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2022-2023

2020-2030

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2-15-2023

**February 15, 2023**

Faculty, Illinois Wesleyan University

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# MEETING OF THE GENERAL FACULTY

February 15, 2023

11:10 p.m. - 12:40 p.m

## CNS C101 - in person meeting

- |  |                          |
|--|--------------------------|
| 1. Call to Order   | Professor D. Marvin      |
| 2. Approval of the <a href="#">Minutes</a>                               |                          |
| 3. <a href="#">Consent Agenda</a>  | Professor J. Williams    |
| a. Consent Agenda <a href="#">Addendum</a>                               |                          |
| 4. Faculty Question: <a href="#">Strategies for Student Recruitment</a>  | Vice President L. Hughes |
| 5. Committee Reports   |                          |
| a. CUPP ( <a href="#">report</a> )                                       | Professor S. Davis-Kahl  |
| i. Motion to amend Faculty Handbook<br>(Chapter IV, section B.3.b)       |                          |
| b. Curriculum Council ( <a href="#">report</a> )                         | Professor J. Williams    |
| i. <a href="#">Motion</a> to Update Exams for English as Second Language |                          |
| ii. <a href="#">Military Science Motion</a>                              |                          |
| iii. <a href="#">New Public Health Major Motion</a>                      |                          |
| c. Promotion and Tenure Committee ( <a href="#">report</a> )             | Professor Z. Drici       |
| d. Faculty Development Committee ( <a href="#">report</a> )              | Professor K. Nielsen     |
| e. Nominating Committee (oral report)                                    | Professor R. Alvey       |
| f. Assessment Committee ( <a href="#">report</a> )                       | Professor F. Larey       |
| g. Undergraduate Research Advisory Committee ( <a href="#">report</a> )  | Professor B. Hudson      |
| h. CETAL   | Professor W. Kooken      |
| i. <a href="#">LMS Recommendation</a>                                    |                          |
| i. Writing Committee (oral report)                                       | Professor P. Gray        |
| 6. Old Business  |                          |
| 7. New Business  |                          |
| 8. Administrative Reports  |                          |
| a. President Report ( <a href="#">report</a> )                           | President G. Nugent      |
| b. Provost Report ( <a href="#">report</a> )                             | Provost M. Brodl         |
| 9. <a href="#">Announcements</a>   |                          |
| 10. Adjournment  | Professor D. Marvin      |

## MEETING OF THE GENERAL FACULTY

Wednesday, January 25, 2023; 11:10 a.m. - 1:00 p.m;

CNS C101 - in person meeting with zoom link provided

Note: The president approved Professor David Marvin as Interim Presiding Officer

## MEETING OF THE GENERAL FACULTY

January 25, 2023

11:10 p.m. - 12:40 p.m

### CNS C101 - in person meeting

1. Call to Order and Introductions Professor D. Marvin
  - A. Becky Roesner introducing Amber Kujath
    1. New Director of School of Nursing and Health Sciences.
  - B. Bill Hudson introducing Logan Campbell
    1. Director of Instrumental Ensembles
2. Approval of the 12/5 Minutes Professor D. Marvin
  - A. **Action:** Approved by general consent
3. Consent Agenda Professor J. Williams
  - A. **Action:** Approved
4. Committee Reports
  - A. CUPP (report) Professor S. Davis-Kahl
    1. **Reminder:** need volunteer for director of Academic Advising Search Committee. Almost every CUPP member next year is cycling off: please volunteer, feel free to reach out to Stephanie or divisional CUPP representative if you're interested.
  - B. Curriculum Council (report) Professor J. Williams
    1. **Reminder:** three CC members next year are cycling off: please volunteer, feel free to reach out to Josh or CC representative if you're interested.
    2. **Motion 1:** Proposal for a new Neuroscience Minor
      1. **Reminder:** Major Approved, this is a minor
      2. **Action:** Motion Passes
    3. Motion 2: Proposal for a new Quantitative Finance Major
      1. **Question:** what is a client board?
      2. **Response:** group of financial professionals who serve as advisors for course we offer in equity management. Provide guidance and make decisions whether to follow student's advisement. Many are alumni.
      3. **Response:** as a follow up, while anyone can consult with anyone, surprising to read a new course proposal has been approved by outside group and we should be persuaded by that. Disconcerting that our curriculum is approved by outside group.

4. **Response:** typically consultation, not approving. More an issue of wording
  5. **Comment:** CC saw it more as consultation, vs approval
  6. **Comment:** working professionals offering their time and support
  7. **Question:** Large major: why another 14 unit?
  8. **Response:** CC also discussed—it's in line with some others at IWU, in line with standards
  9. **Comment:** other big majors all interdisciplinary
  10. **Question:** who delivers ethics course in Computer Science?
  11. **Response:** Philosophy
  12. **Action:** Motion passes
- C. Promotion and Tenure Committee (report) Professor Z. Drici
1. **Reminder:** Written report contains motions 1 and 2 for discussion and vote in March.
- D. Faculty Development Committee (report) Professor K. Nielsen
1. **Reminder:** instructional staff can now apply for CPD grant.
- E. Nominating Committee (oral report) Professor R. Alvey
1. **Report:** Met twice, still have 2 open spots (hearing committee and HCLC), elections for the other spots coming up, elective committee survey coming out in February.
  2. **Question:** Need to fill spots ongoing issue; is nominating committee doing anything?
  3. **Response from CUPP Chair:** CUPP is looking at this, looking to scale down number of committees and number of required representatives. Either start from scratch or look to combine and slim down. Looking to make manageable work load and have opportunities for junior faculty growth, hope to bring for discussion in February.
- F. Assessment Committee (report) written by Professor F. Larey Professor A. Mann
1. No discussion
- G. Undergraduate Research Advisory Committee (report) Professor B. Hudson
1. **Reminder:** JWP notifications have gone out, will be notified by 4/15.
- H. CETAL (oral report) Professor W. Kookan
1. **Report:** close to a decision for a recommendation for LMS. Hope to forward on to administration by the end of the week. Looking at questions of AI and faculty needs. Sending out a schedule with a different event each week, main focuses of pedagogy, equity, and mental health.
  2. **Question:** Projected time when we will have a new LMS in place?
  3. **Response:** we'll make our recommendation to the administration; our preference is that will occur this summer
  4. **Comment:** would prefer not to have that happen at the end of the summer, if so, put off for a year would be better
  5. **Response:** goal is to do quickly, in part because of HLC requirements
  6. **Question:** what was the HLC feedback?
  7. **Response (CETAL chair):** current Moodle does not have ways to track engagement required by HLC, can't link to external textbooks, etc. Also, Moodle costs money
  8. **Response:** would like decision made and training in place before the end of April
  9. **Response (CETAL Chair):** we do not have any control over those factors, but being heard.
  10. **Comment:** encourage people to watch video: the other LMSs do not necessarily solve problems we have and will cost more. After meetings with vendors, we should be having a more nuanced discussion, new Moodle can do most of what we



want. Disappointed that the discussion is not more nuanced and that this is not coming back to faculty for vote.

11. **Question:** where are videos available?
12. **Response** (CETAL Chair): sent out to faculty, after the forum that was open to all faculty, also distributed a survey. Was surprised to find many faculty did not use LMS. CETAL sent out another survey after videos distributed, now a separate committee considering all that data. Recognizes the issues with change but feel there have been many opportunities for faculty feedback.
13. **Question:** What discussion should we be having?
14. **Response:** many of the major points being brought forward (cost, student engagement) not answered by different system: argument shouldn't be made on these elements.
15. **Comment:** sounds from the report that there is some sort of consensus being reached: votes should be to move to a consensus. Why not just vote?
16. **Motion:** I move that the faculty request to have a full vote on the change of the LMS system prior to administration changes [see final motion language below]
17. **Action:** Motion seconded.
18. **Comment:** CETAL's role is to advise on use of academic technology: not sure there's a place for a vote from CETAL re adoption
19. **Response:** no, it should be a faculty vote
20. **Comment:** this would just be a way of telling administration the will of the faculty
21. **Clarification:** is recommendation to CETAL or Administration?
22. **Response:** this will be way for CETAL to offer feedback
23. **Comment:** are we concerned about lack of use of LMS? Are we offering access to students whilst still within a pandemic?
24. **Comment:** it would be great for there to be a vote from the faculty and to first receive a synthesis of various options and rationales and documentation
25. **Response:** they will offer rationale and perhaps some other comments
26. **Comment:** I would like to see concerns about cost and engagement tools clearly explained
27. **Comment:** while CETAL has done a tremendous amount of work seeking feedback, here we have a captive audience who will have to vote: I think it will be useful to put ourselves on the hook for reading information and voting on it
28. **Clarification:** are we saying that CETAL brings a recommendation and faculty votes on it?
29. **Response** (parliamentarian): it is fine if CETAL brings forward a recommendation for approval
30. **Concern:** we don't meet for another month, so this will hold up the process
31. **Clarification:** if recommendation is ready by end of the month, can be voted on in February meeting
32. **Comment:** support this vote, though acknowledge the timeline. What will happen if it does not pass?
33. **Response:** can forward recommendation to administration, but they will hopefully hear full voice of faculty
34. **Parliamentarian:** suggest withdraw and rephrase with recommendation from subcommittee and timeline and clarification of what committee responds to
35. **Response:** the motion was just to vote on recommendation and give our input; fine with language as it stands
36. **Comment:** we now have mandate from faculty about what subcommittee will need to do

37. **Question:** does subcommittee have time and resources to do this?
38. **Response:** will want to talk to CETAL, thinking about a ranking system based on criteria administration and CETAL are looking for. Is detail or a snapshot preferred? Suggest a more prudent approach is a star rated system since other materials exist.
39. **Comment from presiding officer:** subcommittee will be ready to discuss recommendations at next meeting
40. **Motion:** call to question "The faculty request a full vote on the changes to the LMS submitted by the sub-committee"
41. **Action:** Motion passes
42. **Question:** Can we have both systems for a period of time?
43. **Response:** will have sandboxes for the rest of the semester, having 2 systems next year would be confusing for students, and cost not do-able
44. **Clarification** [Dean Coles]: Moodle still in mix for possible choice, will be a new version

I. Writing Committee (report)

Professor P. Gray

1. **Report:** Workshops to look at reading and supporting students coming up and will be proposing revision of summer reading program

5. Old Business

- A. None

6. New Business

- A. Professor Jerry Olson, Faculty Athletic Representative & Mike Wagner, Athletic Director (not available)

1. **Report:** CUPP received constituent request about academic performance of athlete: such requests should go to the FAR representative. Need to clarify that FAR offers support for relationship between athletics and academics and can be contacted. Have discussed adding language about FAR to faculty handbook with CUPP. Also meets with other FARs in conference. Would like to create an appointed FAR committee.

7. Administrative Reports

- A. President Report (report) written by President G. Nugent

1. **Comment:** Will also attend one or more of the planned listening sessions

- B. Provost Report written by Provost M. Brodl (report) Associate Provost R. Roesner

1. **Background:** reminder of upcoming forums on budget cutting suggestions from Provost's office. Look for tolerable elements, offer new ideas. HLC update: received finalized results and will distribute to campus, cleared first of 3 stages to teach programs online. Student academic success statistics shared. Table shared of experiential learning opportunities for the summer.
2. **Clarification** [Dean Kerr]: Deborah Halperin working to centralize summer learning activities: CEL will centralize pay and housing. Make sure any opportunities are shared with Deborah. Will share a written paragraph about this.
3. **Question:** can we share with students?
4. **Answer:** working on a student friendly version we will share.
5. **Comment** [Dean Karla]: this helps streamline things for students: does not reflect expansion of opportunity, especially with limited housing available this summer
6. **Question:** are specialized academic success seminars different than those through WC/TS? Can we refer students?
7. **Response:** limited this spring for Gateway repeating students, have invited some more. There are spaces available, so will send out information

8. **Question:** says it's recommended, not required.
9. **Response** [Director of Academic Advising, Phyllis McCluskey-Titus]: that was in the discussion about academic probation: finalizing opportunities for affinity groups who are struggling—opportunity will be open to anyone within that affinity group.
10. **Comment:** statistics really helpful as an advisor. Question about role of mental health. Can that data be provided?
11. **Response:** we won't necessarily know that information
12. **Response:** can there be a non-disclosing question in meetings with students on probation
13. **Response** [Director of Academic Advising, Phyllis McCluskey-Titus]: wonder if it would be helpful
14. **Response:** would need to be exceedingly careful and think about goal of collecting that information, with concerns about stigma
15. **Comment:** upcoming event about de stigmatizing mental health issues

8. Announcements

Adjournment 12:31 p.m.

Professor D. Marvin

Respectfully Submitted,

Abigail Mann

Faculty Secretary

## Curriculum Council Consent Agenda

Academic Year: 2022-23

February 15, 2023

The information below reflects CC actions taken in response to department/program requests since the last meeting of the General Faculty. Any colleague wishing more information about any of these CC actions should contact the Chair of Curriculum Council and the Associate Dean of Curricular and Faculty Development. All written documentation on these requests, including proposals for General Education credit, is available for any member of the General Faculty to review. Because faculty members provide detailed justification for General Education proposals, no attempt is made to summarize those rationales here. By definition, items on the consent agenda are not intended to be the subjects of questions or discussion, but at the outset of the meeting, any faculty member may request that an item be removed from the consent agenda for subsequent discussion during the regular CC report. Members of the Council will then be happy to answer questions or provide information on the Council's actions.

