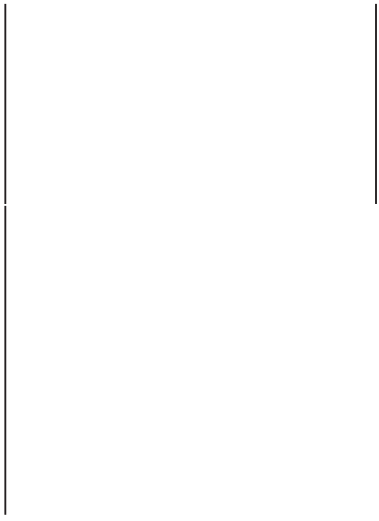
Category Goals	Course Criteria
In keeping with the overall goals of the [illegible] program, in particular the goals of o ering opportunities for active learning and of developing students' imagination, their understanding of the fundamental processes and relationships of culture, and their ability to frame questions and make judgments of value, courses in	

Contemporary Social Institutions (CSI; 1 course unit)

Category Description:

C

Category Goals	Course Criteria
In keeping with the overall goals of the C 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, o erings 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 complexity in the material beyond that normally found in lower-level courses.
. Examine how one or more social institutions arises, operates, interacts with other institutions, and changes in di erent cultural and historical contexts;	. 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.
. Illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions;	. 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.



. Understand the processes of choice and action through which the cultural systems, social institutions, and social relationships arise, persist, and change;	. Courses include reflection on the causes and directions of change over time;
. Examine the interactions of cultures and histories as revealed in the speech, documents, artifacts, and patterns of behavior of the women and men directly a ected at the time of change;	. Courses include evidence of change as seen through the eyes of the participants;
. Develop the student's understanding of her or his place in world history through reflection on the present in light of the past.	. Courses include some materials or approaches that encourage thcoc 0.007Tw 9 0 0 9(d)2ud1 (an)1 (g)-1.9

. Promote the understanding of formal systems and their use in identifying, analyzing and solving problems;	

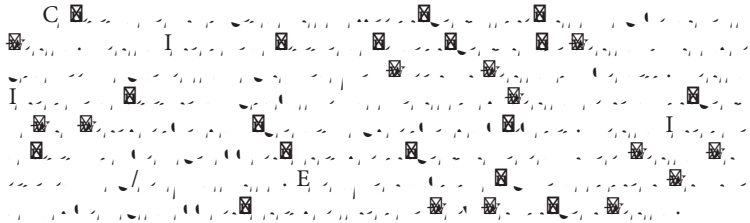
. Increase students' knowledge of the texts and traditions, either western or non-western, which are demonstrably important, i.e., that have shaped culture and made a di erence in the course of events;	. Courses focus on ideas that have shaped culture, the processes by which texts and traditions come to be seen as important, and, where appropriate, alternative voices which confront traditions.
. 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;	. 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.
. Develop students' abilities to read primary texts and make, assess, and defend arguments about ideas articulated in those texts	. Courses actively engage students in interpreting and evaluating primary texts

Category Goals	Course Criteria
In keeping with the overall goals of the [illegible] 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, o erings at the - or -level in this category incorporate the following criteria in a balance appropriate to the course. In addition to meeting criteria - and a or b, courses proposed for credit at the

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:



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 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.
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G D F I I :

1. A D C F D

2. F

:

G D F .

Flag Goals	Flag Criteria
In keeping with the overall goals of the C program, in particular the goals of heightening stu-	

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

C [illegible] P [illegible]

Flag Goals	Flag Criteria
In keeping with the overall goals of the [illegible] 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. ese concepts need not be the entire or even the primary focus of the course for which the designation is sought.
. Develop students' ability to analyze and understand diversity in the context of individual courses;	. 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.
. Enable students to understand the ways in which issues of di erence are tied to issues of privilege and advantage, and to specific histories of groups and individuals;	. Courses examine processes of accommodation, resistance, and appropriation.
. Encourage students to acknowledge and appreciate the diversity in their own lives.	. 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

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

Category Goals	Course Criteria

. Identify and practice principles of anaerobic training.	. 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	
G [illegible] C [illegible] (G)	..... (1 [illegible])
A [illegible] (A)	..... (1 [illegible])
A (A)	..... (1 [illegible])
C [illegible] I [illegible] (C I)	..... (1 [illegible])
C [illegible] H [illegible] C [illegible] (CHC)	..... (1 [illegible])
F [illegible] (F)	..... (1 [illegible])
I [illegible] (I)	..... (1 [illegible])
L [illegible] (LI)	

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

CATEGORY / FLAG	REQUIREMENT
THE GENERAL EDUCATION	

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

CATEGORY / FLAG	REQUIREMENT
THE GENERAL EDUCATION	
G [illegible] C [illegible] (G)	.....(1 [illegible])
A [illegible] (A)	.....(1 [illegible])
A (A)	.....(1 [illegible])
C [illegible] I [illegible] (C I)	.....(1 [illegible])
C [illegible] H [illegible] C [illegible] (CHC)	.....(1 [illegible])
F [illegible] (F)	.....(0 [illegible])

I [illegible] 84 B / [illegible] A [illegible] 7 E C / 7- A [illegible] (L 0.019 -1.255 (G [illegible] C [illegible]

BACHELOR OF MUSIC MUSIC PERFORMANCE STUDENTS AND COMPOSITION MAJORS

C MAJORS

BACHELOR OF MUSIC EDUCATION MUSIC EDUCATION STUDENTS

CATEGORY / FLAG	REQUIREMENT
THE GENERAL EDUCATION	
G C (G)	.....(1)
A (A)	.....(1)
A (A)	.....(1)