Course#	CC #	Course Title	Course Description(s)	Requested Action	GenEd Cat	GenEd Flag
HLTH 200	18-22	Epidemiology	<b>Epidemiology.</b> Often called "the chief pillar of public health practice," epidemiology is the study of the distribution and the determinants of diseases, health conditions, or events among populations and the application of that study to control health problems. By applying the concepts and theories learned in this course, students will better understand the practice of epidemiology and how it relates to public health programs and policies. <i>Offered annually.</i>	New course		
INST 260/360	43-23	Global Cinema	<b>Global Cinema.</b> The course is designed to compare and contrast examples of global cinema as a cultural practice that facilitates conversations about attitudes, philosophies, values, and lifestyles portrayed onscreen. The focus is on ideas, globalization or modernity for example, and how these ideas change over time. Course is taught in English; films are shown in their original version with English subtitles. A substantial research paper or project is required for INST 360. <i>Offered alternate years.</i>	Change to title; minor change to course description; addition of IT and G	IT	G
BARC 322	44-23	Drug Abuse: Individual & Society	<b>Drug Abuse: Individual &amp; Society.</b> Exploration of the physiological, psychological, and sociological implications of drug use and addictive behavior on the human body, family, and society. Students analyze ethical issues related to drug use in society and identify knowledge, attitudes, and values affecting individual choices. At the 300 level, students complete a formal research paper on topic related to course curriculum. <i>Offered as needed.</i>	Addition of Writing Intensive flag	AV	G,W

BARC 397	45-23	Barcelona Global Internship Experience	<b>Barcelona Global Internship Experience.</b> A supervised experiential learning opportunity in Barcelona for students to apply skills in a professional setting. In addition to the onsite work, students will collaborate with a faculty supervisor completing required coursework to enhance the educational experience through reflection, theories of intercultural communication, and practice. Prerequisites: admission to the IWU Barcelona Program. Class is taught in English. Knowledge of Spanish is useful but not required. <i>Offered as needed.</i>	New course		G
BIOL 331	46-23	Biology of Stem Cells	<b>Biology of Stem Cells.</b> A seminar-style course that utilizes primary research articles to explore the biology of adult stem cells and embryonic stem cells. Additional topics include the generation of induced pluripotent stem cells as alternatives to embryonic stem cells and the genetic alteration of stem cells for use in biotechnology and regenerative medicine. Three hours of lecture/seminar per week. Prerequisites: BIOL 101 and 102 (or BIOL 107 and 108) and either BIOL 212, BIOL 312, or 2 years of chemistry. Sophomores interested in course should seek consent of instructor. <i>Offered occasionally.</i>	New course		W
THEA 378	47-23	History of Costume and Fashion	<b>History of Costume and Fashion.</b> Comprehensive survey of Western costume from Mesopotamia to 20th century. Study of dress from a sociocultural and historical context. Special attention given to evolution of silhouette, attitudes expressed by each period regarding personal adornment, and evolution of haute couture. Image-based lectures, group discussions, and pictorial research complement class work. <i>Offered occasionally.</i>	Renaming the course and small changes in catalog language	AR	
BIOL 114	49-23	The Microbial World	<b>The Microbial World.</b> An introduction to the biology of microbes that concentrates on bacteria and viruses. Emphasis on human health issues, on applied microbiology, and on the roles of microbes in the environment. Four hours of lecture and three hours of laboratory work per week. Credit will not be given toward the biology major. Prerequisites: CHEM 110, BIOL 107, concurrent enrollment in BIOL 108, or consent of instructor. <i>Offered each spring.</i>	Minor change in course description	LSI	

EDUC 341	51-23	Curriculum and Pedagogy Seminar for Elementary Education Majors	<b>Curriculum and Pedagogy Seminar for Elementary Education Majors.</b> Application of concepts of curricular planning, differentiated instruction, assessment techniques, and strategies for creating safe learning environments to the elementary classroom setting. Must be taken concurrently with EDUC 340. <i>Offered each spring.</i>	Course deletion		
BARC 230	52-23	Spanish Society through Film and Television	<b>Spanish Society through Film and Television.</b> This class examines entertainment media as a portal to historical narratives of contemporary Spanish society. The course also explores the globalization of audio-visual content, paying attention to the set of homogenizing messages and ideas that are penetrating societies at an unprecedented level. Class is taught in English. <i>Offered as needed.</i>	New course		
BARC 224	53-23	Food and Culture in the Mediterranean Basin	<b>Food and Culture in the Mediterranean Basin.</b> This course examines various aspects of the relationship between food, culture and society in the Mediterranean basin. It offers a cross-cultural perspective that focuses on history, anthropology, sociology, literature, gastronomy and the business that works behind the food industry. Class is taught in English. <i>Offered as needed.</i>	New course	CHC	
BARC 224	54-23	Peoples of Spain Cultural Diversity, Past and Present	<b>Peoples of Spain Cultural Diversity, Past and Present.</b> The course examines the cultures and histories of the peoples that form contemporary Spain through the lens of ethnic and cultural diversity. Special attention is given to the effects of globalization in the Iberian Peninsula over time. Class is taught in English. <i>Offered as needed.</i>	New course	CHC	
PSCI 340	55-23	Program Planning and Evaluation	<b>Program Planning and Evaluation.</b> This course serves as an introduction to the essential competencies involved in the planning, monitoring, and evaluation of public health programs. Coursework combines needs assessments, research methods, proposal writing, budgeting, project management, and program outcome evaluation. It supports students interested in work in the non-profit as well as the public sector. <i>Offered annually.</i>	New course. Please note that this course is cross-listed as HLTH 340		W

HLTH 340	55-23	Program Planning and Evaluation	<b>Program Planning and Evaluation.</b> This course serves as an introduction to the essential competencies involved in the planning, monitoring, and evaluation of public health programs. Coursework combines needs assessments, research methods, proposal writing, budgeting, project management, and program outcome evaluation. It supports students interested in work in the non-profit as well as the public sector. <i>Offered annually.</i>	New course. Please note that this course is cross-listed as PSCI 340		W
BIOL 212	57-23	Introductory Genetics	<b>Introductory Genetics.</b> Introduction to the principles of transmission and molecular genetics of plants, animals, and bacteria. Structure and replication of DNA, recombination, gene expression, and cloning. Students in the major are required to enroll in three hours of lecture with laboratory (1.25U). Other interested students may enroll for 1 unit (without laboratory). With instructor permission and if space permits students may be offered enrollment in the laboratory. Prerequisites: BIOL 101 and 102 or 107 and 108. <i>Offered each semester.</i>	Add option for students to take course without lab	LSI	
BIOL 312	58-23	Genetics	<b>Genetics.</b> Basic principles of Mendelian, molecular, and population genetics. BIOL 312 may not serve an elective course toward the major requirements. Prerequisites: BIOL 101 and 102 or BIOL 107 and 108. <i>Offered occasionally.</i>	Modification in course description and frequency	LSI	
SOC 350	62-23	Emotions and Society	<b>Emotions and Society.</b> Emotions appear individualistic but social norms and institutions shape what people feel, when they feel, and how they express their feelings. By examining the social organization of emotions, the course deconstructs how one ought to feel and considers what inappropriate feeling reveals about systems of power and inequality. <i>Offered occasionally.</i>	New course	AV	US
HLTH 490	64-23	Health Practicum	<b>Health Practicum.</b> The Health 490 Practicum course is a terminal course that will focus on the completion of an experiential learning project focused around typical work in the field of Public Health as determined by course faculty. The course will meet on a bi-weekly basis to cover project progress and essential pre-employment developmental skills. Prerequisite: senior standing. <i>Offered annually.</i>	New course		

# Request for Curriculum Council Action (page 1 of 2)

To: Associate Dean of Curricular and Faculty Development, Mellon Center

Date Submitted: 1/30/2023

(Please submit 1 double-sided copy of your proposal.)

From: (Name) Leah Nillas

(Department) Educational Studies

Email Address: lnillas@iwu.edu

1. **Written Rationales:** Attach a written rationale, following the guidelines in the *Curriculum Council Handbook*, which is posted on <https://www.iwu.edu/mellon-center/CC.html>. Please note that the CC will not evaluate incomplete proposals. To expedite consideration of your submission, you must read and follow the guidelines carefully.

2. Proposed Action (Please check all that apply):

	Title	Number	Units
<input type="checkbox"/> New Course	_____	/	/
<input type="checkbox"/> Gen Ed for Existing Course	_____	/	/
<input type="checkbox"/> Deletion of Major/Minor/Concentration	_____		
<input type="checkbox"/> Change title from	_____	/	/
to	_____	/	/
<input type="checkbox"/> Change number from	_____	/	/
to	_____	/	/
<input type="checkbox"/> Change prerequisites from	_____	/	/
to	_____	/	/
<input type="checkbox"/> May Term Course	_____	/	/
<input type="checkbox"/> New Major/Minor	_____		
<input checked="" type="checkbox"/> Revised Major/Minor/Concentration	<u>see written rationale and revised catalog</u>		
<input type="checkbox"/> Other (please specify)	_____	/	/

3. a. If you are requesting General Education unit credit, please check the category:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Analysis of Values               | <input type="checkbox"/> Gateway Colloquium (see 9b. below) | <input type="checkbox"/> Life Science Lab        |
| <input type="checkbox"/> The Arts                         | <input type="checkbox"/> Intellectual Traditions            | <input type="checkbox"/> Physical Science Issues |
| <input type="checkbox"/> Contemporary Social Institutions | <input type="checkbox"/> Literature                         | <input type="checkbox"/> Physical Science Lab    |
| <input type="checkbox"/> Cultural and Historical Change   | <input type="checkbox"/> Second Language                    | <input type="checkbox"/> Physical Education      |
| <input type="checkbox"/> Formal Reasoning                 | <input type="checkbox"/> Life Science Issues                | <input type="checkbox"/> Fitness                 |

3. b. Please check the flag(s), if any, you are seeking

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Writing Intensive | <input type="checkbox"/> Global Diversity | <input type="checkbox"/> U.S. Diversity |
|--|---|---|

3. c. Does this course already carry General Education credit? ☐ Yes ☐ No

If yes, which category/flag? N/A

Will the existing category/flag remain? ☐ Yes ☐ No



## Request for Curriculum Council Action (page 2 of 2)

3. d. In what way will you assess how this course has met the goals of the Gen Ed category and/or flag(s) for which you are applying?

☐ Use the Gen Ed Student Survey (Administered by the Registrar's Office)

☐ Use a different tool/method (please explain) N/A

4. Please insert here the proposed catalog course description. Course descriptions should be limited to no more than 50 words. The description must include (a) title; (b) prerequisites; (c) General Education category; and (d) when offered, although those four items do not count against the 50-word limit.

see written rationale and revised catalog (minor revisions)

5. Please list any prerequisites: \_\_\_\_\_

6. When will this course first be offered? (cannot be current or past term) \_\_\_\_\_

7. Please indicate how often course is offered. Check only the single item that best describes this course. Because these are the only intervals used in the University Catalog, please do not edit or alter the list to fit a particular course. For example, if your course is offered every third year—an interval that does not appear in the Catalog—you might choose "Offered as needed" or "Offered occasionally" instead. Courses that cannot be offered at least every four years should not be proposed.

☐ Offered each semester

☐ Offered in alternate years

☐ Offered in alternate years, May Term

☐ Offered each fall semester

☐ Offered in alternate years, fall semester

☐ Offered annually

☐ Offered each spring semester

☐ Offered in alternate years, spring semester

☐ Offered every third semester

☐ Offered each May Term

☐ Offered by arrangement

☐ Offered occasionally

☐ Offered as needed

8. If your proposal is approved, would you be willing for the Mellon Center to use it as an exemplary submission in the online Curriculum Council Handbook? ☐ Yes ☒ No

9. a. Is/are any other department/program(s) affected in any way by this request (e.g., course is cross-listed, team-taught, required or elective in another major or minor, etc.)?

☒ No ☐ Yes – In what way? \_\_\_\_\_

\_\_\_\_\_  
Signature of the Head(s) of the Affected Department(s), School(s) or Program(s)

9. b. If this proposal is for a Gateway course, does it overlap with any existing courses at IWU?

☐ No ☐ Yes – In what way? \_\_\_\_\_

\_\_\_\_\_  
Signature of Existing Course Instructor

10. The Curriculum Council assumes that the faculty members of your department/program have seen and approved of this request. Please sign below if this assumption is correct:

Digitally signed by Leah Nillas  
DN: cn=Leah Nillas, o=IWU, ou=Ed Studies, email=lnillas@iwu.edu, c=US  
Date: 2023.01.30 22:07:46 -06'00'

\_\_\_\_\_  
Signature of Faculty Member Primarily Responsible for This Proposal

Digitally signed by Leah Nillas  
DN: cn=Leah Nillas, o=IWU, ou=Ed Studies, email=lnillas@iwu.edu, c=US  
Date: 2023.01.30 22:08:07 -06'00'

\_\_\_\_\_  
Signature of the Head of the Department, School or Program

**Note to CC Reviewers:** *Educational Studies is cleaning our catalog due to specific curricular and ISBE changes. We consider these changes to the curriculum as minor revisions. To facilitate review, this action request is organized into two motions. Additional documents for Educ 341 course deletion and revised catalog are included as separate files. You have reviewed our request to delete Educ 341 early this month. I'm including it again here since it is included in this minor revision request.*

### **Motion 1: Approve changes in course descriptions (Educ 125 and 126)**

#### **Current Catalog Course Description**

**125 Education and Social Justice (.25)** Prospective teacher education candidates observe and interact with students in a local public school, examining the relationship between education and social justice as it expresses itself in the field. Requires 20-25 hours in the field. Concurrent with EDUC 225 or equivalent. In the case of transfer students, the prerequisite is EDUC 225 or equivalent. Offered each semester.

#### **Proposed Catalog Course Description**

**125 ~~Education and Social Justice~~ **Schooling in Society** (.25)** Prospective teacher education candidates observe and interact with students in a local public school, examining the relationship between education and social justice as it expresses itself in the field. Requires 20-25 hours in the field. ~~Concurrent with EDUC 225 or equivalent. In the case of transfer students, the prerequisite is EDUC 225 or equivalent.~~ Offered each semester.

#### **Current Catalog Course Description**

**126 Teaching to the World of the Child (.25)** Prospective teacher education candidates observe and interact with individual children at the elementary, middle, secondary levels or off-campus settings, assessing the factors that contribute to or inhibit the child's learning and socio-emotional development. Requires 20-25 hours in the field. Concurrent with EDUC 255. In the case of transfer students, the prerequisite is EDUC 255 or equivalent. Offered each semester.

#### **Proposed Catalog Course Description**

**126 Teaching to the World of the Child (.25)** Prospective teacher education candidates observe and interact with individual children at the elementary, middle, secondary levels or off-campus settings, assessing the factors that contribute to or inhibit the child's learning and socio-emotional development. Requires 20-25 hours in the field. ~~Concurrent with EDUC 255. In the case of transfer students, the prerequisite is EDUC 255 or equivalent.~~ Offered each semester.

**Rationale:** The course title for Educ 125 is written incorrectly in the catalog. Educ 125 is Schooling in Society. Another course Educ 225 is the one with the course title Education and Social Justice. I think this is just an editing error. Our Banner System shows the correct title for Educ 125 and the catalog version needs to be corrected.

Educ 125 and 126 have been approved by CC as new courses for at least two years now. However, the catalog has not been updated to include them as required courses for majors and minors. These courses are taken as field placement components of Educ 225 and 255, respectively and are being offered each semester. These two courses are required only for EIEd and SEd majors and optional for other students.

We are removing the prerequisite requirements for both courses to finally solve our recurring problem of issuing several course waivers during registration period. This will lessen the extra paperwork for both my department and the Registrar's Office. I have consulted with a staff from the Registrar's Office to make these revised course descriptions easy to be interpreted by our Banner System.

### **Motion 2: Approve revised Elementary, Secondary, and Interdisciplinary Education majors/minor**

#### **See Proposed Catalog Revisions (Separate File)**

#### **Rationale:**

Course titles for Educ 340 and Educ 345 written in the catalog are incorrect and do not reflect the approved changes made last semester. We are simply correcting the course titles written in the catalog. Changes in Educ 340 and 345 course titles and descriptions were approved by CC last fall 2022. This correction does need to be included in the consent agenda. We simply request that the errors in the catalog be corrected.

Coursework for elementary majors in the areas of natural sciences and social sciences are now *recommended* (not mandated) by the Illinois State Board of Education (ISBE). We are updating the catalog language to reflect this recent licensure change.

Educ 341 will be deleted. Your committee reviewed the initial request early this January. Included in this submission is the copy of the course deletion form, which contains the rationale for the proposed deletion. The edited catalog shows the changes to be made once Educ 341 is removed.

With the proposed addition of Educ 125 and 126 and deletion of Educ 341 from our required major/minor requirements, we also updated the total course credits required for each major and minor to be consistent with these changes.

Major Sequence in Elementary Education (13 units):

Elementary Education students declare a major in Elementary Education.

1. Education 225: Education and Social Justice (CSI)
2. **Education 125: Schooling in Society (.25)**
3. Education 255: Child Study and Assessment (W)
4. **Education 126: Teaching to the World of the Child (.25)**
5. Education 257: The Exceptional Child (U)
6. Education 320: Foundations of Literacy: Reading, Writing, and Oral Communication (1.5 units)
7. Education 330: Mathematics, Science, and Technology Curriculum and Pedagogy in the Elementary Classroom
8. Education 335: Exploring Inquiry and Creativity in the Elementary Curriculum
9. Education 340: Instructional Planning, Assessment and Safe Learning Environments **at the Early Childhood and Elementary Levels**
- ~~8. Education 341: Curriculum and Pedagogy Seminar for Elementary Education Majors (.5 units)~~
10. Education 490: Student Teaching Seminar
11. Education 496: Student Teaching: Elementary (3 units)
12. Education 498: Educational Inquiry (W)

Teacher licensure also requires completion of Math 105 and Math 106, Mathematical Concepts for Elementary Teachers.

The Illinois State Board of Education (ISBE) ~~mandates~~ **recommends** the following coursework (but not credit hours) for elementary education licensure candidates:

- 1) coursework that addresses physical, life, and earth and space sciences; and
- 2) coursework that addresses history, geography, civics and government, and economics of Illinois, the United States, and the world.

AP and transfer courses may count toward the above requirement with Educational Studies advisor approval.

Major Sequence in Secondary Education **(11 units):**

1. Education 225: Education and Social Justice (CSI)
2. **Education 125: Schooling in Society (.25)**

3. Education 255: Child Study and Assessment (W)
4. **Education 126: Teaching to the World of the Child (.25)**
5. Education 257: The Exceptional Child (U)
6. Education 345: Instructional Planning, Assessment and Safe Learning Environments at the **Middle Grade and Secondary Levels**
7. Education 320: Foundations of Literacy: Reading, Writing and Oral Communication or Education 365: Reading, Writing and Communication Across the Curriculum
8. Education 360, 361, 362, or 363: Seminar: Curriculum and Pedagogy (.5) Must be taken concurrently with Education 345.
9. Education 490: Student Teaching Seminar.
10. Education 491, 492, 493, 494, or 495 (3 units): Student Teaching.
11. Education 498: Educational Inquiry (W)

#### Teaching Endorsements

Upon satisfactory completion of the IWU program and state requirements, candidates are recommended for an Illinois Professional Educator License (PEL) endorsed at the grade range (secondary or elementary) and in the content area of their major field of study.

Endorsements in additional teaching fields may be added to the initial PEL at the Senior High (9-12), Middle Grades (5-8), and PK-12 levels. Students interested in adding additional teaching fields to their initial license should consult with the Director of Teacher Education to examine their options. See the Teacher Education Handbook at <http://www.iwu.edu/edstudies/handbooks>.

#### Interdisciplinary Major and Minor in Educational Studies

The Interdisciplinary Educational Studies major or minor prepares students to work with children and families in a variety of settings and occupations. Students can apply coursework in Educational Studies to professional work in government, private industry, adult education, correctional institutional, and/or related school services such as recreation, after-school care, nursing, social work or social policy. The Educational Studies curriculum also prepares students for graduate and professional school in social policy, school counseling, or law.

#### Major Sequence in Interdisciplinary Educational Studies (10 units)

1. Education 225
2. Education 255
3. One Educational Studies Elective
4. One Educational Studies Curriculum course to be chosen with the consent of the instructor. If a student elects to take EDUC 340 or EDUC 345, they will not be required to take **EDUC 341**, 360, 361, 362, or 363.

5. Education 497 and 498
6. Four courses (at least one upper level) to be taken from one of the following interdisciplinary concentrations:
  1. Child and Family Study
  2. Education and International Studies
  3. Education, Identity and Public Policy

At least four courses must be taken at the 300 level or above for completion of the major. At least one 300 level course or above must be completed within the major concentration.

#### Minor Sequence in Interdisciplinary Educational Studies (6 units)

1. Education 225
2. Education 255
3. One Educational Studies Elective (which may be a curriculum course to be chosen with the consent of the instructor). If a student elects to take EDUC 340 or EDUC 345, they will not be required to take ~~EDUC 341~~, 360, 361, 362, or 363.
4. Education 497 or 498
5. Two courses (at least one upper level) to be taken from one of the following interdisciplinary concentrations:
  1. Child and Family Study
  2. Education and International Studies
  3. Education, Identity and Public Policy

#### Interdisciplinary Concentration Areas

Substitutions are permissible with approval of advisor.

1. Child and Family Studies: HLTH 101 (Introduction to Public Health), HLTH 230 (Human Nutrition), HLTH 330 (Human Sexuality); HIST 249 (Growing up in America, 1607-Present); PSYC 270/370\* (Special Topics), PSYC 252 (Child and Adolescent Development), PSYC 253 (Lifespan Developmental Psychology), PSYC 259 (Social Psychology), PSYC 359 (Advanced Social Psychology), PSYC 369 (Special Topics in Clinical, Developmental and Social Psychology); SOC 201 (Social Problems), SOC 240 (The Profession of Social Work), SOC 270/370\* (Special Topics), SOC 311 (Marriage and Family), SOC 362 (Social Welfare and Human Services).
2. Education and International Studies: ANTH 171 (Cultural Anthropology), ANTH 330 (Language, Communication, and Culture), ANTH 370\* (Special Topics); ECON 355 (Economics of Developing Countries); HLTH 280 (Perspectives in Global Health); HIST 353, 354 (History of United States Foreign Relations); IS 222/322 (International Human Rights: An Introduction), IS 240 (Thinking Globally: An Introduction), IS 370\* (Special Topics), IS 373 (Education and International Development); PSCI 103

(Comparing Nations), PSCI 215 (Politics in Developing Societies), PSCI 270/370\* (Special Topics), PSCI 303 (International Law and Organizations), PSCI 325 (Conflict Areas of the Third World), PSCI 326 (Globalization and Development), PSCI 345 (International Political Economy), SOC 270/370\* (Special Topics).

3. Education, Identity and Public Policy: PSCI 281 (American Social Policy), PSCI 270/370\* (Special Topics), SOC 201 (Social Problems), SOC 222 (Sex and Gender in Society), SOC 270/370\* (Special Topics), SOC 362 (Social Welfare and Services), PSCI 220 (Women in Politics), ANTH 270/370\* (Special Topics), ANTH 360 (Race, Racism and Anthropology), HIST 244 (History of American Feminisms), HIST 257 (Promised Lands: A Cultural and Literary History of the Great Migration, 1917-1970), HIST 270/370\* (Special Topics), HIST 343 (Migration, Ethnicity, and Race)

Students may substitute a 300 level course in specific areas with approval.

\*Special topics as appropriate

#### Educational Studies Courses

100 Introduction to Youth Advocacy I (.25) Students research a social issue that directly affects the welfare of children and youth. They also investigate the work of relevant local community agencies. Open to first year first semester students only. Must be taken concurrently with EDUC 255. Offered each fall.

101 Introduction to Youth Advocacy II (.25) Students work with a local community agency that promotes the welfare of children and youth. They also pursue advocacy strategies by speaking with government officials at the local and state levels. Open to second semester first year students only. Prerequisite: EDUC 100. Offered each spring.

125 ~~Education and Social Justice~~ **Schooling in Society** (.25) Prospective teacher education candidates observe and interact with students in a local public school, examining the relationship between education and social justice as it expresses itself in the field. Requires 20-25 hours in the field. ~~Concurrent with EDUC 225 or equivalent. In the case of transfer students, the prerequisite is EDUC 225 or equivalent.~~ Offered each semester.

126 Teaching to the World of the Child (.25) Prospective teacher education candidates observe and interact with individual children at the elementary, middle, secondary levels or off-campus settings, assessing the factors that contribute to or inhibit the child's learning and socio-emotional development. Requires 20-25 hours in the field. ~~Concurrent with EDUC 255. In the case of transfer students, the prerequisite is EDUC 255 or equivalent.~~ Offered each semester.

225 Education and Social Justice (CSI) Critical examination of the social, cultural, political and economic forces that influence school policies and practices. Analysis of the challenges and opportunities teachers confront as they respond to the needs of all students and the lived experience of their social class, gender, race, ethnicity, linguistic difference, ability, and/or sexual orientation. Those intending to pursue licensure must concurrently enroll in EDUC 125. Prerequisites: None. Offered each semester.

250/350/450 Independent Study An opportunity for students to deepen their concepts of educational topics and issues not offered through regular courses, primarily through intensive library

research. Arranged to meet individual needs. May be repeated if project is different. Prerequisite: Consent of supervising faculty member. Offered as needed.

255 Child Study and Assessment (W) Developmental theory, research, and assessment of school-age children and adolescents. Individual differences in student learning and development. Case study, observational, and narrative assessment. Those intending to pursue licensure must concurrently enroll in EDUC 126. Prerequisite: None. Offered each semester.

257 The Exceptional Child (U) The characteristics and assessment of, and methods of instruction for, students with disabilities, and the gifted, within a range of cross-categorical placements. Inclusion, individualized education plans, and universal design. The historical and legal evolution of special education, the right of families, and the responsibilities of teachers. The lived experience of students defined as disabled and the social construction of disability. Working with and establishing partnerships with professionals and parents of children with exceptionalities. Field trips or field placement in inclusive or special education classrooms. Prerequisites: EDUC 255, MUS 132 or permission of instructor. Offered each semester.

270/370/470 Special Topics in Educational Studies Focused exploration of varied topics relevant to Educational Studies. Courses have included Children and Families with Special Needs, School and Community, Images of Children and Film, and Globalization and Youth Advocacy. Topics will vary each year. Course may be repeated if content is not duplicated. See current Program of Classes to determine if this course fulfills general education requirements. May count toward interdisciplinary major and minor. Offered annually.

271 Teaching and Learning with Technology K-12 Educational technologies and their applications in K-12 classrooms, including instruction, assessment, and research. Attention to technological skills, trends, and curricular pedagogical and ethical issues involved in the use of technology in schools. Prerequisite: 225 or permission of instructor. May be taken concurrently with other Educational Studies courses. Offered annually.

320 Foundations of Literacy: Reading, Writing and Oral Communication (1.5) Theory and practice addressing language, literacy, and reading development in the Birth-12 classroom. Research-based instructional approaches for content literacy, alphabetic code, and language. Includes examination of materials, technologies, and assessments and their applications in a supportive literacy environment. Emphasis on interdisciplinary instruction and creating socially just curricula. Meets reading endorsement requirements for licensure candidates. Concurrent field placement. Prerequisites: EDUC 225, 255, acceptance to the TEP, or permission of instructor. Offered each fall.

330 Mathematics, Science, and Technology Curriculum and Pedagogy in the Elementary Classroom Constructivist approaches to the teaching and learning of mathematics and science focusing on problem-solving, reasoning, and proof, scientific inquiry, modeling, technology integration, and interdisciplinary connections. Emphasis upon planning, assessment and teacher research regarding best practices for addressing the needs of all students. Concurrent field experience. Prerequisites: C- or above grades in Math 105 and Math 106 or equivalent, and acceptance into the Teacher Education Program or permission of instructor. Refer to the TEP Handbook and consult with instructor for prerequisite college algebra equivalents. Offered each fall.



335 Exploring Inquiry and Creativity in the Elementary Curriculum Concepts, materials, and pedagogies in the visual and performing arts (music, theatre, and dance) and the social sciences throughout the elementary curriculum. Integrating fine arts and the social sciences through use of simulation, role play and project based initiatives across content areas to promote communication, inquiry, and engagement for developmentally and culturally diverse learners. Required field experience. Prerequisites: 225, 257, and acceptance to the TEP or permission of instructor. Offered each spring.

340 Instructional Planning, Assessment and Safe Learning Environments at the Early Childhood and Elementary Levels (Cross-listed with EDUC 345) Lesson and unit planning strategies that incorporate principles of differentiated instruction and assessment, concepts involved in the assessment construction and the assessment of student progress, alternative ways of creating safe and comforting classroom environments, to be examined, observed, and tested in the field. Prerequisites: 225, 257, and acceptance to the Teacher Education program or permission of instructor. ~~Must be taken concurrently with EDUC 341.~~ Offered each spring.

~~341 Curriculum and Pedagogy Seminar for Elementary Education Majors (.5) Application of concepts of curricular planning, differentiated instruction, assessment techniques, and strategies for creating safe learning environments to the elementary classroom setting. Must be taken concurrently with EDUC 340. Offered each spring.~~

345 Instructional Planning, and Assessment and Safe Learning Environment at the Middle Grade and Secondary Levels (Cross-listed with EDUC 340) Lesson and unit planning strategies that incorporate principles of differentiated instruction and assessment, concepts involved in the assessment construction and the assessment of student progress, alternative ways of creating safe and comforting classroom environments, to be examined, observed, and tested in the field. Prerequisites: 225, 255, 257, and acceptance to the Teacher Education Program or permission of instructor. Must be taken concurrently with EDUC 360, 361, 362, or 363. Offered each spring.

360 Seminar: Curriculum and Pedagogy in English and Second Language (.5) Curriculum development, pedagogical theory and practice in middle and high schools specific to literature, culture, and written and oral communication in English and second languages. Curriculum planning, instructional strategies, assessment, and creating positive learning environments responsive to the individual needs and abilities of all students. Required field experience (50 hours minimum). Prerequisites: Acceptance into the Teacher Education Program and four courses in the major. Taken semester prior to student teaching. Must be taken concurrently with EDUC 345. Offered each spring.

361 Seminar: Curriculum and Pedagogy in Social Science (.5) Curriculum development, pedagogical theory and practice in middle and high schools specific to social science with an emphasis on history, including teaching with primary sources. Curriculum planning, instructional strategies, assessment, and creating positive learning environments responsive to the individual needs and abilities of all students. Required field experience (50 hours minimum). Prerequisites: Acceptance into the Teacher Education Program and four courses in the major or pursuit of the middle school endorsement. Taken semester prior to student teaching and must be taken concurrently with EDUC 345 unless used to exclusively fulfill middle school endorsement. Offered each spring.

362 Seminar: Curriculum and Pedagogy in Middle Grades and Secondary Mathematics (.5 or 1) Curriculum development and pedagogical theory and practice in middle and high schools specific to

mathematics, emphasizing mathematical reasoning and problem solving, multiple representations, and technology integration from a constructivist perspective. Curriculum planning, implementation, assessment, and creating positive learning environments responsive to the individual needs and abilities of all students. Required field experience for spring students only (50 hours minimum). Prerequisites: Acceptance into the Teacher Education Program and four courses in the major or pursuit of the middle school endorsement. Taken semester prior to student teaching and must be taken concurrently with EDUC 345 unless used to exclusively fulfill middle school endorsement. Offered each spring and summer.

363 Seminar: Curriculum and Pedagogy in the Natural Sciences (.5) Curriculum development and pedagogical theory and practice in middle and high schools in the natural sciences, with specific attention to biology, chemistry, and physics. Specific attention to scientific inquiry and reasoning, laboratory experiences and relevant technologies. Curriculum planning, implementation, assessment, and creating positive learning environments responsive to the individual needs and abilities of all students. Required field experience (50 hours minimum). Prerequisites: Acceptance into the Teacher Education Program and four courses in the major or pursuit of the middle school endorsement. Taken semester prior to student teaching and must be taken concurrently with EDUC 345 unless used to exclusively fulfill middle school endorsement. Offered each spring.

365 Reading, Writing and Communication in the Content Areas Examination of the relationships among reading, writing, and oral communication and integrating each within content learning across the disciplines. The nature of reading; assessment of students' reading, writing and oral communication skills; the design of instructional approaches and best practices for developing academic vocabulary, comprehensive, and content knowledge based on research; and the selection of materials and texts to support content area literacy among diverse groups of Birth-12 students. Prerequisites: EDUC 360, 361, 362, or 363 OR MUS 232, 333A and 333B OR permission of instructor. Offered every May Term.

372 English Language Learners Investigation of the needs and challenges faced by English language learners. Emphasis on understanding students from different cultures, theories of second language acquisition, ways to support English language development, teaching academic content, and effectively engaging families of English Language Learners in the education process. Field placement in a bilingual school setting or in an adult E.S.L. class. Prerequisites: 225 and 255 or consent of instructor. Offered occasionally.

373 Education and International Development (CSI, G, W) Throughout the world, education has been viewed as an important means of improving people's lives. This assumption is examined and critiqued by analyzing educational policies and practices in Asia, Latin America, and Africa. Specific topics include the educational treatment of girls, indigenous peoples, street children, child refugees, and child laborers. Also examined are the efforts to teach reformed child soldiers and children who are, or whose parents are HIV positive. Offered alternate years.

397(.75)/497 Internship Directed research and individually designed field experience in an educational, community, or social service setting. Prerequisites: Junior/senior standing and course instructor approval. Offered as needed.

490 Student Teaching Seminar Creating socially just, democratic, culturally responsive and inclusive classroom communities. Parent-teacher relationships and professional collaboration. Self-study

of teaching. Teacher Performance Assessment. Summer reading required prior to the start of the term. Prerequisites: acceptance to Student Teaching. Concurrent enrollment with student teaching (491, 492, 493, 494, 495). Offered each fall.

491 Student Teaching: Secondary English Language Arts Full time immersion and induction into the range of experiences associated with public school teaching at all levels of high school English, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. Offered each fall.

492 Student Teaching: Secondary Social Science Full time immersion and induction into the range of experiences associated with public school teaching of high school core social science and designated history classes, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. Offered each fall.

493 Student Teaching: Second Language Full time immersion and induction into the range of experiences associated with public school teaching at all levels of the high school second language classroom, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. Offered each fall.

494 Student Teaching: Secondary Mathematics Full time immersion and induction into the range of experiences associated with public school teaching at all levels of the high school mathematics classroom, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. Offered each fall.

495 Student Teaching: Secondary Science Full time immersion and induction into the range of experiences associated with public school teaching of core science and designated sciences (biology, chemistry, or physics) under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. Offered each fall.

496 Student Teaching Elementary Full time immersion and induction into the range of experiences associated with public school teaching in grades kindergarten through eight, under the guidance and direction of a cooperating teacher and University supervisor. Teacher Performance Assessment portfolio. Chicago placement option. Concurrent enrollment in 490 required. Prerequisites: acceptance to Student Teaching. Offered each fall.

498 Educational Inquiry (W) Capstone course revisiting social justice issues in education through student led and collaborative research within classroom, school, and community contexts, culminating in a public presentation. Includes extensive literature review. Prerequisites: 490 and 491, 492, 493, 494, 495, or 496 or all other courses in the interdisciplinary major or minor (exception for 9th semester student teachers). Offered each spring.

Reading Courses

272 Child and Adolescent Literature (LIT) Exploration of child and adolescent literature through analyses of themes, characters, and narratives. Emphasis on multicultural and social justice perspectives and the uses of literature to illuminate and inform human experiences. Counts toward the child and family studies concentration in the Educational Studies interdisciplinary major and toward the reading endorsement for licensure candidates. Prerequisite: 255 or permission of the instructor. Offered annually.

322 Advanced Assessment and Diagnosis of Reading In-depth treatment of assessment and diagnosis of reading disabilities grades PK-12. Uses and limitations of standardization, authentic, formal, and informal assessment measures and strategies. Emphasis on nondiscriminatory assessment which takes into consideration the impact of disabilities, communication, culture, and primary language. The interpretation of assessment information for diagnosing individual students' reading. Communicating diagnostic information to students and their parents. Course counts towards the reading endorsement for licensure candidates. Concurrent field placement. Prerequisite: EDUC 320 or permission of instructor. Offered alternate years.

323 Advanced Interventions for Struggling Readers Remedial reading instruction, support, materials, and resources for PK-12 students with reading disabilities. Development of individual educational plans (IEP) or response to intervention (RTI) plans, and the design, implementation, and evaluation of reading programs for small groups and individual students. Strategies for multisensory instruction are emphasized. Course counts towards the reading endorsement for licensure candidates. Concurrent field placement. Prerequisite: EDUC 320 or permission of instructor. Offered alternate years, spring semester.



# Enrollment & Marketing



# Illinois

## The competition factor



142,039 high school seniors / 2015-16\*

188 institutions of higher education\*\*

58.7% college continuation rate (83,377)\*\*\*  
(ranks 39<sup>th</sup> among states)

34.5% leave the state to go to college (28,792)\*\*\*\*  
(ranks 10<sup>th</sup> among states)

Three Largest Institutions†*****	Number of In-state Freshmen*****
University of Illinois at Urbana-Champaign	4,896
Illinois State University	3,361
University of Illinois at Chicago	2,817

† In-state institutions receiving the largest number of in-state freshmen.

†† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

**43,511 students ÷ 185 institutions = 235 students per institution††**

Sources:

\*Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2012

\*\*The Chronicle of Higher Education, 2015

\*\*\*Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010*, 2013

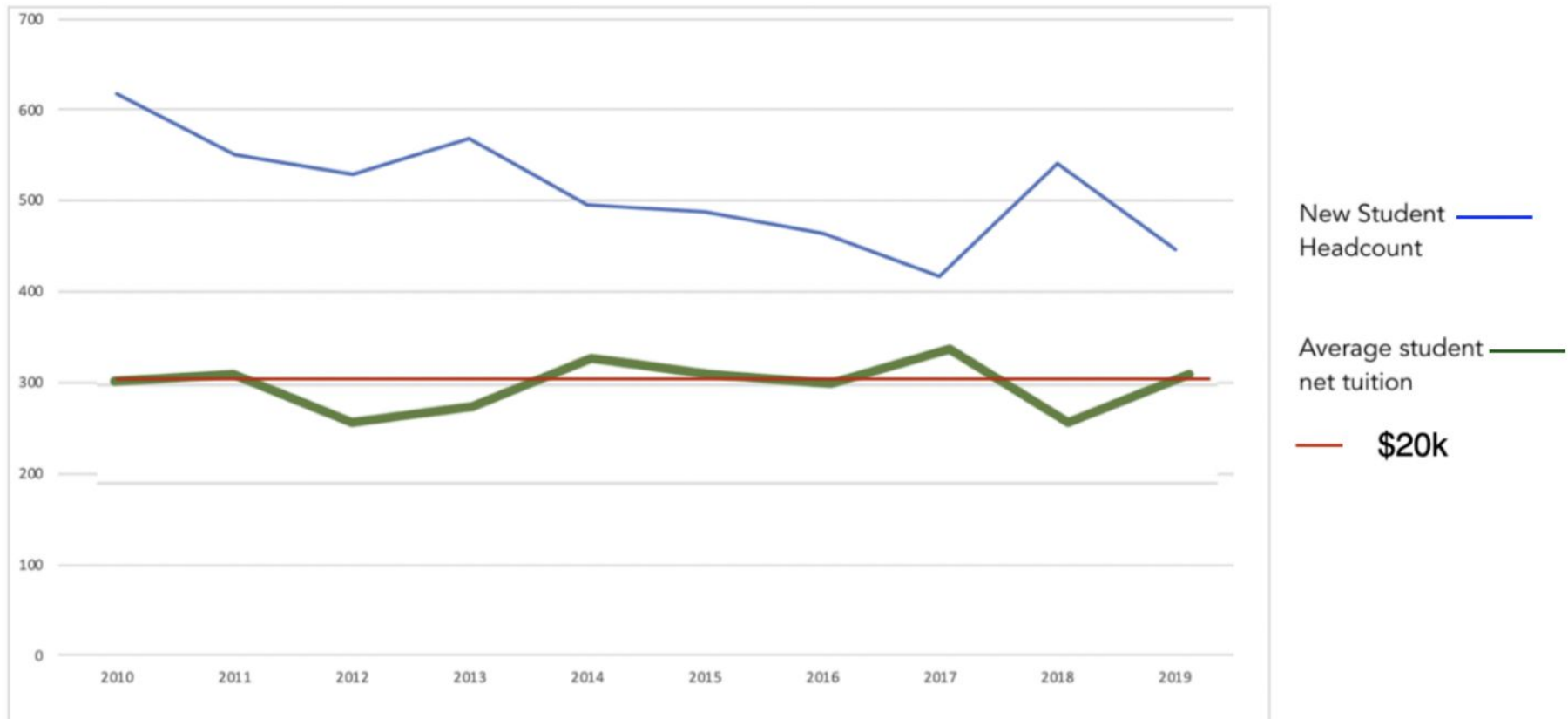
\*\*\*\*Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012*, 2014

\*\*\*\*\*National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)

**IWU: 393 In-state  
students for fall '18**

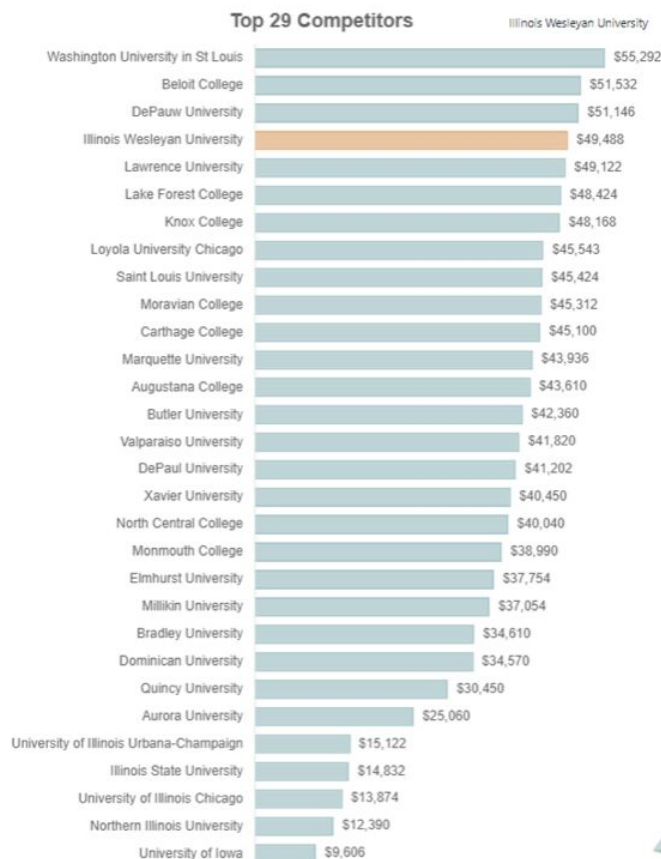
# ENROLLMENT MANAGEMENT - NO PRICE ELASTICITY

## Average net cost affect on headcount

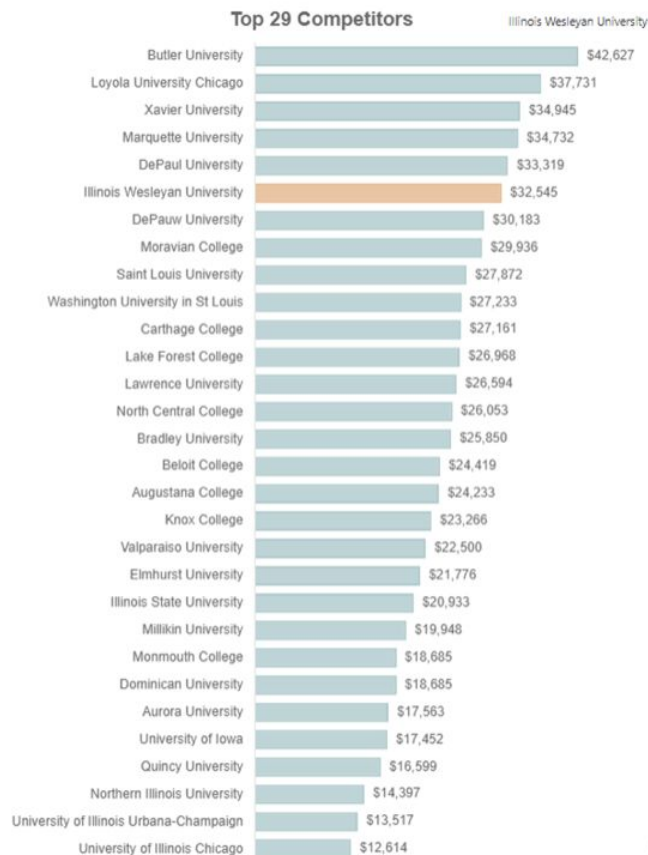




## Listed Tuition & Fees

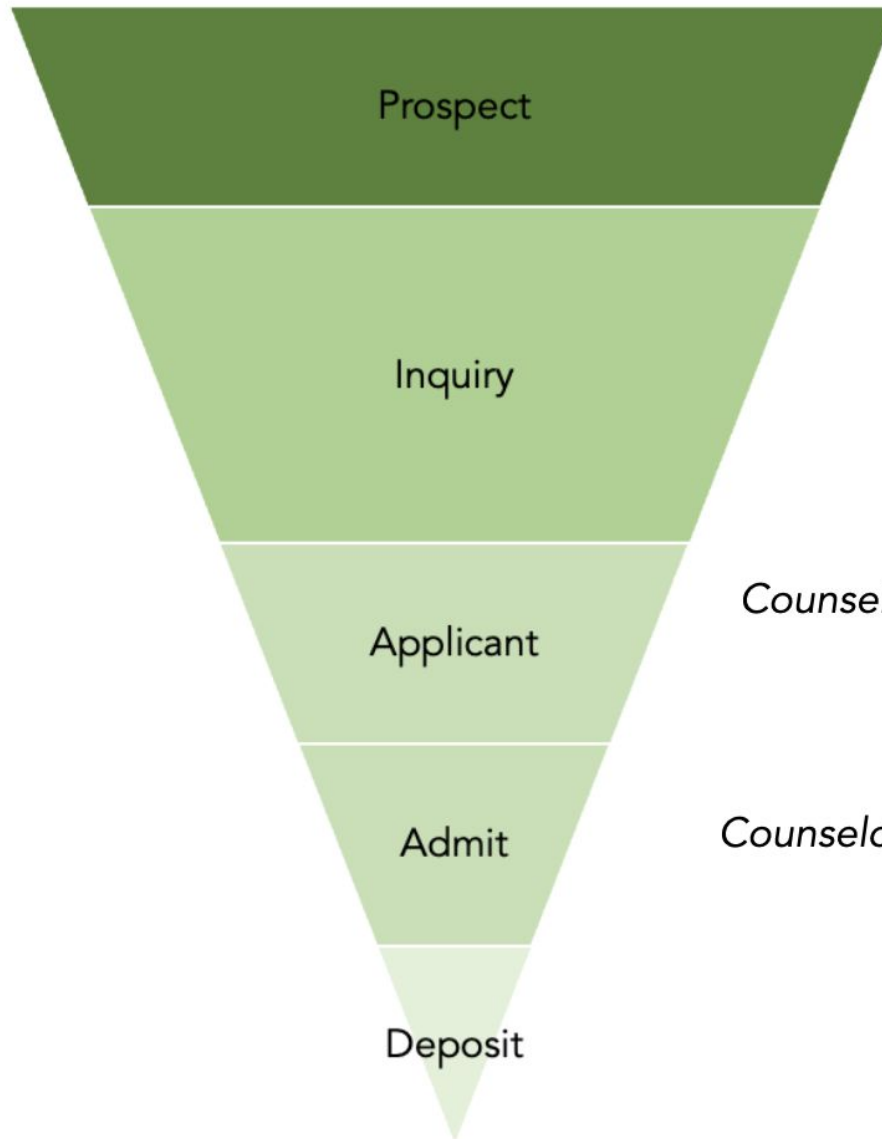


## Mean Net Cost of Attendance



**Pricing models are competitive. More and more families fail to understand (or care about) the difference in value between a public and private institution, or large vs small Liberal Arts.**

# ENROLLMENT MANAGEMENT TRENDS - THE FUNNEL



**Leads with no response to us**  
**Digital outreach**



**Leads who have indicated interest in some way**  
*College fairs, HS Visits, personal outreach,  
coach & faculty recruitment, legacy, referral.  
Visit/apply.*



*Counselor outreach to complete application, visit, apply.*



*Counselor, faculty, alumni, student outreach. Visit. Deposit.*

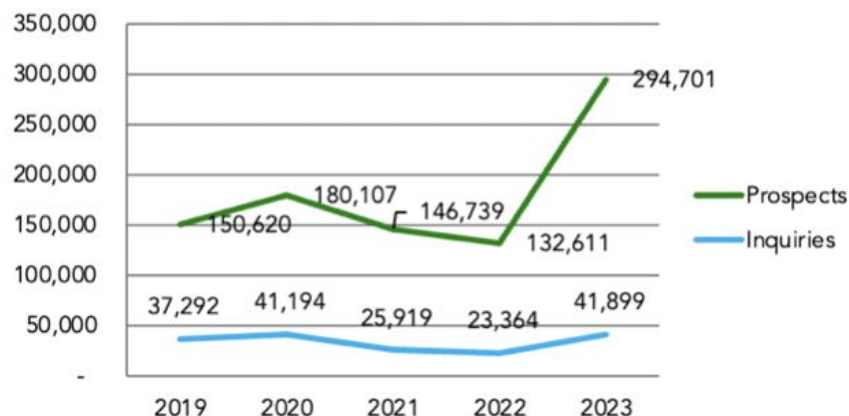


*Counselor anti-melt.  
Turning Titan*

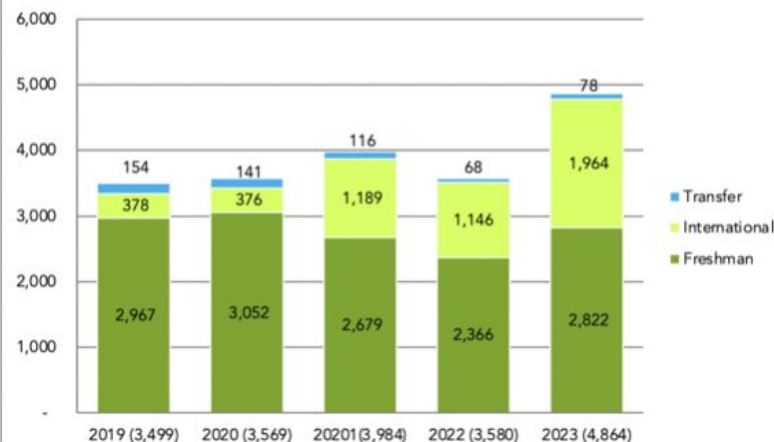
# ENROLLMENT MANAGEMENT DASHBOARD FEBRUARY 14, 2023

Prospect → Inquiry → Application → Admit → Deposit → Enroll

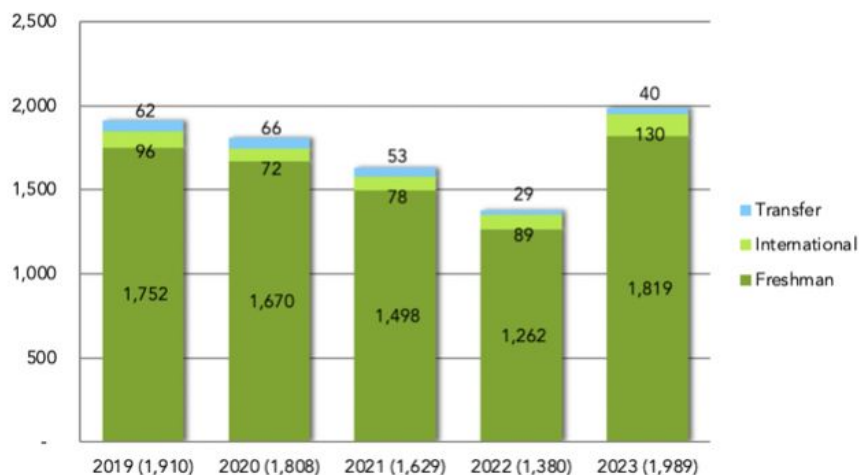
## PROSPECTS & INQUIRIES



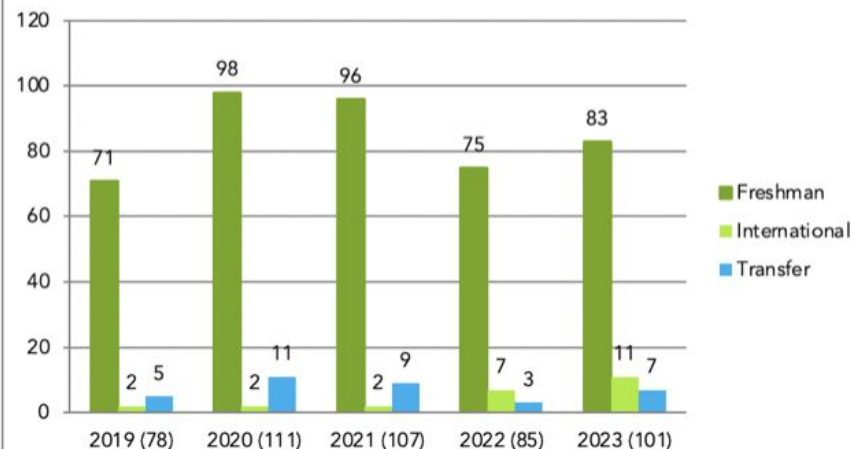
## SUBMITTED APPLICATIONS TO DATE



## ADMITS TO DATE

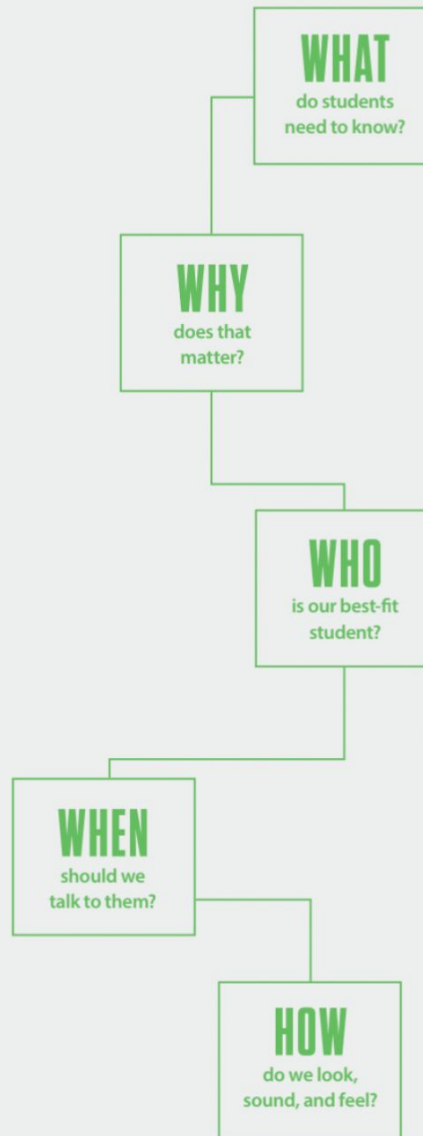


## TOTAL DEPOSITS TO DATE

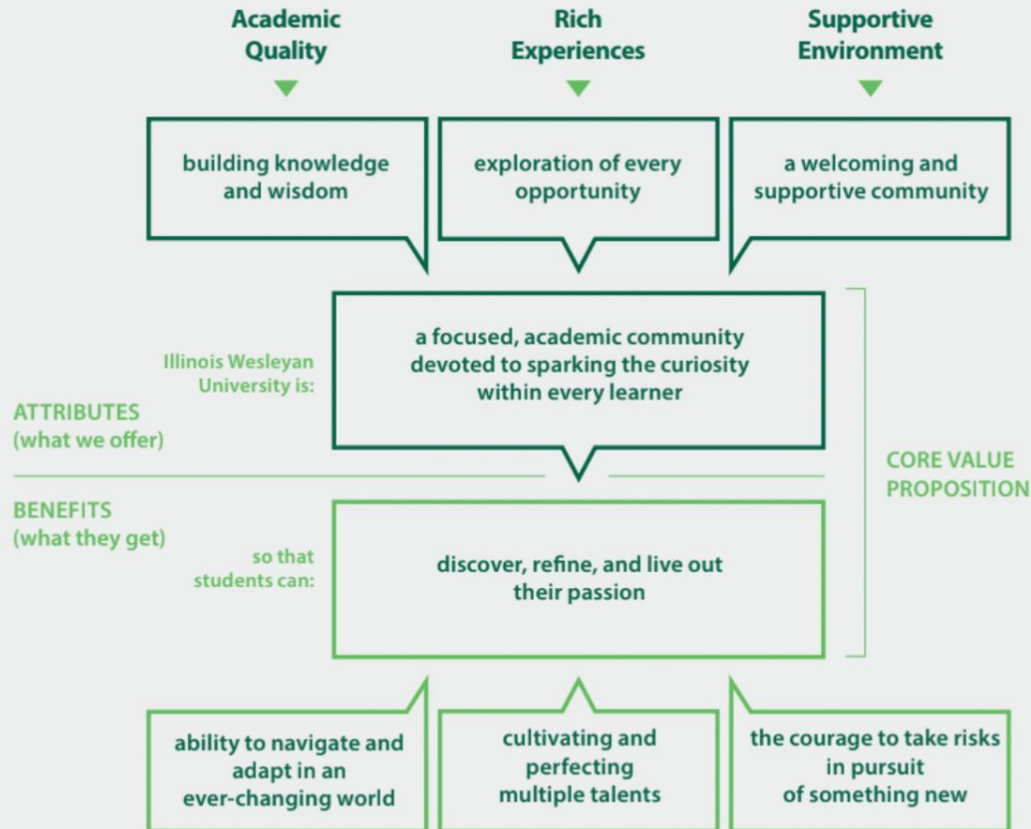


# MARKETING & COMMUNICATIONS

# ENROLLMENT MANAGEMENT - LANDSCAPE



# ENROLLMENT MANAGEMENT - LANDSCAPE



# ENROLLMENT MANAGEMENT - LANDSCAPE

## WELCOMING

We exude a warm and genuine invitation to all.

## HEARTFELT

We aim to do good with all the things we do so well.

## BRIGHT

We are smart, creative, and scientific.

## CURIOUS

We have an insatiable desire to explore every corner of what excites us.

## INVESTED

We're motivated by opportunity and devoted to realizing it.

## PURPOSEFUL

We pursue our passions with conviction and meaning.

## REAL

We're confident and aware of who we are — we're not elitist.

## EXPRESSIVE

We feel free to speak our mind and share our point of view.









Council on University Programs and Policies (CUPP) Report  
February 15, 2023

CUPP has met four times since the last faculty meeting.

We have continued providing feedback to the Provost about his proposals for budget cuts and new programs, and we have also discussed roles, responsibilities, and procedures for the Resource Advisory Group within CUPP.

A reminder that according to the Faculty Handbook, CUPP elections are expected to take place by the end of February. Current representatives will be sending out a call for new representatives soon. New representatives will be needed for the Humanities, Fine Arts, the School of Business & Economics, the School of Nursing & Health Sciences, the Social Sciences, and the Sciences. There will also be an election run by Nominating Committee for a new Faculty Representative to the Board of Trustees.

We have one motion to present to the faculty today regarding the deadline for tenure-line proposals. The changes to the deadline align more closely with new draft budget deadlines based on enrollment targets, Census Day, and Board of Trustees discussions. These changes would not impede the process or timeline of starting tenure line searches in the fall. The motion is on page 2 of this report.

CUPP has discussed our faculty committee structure at length. The rationale and draft model developed by the CUPP Chair and endorsed by CUPP **as a starting point for discussion** is included in this report on pages 3-5.

Our next steps to gather feedback on the draft model are as follows: 1) invite faculty to provide feedback to their CUPP representatives, 2) survey current committee chairs, 3) meet with Staff Council, since several committees include both faculty and staff in their membership, and 4) review all feedback and report back to faculty in March.

Respectfully submitted,  
Stephanie Davis-Kahl  
CUPP Chair

Chapter IV, Section B. "Faculty Appointments: 3. Replacement Policies for Tenure-Line Faculty Retirement/Resignation or for New Tenure Lines." page 7, Faculty Handbook; **edits in bold**

"b. Procedures

As soon as possible during the spring semester the Provost will remind Department Chairs, School and Program Directors of the annual deadline for receipt of applications for tenure lines. In addition, the Provost will meet with CUPP at its first meeting in the spring semester to discuss the long-term curricular needs of the university for the purpose of collaboratively determining the appropriate number of tenure line searches. By January 15, the Provost will inform CUPP, Chairs, and directors of the number—or, if necessary, a range—of tenure lines that can be approved. **By February 15,** Department Chairs, School and Program Directors will submit applications for tenure line positions to the **Provost's Office and CUPP by the Monday after Spring Break.** ~~The Provost will in turn deliver these proposals to CUPP by March 1, along with the number of tenure lines that CUPP may recommend.~~ CUPP will review all applications received, and consider each within the context of broad university strategic curricular needs, as well as individual department, program or school needs. CUPP may recommend approval, conditional approval, postponement or denial. It may also request further information. **CUPP's recommendations will be shared with the Provost by April 15 (or the following Monday if the 15th falls on a weekend day). The Provost will inform Chairs and Directors of proposals that will be recommended to the Board of Trustees by April 30 (or the following Monday if the 30th falls on a weekend). The Provost will communicate final decisions immediately after the May Board meeting.**

Chapter IV, page 7, Faculty Handbook; original language

"b. Procedures

As soon as possible during the spring semester the Provost will remind Department Chairs, School and Program Directors of the annual deadline for receipt of applications for tenure lines. In addition, the Provost will meet with CUPP at its first meeting in the spring semester to discuss the long-term curricular needs of the university for the purpose of collaboratively determining the appropriate number of tenure line searches. By January 15, the Provost will inform CUPP, Chairs, and directors of the number—or, if necessary, a range—of tenure lines that can be approved. By February 15, Department Chairs, School and Program Directors will submit applications for tenure line positions to the Provost. The Provost will in turn deliver these proposals to CUPP by March 1 along with the number of tenure lines that CUPP may recommend. CUPP will review all applications received, and consider each within the context of broad university strategic curricular needs, as well as individual department, program or school needs. CUPP may recommend approval, conditional approval, postponement or denial. It may also request further information."

## Draft Model - Faculty Committees

The motivation for this year's review<sup>1</sup> of faculty committees are twofold: first, the ongoing difficulty in recruiting and filling faculty seats across elective and appointive committees due in part to the decrease in the number of faculty, and the need to prioritize service commitments. We began our work by identifying the committees that are mandated by an external agency (noted below). We then prioritized work supporting the "effective functioning of the institution" (Faculty Handbook) and/or "challeng[ing] and support[ing] students in their personal and intellectual development." (IWU Mission Statement), with an emphasis on student-facing and student-supporting work. Finally, we took into account the Higher Learning Commission's Assumed Practices for Teaching and Learning: Quality, Resources, and Support:

- "oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
- assurance of consistency in the level and quality of instruction and in the expectations of student performance;
- establishment of the academic qualifications for instructional personnel;
- analysis of data and appropriate action on assessment of student learning and program completion."

We were also mindful that providing opportunities for pre-tenure faculty to engage in campus service and leadership is important. Again, this model is a starting point for discussion. No decisions have been made. CUPP welcomes comments and suggestions from faculty and staff.

### Draft Model

\*mandated by the federal government, the Higher Learning Commission, National Collegiate Athletic Association, or the Illinois State Board of Education.

<b>Committee</b>	<b>Concurrent appt</b>	<b>number of faculty</b>	<b>Notes</b>
Council on University Programs and Policy (CUPP)*	Chair serves on Cabinet	7	
Faculty Representatives to the Board of Trustees (CUPP)		2	
Curriculum Council*	Chair serves on Calendar Committee	9	Combine May Term Advisory
Assessment Committee*		4	
Committee on the Education of Teachers*		6	

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<sup>1</sup> Reviews were also done in 2004-2005, 2013-2014 and 2018-2019.

Student Engagement Committee			Combination of Internship and Career Center Liaison Committee, Library Advisory, Study Abroad Advisory, Summer Reading, URAC
CETAL + Writing Program Committee*		7	
Faculty Development Committee	2 members on Endowed Prof Cmte	5	
Institutional Review Board*		9	
Institutional Animal Care and Use Committee*		5	
Promotion and Tenure Committee*	2 members on Endowed Prof Cmte	5	
Endowed Professors Committee		1	Plus two from FDC, PAT
Hearing Committee		8	
Faculty Athletic Representative*		1	
Faculty Secretary		1	
Parliamentarian		1	
Nominating Committee		3	
All University Judiciary Committee (AUJC) + Academic Appeals*		5	
Calendar Committee	CC Chair		
		81	Total faculty/instructional staff

Please note that the following committees were not included in our discussion due to an expected reorganization after a Chief Diversity Officer search is hired: Campus Climate Assessment Committee, Faculty Committee on Diversity, Intercultural Fluency Committee, and the University Council on Diversity.

Current structure on pages 5-6.

## Current Model

Committee	Number of Faculty (current)	Concurrent Appts
Academic Appeals Board	3	
Admissions Committee	5	
All-University Judiciary Committee (AUJC)	5	
Assessment Committee	4	
Cadence Curriculum and Family Advisory Council	2	
Calendar Committee	1	
Campus Climate Assessment Committee (CCAC)	3	
Committee for a Sustainable Campus	4	
Committee on the Education of Teachers	11	
Council for Excellence in Teaching and Learning	5	
Council for Religious Life	2	
Council on University Programs and Policy (CUPP)	7	Chair serves on Cabinet
Curriculum Council (CC)	8	Chair serves on Calendar
Endowed Professors Committee	1	plus 2 from FDC, PAT
Faculty Committee on Diversity (FCD)	6	Chair serves on UCD
Faculty Development Committee	5	
Faculty Representatives to the Board of Trustees	2	
Faculty secretary	1	
Faculty Staff Recognition Committee	2	
Health Care Advisory Committee (HCAC)	5	
Hearing Committee	8	
Information Technology Governance Committee	2	
Institutional Animal Care and Use Committee	3	
Institutional Review Board (IRB)	8	
Intercultural Fluency Committee (IFC)	3	Chair(s) serve on UCD
Internship and Career Center Liaison Committee	4	
Library Advisory Committee (LAC)	5	
May Term Advisory Committee (MTAC)	4	
Nominating Committee	4	
Non-org Convener	1	
Parliamentarian	1	

Pre-Engineering Advisory Committee	4	
Pre-Law Advisory Committee	3	
Pre-Med Advisory Committee	4	
Promotion and Tenure Committee (PAT)	6	
Reflective Advising Committee	3	
Safety Committee	3	
Study Abroad Advisory Committee	3	
Summer Reading Committee	3	
Undergraduate Research Advisory Council (URAC)	4	
University Council for Diversity (UCD) 3-year term	2	
University Speakers Committee	2	
Writing Program Committee	3	
	157	

**Illinois Wesleyan University  
Faculty Meeting February 15, 2023  
Curriculum Council Report**

Curriculum Council (CC) has met three times since the last Faculty meeting.

CC spent the majority of its time discussing course proposals and a proposal for a new major. CC also discussed motions regarding 1) whether all English as a Second Language (ESL) exams currently accepted by Admissions should also fulfill Second Language Shared Curriculum requirements and 2) whether ROTC classes should be able to be transferred in for course credit towards graduation and count towards a student's GPA. CC will also begin discussing a constituent request to potentially streamline the process for submitting courses for Shared Curriculum (Gen Ed) credit. The current timeline/process makes it especially hard for classes taught by new visiting Faculty and adjuncts to receive Shared Curriculum (Gen Ed) credit before students register for classes.

Respectfully Submitted,

Joe Williams  
Chair of Curriculum Council



## Overview:

IWU admissions accepts the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), the DuoLingo English Test, GTEC, and PTE (Pearson English Language Test) for admission of students whose native language is not English (Catalog, p. 22). **PLEASE NOTE that the DuoLingo English Test is not the same as the app-based language learning program**, although they are created by the same company. This motion updates Catalog language to allow the DuoLingo English Test, GTEC, and PTE to count as evidence that bilingual students have met the spirit of IWU's second language requirement.

## Motion:

**The Curriculum Council moves to update the list of exams that students whose native language is not English can use to meet their second language Shared Curriculum requirement.**

University Catalog (2022-23, pp. 82 is used in this motion)  
New language is **bold and red**; removed language is ~~struck through~~

Catalog p. 98

1) They ~~were required to take~~ **met the IWU requirements for admission via exam.** ~~for admission.~~

Catalog p. 115

1) They ~~were required to take~~ **met the IWU requirements for admission via exam.** ~~for admission.~~

## Rationale Q&A:

**What is the problem?** (as explained by Beth Milsteadt via email Sept. 21, 2022)

"Eighteen of our incoming Fall 2022 international students... are in a difficult situation due to a difference in IWU's Admissions requirements and graduation requirements.

International students have the option of IELTS, TOEFL or Duolingo as part of their application. (catalog page 22) For students who take the IELTS or TOEFL, those results also meet the Second Language requirement for the shared curriculum. Most of our majors require third

## CC Proposal re: DuoLingo English as Second Language

semester proficiency in a second language and the TOEFL and IELTS test results meet that requirement.

However the faculty guidelines in the catalog do not include DuoLingo as an option for meeting the Second Language requirement. (catalog page 115) For the students who took the DuoLingo test and are not able to test in one of the languages that IWU offers in order to meet the requirement with the placement test, it becomes more complicated.

- Students can provide a transcript from a secondary school where the primary language of instruction was not English. This means they would also need to provide proof of some type that instruction was not in English.
- Students can provide proof that they completed more than four years of study in a single language other than English. This can be difficult for students because they need to provide proof of five years of language study. The student is in the situation of trying to find documents from their "eighth grade" year of school."

Therefore, it is student-centered to align our second language Shared Curriculum requirements with our admissions requirements for students whose native language is not English.

### **Why does admissions accept the DuoLingo English Test and other exams beyond the TOEFL and IELTS?** (as reported by Kasey Evans via email Sept. 23, 2022 and Dec. 7, 2022)

(Sept. 23, 2022) "I believe the International Committee added DuoLingo due to the research surrounding its efficacy for English proficiency standards and guidelines. The results of their test show high correlation to the results of TOEFL and IELTS (in fact, we changed our acceptance band for scores based on their newest research and the correlation to TOEFL and IELTS).

You can find the information for Universities here: <https://englishtest.duolingo.com/edu>

We join many highly respected schools in accepting this test, including Yale, Bowdoin, Johns Hopkins, and Columbia.

Further research can be found here: <https://englishtest.duolingo.com/research> "

(Dec. 7, 2022) "GTEC is a test specifically for Japanese students that was approved by the International Committee in 2019. With our exchange program with Keio University in place, it is a positive offering to make available to students from Japan.

PTE is the Pearson English Language Tests. These were just approved last year. The highlights for this test are that it was founded and grounded in academic research and is reported as a more objective test than some of the others we accept. The reported reliability estimates for PTE exceed those of IELTS and TOEFL, which we already accept. Fact sheet can be found here:

[https://assets.ctfassets.net/yqwtwibiobs4/MQ4WQcgfmSb68q4nRnjNp/5fe28b7c5b72c96cc6d0100938d37dc7/2021\\_PTEA\\_Factsheet\\_Institutions\\_Objective.pdf](https://assets.ctfassets.net/yqwtwibiobs4/MQ4WQcgfmSb68q4nRnjNp/5fe28b7c5b72c96cc6d0100938d37dc7/2021_PTEA_Factsheet_Institutions_Objective.pdf) "

## OVERVIEW

The purpose of this military science motion is to address inequities in how IWU treats military science courses and the students who take them. This motion adds the appropriate amount of academic credit to individual courses in the IWU catalog and removes catalog language that military science courses cannot count towards graduation or be included in GPA calculations.<sup>1</sup> This will also allow military science courses to transfer to IWU. See below for rationale Q&A.

## MOTION

**The Curriculum Council moves to allow students to receive credit towards graduation for military science courses, commensurate with the ISU semester hours taught for each military science course, and to have those courses count in their GPA calculation.**

Summary of Military Science Courses in the IWU Catalog (2023-24, pp. 231-232) with proposed credit units.

Course # and Title	Current IWU Catalog Course Description (other CC action forms request an update to these descriptions)	Proposed units (based on <a href="#">ISU's semester hours</a> )
ROTC 101, Introduction to Leadership: Individual Effectiveness.	Introduction to leadership from perspective of the member of an effective organization. Self-enhancement skills such as time management techniques, problem solving and decision-making processes, and health enrichment actions. Offered each fall.	0.25 credit unit (ISU sets this course at 1 semester hour, with 12 semester hours being a full semester load)  Taught on both ISU and IWU campuses
ROTC 102, Introduction to Leadership: Teamwork.	Basic leadership fundamentals, principles, and experiences. Relevant for all organizational leaders. Purpose is to examine how the individual organizational member and the team are affected by leaders and leadership decisions. Offered each spring.	0.25 credit unit  Taught on both ISU and IWU campuses

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<sup>1</sup> A separate set of motions updates the catalog descriptions for the ROTC courses and answers basic questions about the courses. Because these courses exist in the catalog and have for nearly 40 years, these motions cannot ask the faculty to add the courses to the catalog. IWU's consortial agreement with ISU means we cannot remove them at this point. The motions instead provide the information required for new courses and update the course descriptions to reflect the current pedagogy of the courses.

ROTC 111, Applied Leadership I.	Provides in-depth and critical assessment of the role, functions and traditions of U.S. commissioned officers. Offered each fall.	0.5 credit units  (ISU sets this course at 2 semester hours, with 12 semester hours being a full semester load)  Taught on ISU campus
ROTC 112, Applied Leadership II.	Provides more in-depth and critical assessment of leadership within American society. Students are challenged to learn and apply leadership principles. Group research projects designed to research, examine, and analyze leaders and leadership within community context. Offered each spring.	0.5 credit units  Taught on ISU campus
ROTC 220, Advanced Leadership and Tactics I.	Provides general knowledge and understanding of advanced leadership principles, small unit offensive operations, land navigation, and the operating systems. Prerequisite: Consent of instructor. Offered each fall.	0.75 credit units  (ISU sets this course at 3 semester hours, with 12 semester hours being a full semester load)  Taught on ISU campus
ROTC 221, Advanced Leadership and Tactics II.	Provides knowledge and understanding of advanced combat leadership techniques, small unit defensive operations, patrolling, and land navigation. Prerequisites: AROTC and MSC 220 or consent of instructor. Offered each spring.	0.75 credit units  Taught on ISU campus
ROTC 240, Advanced Applied Leadership I.	Fundamental concepts of military justice; principles of courtmartial and nonjudicial punishment; staff principles and procedures in the Army organizational structure. Prerequisite: AROTC Advanced Course or consent of instructor. Offered each fall.	0.75 credit units  Taught on ISU campus
ROTC 241, Advanced Applied Leadership II.	Introduction to professionalism and military professional responsibility. Provides students with a capstone experience in leadership	0.75 credit units  Taught on ISU

	studies before their transition to officership. Prerequisite: AROTC Advanced Course or consent of instructor. Offered each spring.	campus
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CATALOG UPDATED LANGUAGE (IWU Catalog 2023-24)  
(added words in red, deleted words struck through)

pg. 79

~~"All GPA calculations for probation and disqualification are exclusive of military science courses.~~ Students who have been academically disqualified may apply for readmission to the University only through the Registrar's Office and must complete the Petition for Reinstatement to study at the University."

pg. 83

"All transfer students (including those transferring in with the IAI GECC package) must have a 2.00 cumulative grade average for all college work ~~(exclusive of military science)~~, and for all work completed at Illinois Wesleyan, in order to qualify for an undergraduate degree. Courses with grades of less than C will not be accepted for transfer."

pg. 84

"1. Grade average of 3.50 or higher for courses taken during the grading period ~~(exclusive of military science courses)~~."

pg. 85

"These honors are based on the final cumulative grade average for Illinois Wesleyan coursework according to the following scale ~~(exclusive of military science)~~."

pg. 231

"The goal of the Army Reserve Officers' Training Corps (ROTC) is to commission college graduates into the Active, National Guard, and Reserve components of the Army. Military Science classes are conducted on Illinois State's campus (with the exception of ROTC 101/102 which are taught on IWU's campus). ~~Military science classes are recorded on students' transcripts, but they are not figured in the students' GPA. No military science credit is granted towards graduation or other university requirements.~~"

## RATIONALE

### **Q: What is IWU's history with military science courses?**

In 1985, IWU entered into a Memorandum of [Agreement with ISU](#), signed by President Robert S. Eckley, to share courses for the purpose of enrolling students interested in ROTC leadership and scholarship opportunities. That agreement stipulated that IWU would:

“Accept the grades awarded by the Department of Military Science at Illinois State University for inclusion in the student's official grade record and grant appropriate academic credit for the successful completion of ROTC courses.

**Where minimum requirements for academic degrees are completed with mandatory courses, and no credit time remains for military science courses, military science courses will necessarily be excess to those degree requirements.** Military science grades will, however, apply towards a student's overall grade average and will appear on student transcripts.”

At the time, IWU’s faculty objected to awarding academic credit for the military science courses and to the way Pres. Eckley implemented the program (see the [archival research completed by Prof. Miner](#) for details). As a result, IWU’s catalog has never offered academic credit for the Military Science courses (see the [1984 discussion here](#): the motion was defeated by two votes (37 yes, 39 no, 7 abstentions)). The [Memorandum of Agreement](#) with ISU was reaffirmed by Provost Mark Brodl in 2019, without the language bolded above and with the addition that Military Science 101 and 102 would be taught on IWU’s campus and the more advanced Military Science courses would continue to be taught on ISU’s campus.

Since these Memoranda, IWU has entered into other agreements with institutions to offer courses for our students and created other sorts of leadership courses, which creates inequity between our new offerings and the military science agreement with ISU.

**Q: How does this motion bring military science courses in line with how IWU fulfills agreements with other institutions?**

IWU now has agreements with other institutions or consortia wherein the courses are entered into the IWU catalog and/or Banner either with individual course numbers (e.g., LCMC courses will do; this is currently under review in CC) or under an umbrella special topics code (e.g., Bradley second language courses (ML) or Barcelona Program courses (BARC)). These courses count toward IWU graduation requirements and their grades are calculated in the GPA, whereas military science courses are not.

**Q: How does this motion bring military science courses in line with other types of skills or leadership courses at IWU?**

IWU students receive credit for leadership courses such as UNIV 200 (Writing Center Peer Tutoring Colloquium) and 202 (Inclusive Mentorship Colloquium), but not for leadership courses in military science listed in IWU’s catalog. Similarly, some departments have reflective advising courses that help their majors focus on professional development, such as BIO 390 (SEED, 0.25 units repeatable). There is also a “Gateway lab” being explored that focuses on organization and study skills, which is also the focus of ROTC/MS 101 Introduction to Leadership: Individual Effectiveness. If we grant academic credit for some of these skills and leadership courses, we should not discriminate against similar skills taught in military science courses.

**Q: How is this motion student and mission centered?**

First and foremost, this motion respects the choice of students who decide to pursue a career in military science by enrolling in the program offered by IWU, in partnership with ISU since 1985. Granting academic credit for military science courses would deal fairly with these students, who

are currently required to take it over and above their usual coursework. This again requires them to take May/summer courses, or regular overloads in order to complete their degrees in a timely manner, which may not be sustainable for all students. Because the courses are recognized in the IWU 2023-24 Course Catalog (pg. 231-232) and some are even conducted on-campus, it seems more equitable that IWU recognize them as counting towards graduation requirements.

These courses collectively build curricular goals of understanding ethical military action, oral and written communication, critical thinking, strategic planning, team building, and development toward a profession, many of which goals are shared by the [IWU Mission Statement](#).

**Q: How does this motion improve equity for transfer students?**

Allowing military science courses to carry credit and to count in the GPA deals fairly with transfer students who enter IWU with military science courses from another institution. Currently, a student transferring to IWU with military science credits may find that they are further from graduation than they thought and may need to take additional courses to "catch up". This is not an equitable situation, as some students may not be able to afford the additional expense of May or summer courses that would be required to fill in missing credits. If students are notified about this prior to enrollment, it is likely that they will not transfer to IWU at all.

**Q: How many students are affected by this motion?**

Since 2019, 13 students have taken ROTC 101 and 102 on IWU's campus ([see the summary chart here](#)). 6 IWU students went on to take advanced military science courses at ISU since 2019. While we don't track students who have requested military science transfer credit, Beth Milsteadt (Assistant Registrar for Transfer Articulation and Programs) reviewed her emails from 2019 to present and had at least 7 students ask her about transfer credit for military science courses with one who canceled her deposit upon learning IWU's current policy.

**Q: How do our peer and aspirant institutions treat military science credit?**

This motion would bring IWU practices more in line with those of peer/aspirant universities. Out of 30 [peer, aspirant, and cross-admit institutions](#), none adopted the position that IWU does of supporting ROTC via a "cross-town" agreement, but not counting the courses towards graduation. One peer/aspirant listed military science courses as something that typically do not count towards graduation, while one limited the number and type that could count towards graduation. However, from what we could find, neither of these institutions supported ROTC programs on campus or via a cross-town agreement. Nine of our twelve major cross-admit universities had some form of military science or ROTC program on campus,<sup>2</sup> whether an ROTC program (most common), a military science department, and/or a military science minor (least common). This shows that students who look at our university are primarily looking at universities that also support ROTC and military science programs. Three of our seven "new peer" institutions support cross-town ROTC programs, with two specifically stating that military science courses count towards graduation requirements. Finally, one of our twelve peer/aspirant institutions supports ROTC and clearly specifies that the coursework counts towards graduation. All others (3 cross-admit institutions and 13 peer/aspirants) included no specific language limiting or restricting military science courses from counting towards graduation. In summary:

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<sup>2</sup> Note that [Bradley](#) and ISU share an agreement that the ISU Military Science faculty will offer ROTC courses to Bradley and IWU students.

## Military Science Motion

- o Military science does not count or is limited in counting towards graduation, no military science present on campus = 2 peer/aspirants (6% of schools examined)
- o Military science present on campus = 9 major cross-admits, 3 new peers, 1 peer/aspirant (41% of schools examined)
- o Military science not present on campus, but military courses not explicitly restricted = 3 major cross-admits, 4 new peers, 9 peer/aspirants (50% of schools examined)
- o Military science present on campus, but does not count towards graduation = 1 IWU (3% of schools examined)

### **Q: Who worked on this motion?**

This motion was drafted by two members of the Transfer Policy Task Force (Summer 2022): Aaron Wilson (elected Faculty Representative, outgoing CC Chair) and Amy Coles (Task Force Chair, Associate Dean for Curriculum and Instruction). The remaining members of the Task Force discussed the idea before the motions were drafted: Chris Schumacher (elected Faculty Representative, Athletics), Leslie Betz (Registrar), Becky Roesner (Associate Provost), Mark Brodl (Provost), and Abbie Kerr (Associate Dean for Scholarly and Creative Work).



## **Proposal to Establish a Public Health Major at IWU**

***The Curriculum Council moves that the faculty approve a new major in Public Health offered by the School of Nursing and Health Sciences***

### **I. Background**

#### **Public Health as a Field of Study**

Nationally, Public Health has grown in recognition as a unique interdisciplinary field of study. Emerging largely in the early 1980's, Master's degrees in Public Health (MPH) were offered at only 20-30 campuses nationwide, and have proliferated ever since. Public health programs at both the baccalaureate and masters' level are accredited by the Council on Education for Public Health, an agency whose authority is recognized by the Department of Education. The Council on Education for Public Health accredits both on-campus master's in public health (MPH) programs and online MPH programs. There are about 60 accredited schools of public health and more than 100 total accredited public health programs. There are more than 180 accredited online MPH programs with varying concentrations; some of which do not require applicants to submit GRE scores. According to Erwin et al., the growth in public health undergraduate degree programs has been remarkable as well, with the number of degree conferrals increasing from 750 in 1992 to 6500 in 2012 and 13,000 in 2016.

#### **Why Public Health? What Will Those Getting a Baccalaureate Degree Do With It?**

By focusing on the promotion of health, prevention of disease, and protection against illness, public health focuses on ensuring society's interest in the conditions in which populations can be healthy. The ability of public health to blend multiple disciplines into a mission to work together to uncover the underlying causes and risk factors of complex health problems is what makes the field unique. While the field of medicine traditionally has focused on treatment of disease and injury, public health focuses its efforts upstream, aiming to prevent the disease or injury in the first place. Based in a social justice philosophy, the field views health as a collectivist ideal, that all of society benefits when the population is healthy, and all of society is burdened when the population is unhealthy. Those with public health degrees work tirelessly around the world, helping to ensure we have nutritious and safe food to eat, have clean water to drink, have higher quality air to breathe, and have access to a broad range of services to promote human health. Interventions that range from health protection services like vaccines and food safety inspections to health promotion services like education campaigns and social marketing interventions, our students will receive foundational education to prepare them for advanced study on a more specialized and immersive graduate degree or prepare them to enter the workforce in the field of public health.

A bachelor's degree in public health prepares students to enter the workforce in any number of jobs that fall under the public health umbrella. Most of these jobs will focus on

disease prevention, and the promotion and protection of health of a community either through education or as a policy advocate. The degree also serves as a great preparatory program for more advanced study, either for the traditional MPH degree or other allied health professional degrees (pre-medical and pre-dental). Common career paths after completing the bachelor's in Public Health might include such government job titles as Environmental Health Inspector, Community Health Worker, Health Education Specialist, Emergency Response Planner, Public Health Advocate, Disease Prevention Specialist, Communicable Disease Investigator, Contact Tracer, and Public Health Planner. A degree in Public Health also has more far-reaching applications beyond government agencies. Bachelor's degree holders are most likely to work in the for-profit sector (34% of those working full-time) or in health care (28%), while 11 percent pursue careers in the non-profit sector (Alonso, 2023). Many bachelor's prepared graduates working in healthcare now are helping this field become more thoughtful about the social determinants of health and how those determinants contribute to the rising cost of medicine. Altogether, about 37 percent of the public health workforce currently has bachelor's level training (NACCHO, 2017).

### **Why A Baccalaureate Education in Public Health is Important**

Nelson-Hurwitz et al. (2021) has documented that the demand for public health workers is anticipated to increase over the next 5 years as states attempt to recover from the COVID-19 pandemic. Challenges in the educational pipeline (e.g., retiring workforce and insufficient local training) have been consistently noted. The need for both specialist (e.g., MPH trained professionals) and generalist (BA or BS trained professionals) graduates is apparent as public health is increasingly promoted in schools, communities, and other places aside from the clinical setting.

Bachelor's preparation in Public Health was recently discussed in a Jan 6, 2023 article entitled "Could Undergrads Save the Public Health Workforce?" (<https://www.insidehighered.com/news/2023/01/06/public-health-majors-grow-more-1000-percent>). This article noted that those in the Public Health workforce with an undergraduate degree has jumped by more than 1100% between 2001 and 2020. The article, based on a recent study that was the first to analyze the popularity of undergraduate public health majors, reflects the mounting interest in public health fueled by the COVID-19 pandemic. The pandemic underscored the vital importance of the work and the dire need for more public health professionals in a time of crisis. Ruby H.N. Nguyen, one of the study's authors and the director of the University of Minnesota's new undergraduate public health program, slated to open this fall, said one factor driving the surge is a newfound awareness among young people of the systemic health disparities that impact their communities day to day.

In what Turnock (2006) referred to as an "uncommon culture and bond," the foundation for public health relies heavily on collaborations and partnerships. This multidisciplinary approach is unique among professions. In fact, the vast majority of the workforce do not

have formal training in public health (Yeager, et al., 2019). Public health, as practiced, is made up of a vast array of health and other professions. This may include nurses, sanitarians, health educators, nutritionists, dentists, accountants, social workers and physicians that all have been trained in their unique fields, but very few are able to see how their own field contributes to a greater mission. In other words, baccalaureate preparation with a major in public health weaves together courses across the University in multiple disciplines to contribute to the health of the local, national, and global communities.

It has been documented by Sellers et al. (2015) that only a small portion of the public health workforce (14%) has had any formal education in public health. In fact, in 2017 only 4.2% of state and local health department employees had an undergraduate public health degree. The growth in undergraduate education expands the potential for having more public health employees with formal training in public health compared with earlier years when formal training was limited to those with a MPH, DrPH, or PhD. Even when the graduate with a bachelor's degree in public health does not work for a governmental health agency but rather some other entity within the larger public health system, we will have a more public health-informed workforce.

### **History of Public Health Study at IWU**

The School of Nursing started at IWU in 1902, one of the earliest nursing preparatory programs in the Midwest. By 1990, a Health Minor and Human Services Minor were initiated on campus, and in 2021 the Minor in Public Health was established, effectively expanding the School of Nursing to become the School of Nursing and Health Sciences. There are now 11 full-time faculty, 5 full-time professional staff, and 11 part-time clinical and adjunct faculty.

### **Current Public Health Minor at IWU**

As part of the current public health minor (see proposed revisions to maintain consistency between major/minor), students are required to take 3 core courses to provide foundations of public health, concepts of health and disease, and opportunities for promoting and protecting public health. Courses incorporate an understanding of the socioeconomic, cultural, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities. These core courses include: HLTH 101: Introduction to Public Health, HLTH280: Perspectives in Global Health, and SOC 305: Medical Sociology. Students are also asked to select one course from a category of classes focused around Population Health and Disease, one course from a category of classes focused around Public Health Environmental Issues, and one course from a category of classes focused around Public Health Engagement and Policy Informed Action. This list of courses, all available at IWU, include:

***Population Health and Disease (Choose one of the following):***

ENST 270/370	Special Topics (when approved by the program director)
HLTH 350	Drug Abuse
HLTH 351	Abuse in America
HLTH 310	Special Topics (when approved by the program director)
PSYC 353	Mental Health and Aging
SOC 270/370	Special Topics (when approved by the program director)

***Public Health Environmental Issues (Choose one of the following):***

CHEM 234/ENST234	Environmental Chemistry and Toxicology
PSYC 355/ENST 355	Psychology and the Environment
SOC 367/ENST 367	Environmental Sociology

***Public Health Engagement and Policy Informed Action (Choose one of the following):***

ENST/PSCI 260	American Environmental Politics and Policy
HLTH 397	Practicum/Internship in Health
HLTH 452	Independent Study
PSCI 282	American Health Policy
SOC 340	Social Movements and Politics in the US

The minor in Public Health also included some highly recommended courses that included but were not limited to the following:

ENST 200	Intro to Geographic Information Systems
PSYC 227	Statistics
SOC 225	Methods of Social Research
SOC 345	Intersectionality
PSCI 395/SOC 395	Action Research Seminar
PSCI/SOC 398	Grant Writing

## **II. The Proposed Major**

### **Summary of the Major Sequence**

All students majoring in Public Health are required to complete 7 specified core courses selected to provide students with a breadth of understanding of the collaborative public health field. These core courses include the following:

#### **Foundations of Public Health (required):**

HLTH 101 Introduction to Public Health

\*HLTH 200 Epidemiology

\*HLTH 204/PSYC 204 Health Psychology

HLTH 280 Perspectives in Global Health

JOUR 315 Public Relations and Strategic Communication

\*HLTH 340/PSCI 340 Program Planning and Evaluation

\*HLTH 490 Practicum

*\*Denotes new courses to be added*

In addition, students will select one course from a category of classes focused around Population Health and Disease, two courses from the category of Measurement and Evaluation, one course from a category of classes focused around Public Health Environmental Issues, and one course from a category of classes focused around Public Health Engagement and Policy Informed Action. At least 4 of the courses taken for the major must be upper division (300 level) or higher.

#### ***Population Health and Disease (Choose one of the following)***

HLTH 310 Special Topics (when approved by the program director)

HLTH 350 Drug Abuse

HLTH 351 Abuse in America

PSYC 353 Mental Health and Aging

SOC 305 Medical Sociology

#### ***Measurement and Evaluation***

*Choose one of the following courses in Statistics:*

PSYC 227 Statistics

ECON 227 Statistics for Business and Economics

*Choose one of the following courses in Research Methods:*

PSYC 300 Research Methods

SOC 225 Methods of Social Research

***Public Health Environmental Issues (Choose one of the following)***

ENST 200 Intro to Geographic Information Systems

ENST 231 Environmental Science in Action

ENST/CHEM 234 Environmental Chemistry and Toxicology

HLTH 310 Special Topics (when approved by the program director)

PSYC 355 Psychology and the Environment

SOC 367/ENST 367 Environmental Sociology

***Public Health Engagement and Policy Informed Action (Choose one of the following)***

SOC 201 Social Problems

PSCI 201 Law and Politics in States and Communities

PSCI 281 American Social Policy

PSCI 282 American Health Policy

HLTH 310 Special Topics (when approved by the program director)

SOC 340 Social Movements and Politics in the US

PSCI 398/SOC 398 Grant Writing

SOC 362 Social Welfare and Human Services

\*Students seeking a more concentrated program of study are encouraged to work toward a minor sequence option in any one of a number of campus-wide thematic areas, for example:

BADM:	Human Services Management
DASC:	Data Science
PSCI:	Political Science
PSYC:	Psychology
SOC:	Sociology

### **Rationale for the Collaborative Approach to the Major**

While this proposed major will live within the School of Nursing and Health Sciences, the major is uniquely collaborative in approach. As noted above, a multitude of fields are drawn together in pursuit of a common mission that has been described as an “uncommon culture.” Public health is unique in that the common link is a set of intended outcomes toward which many different sciences, arts, and methods can contribute. All are bound to common ends, and all employ somewhat different perspectives from their diverse education, training, and work experiences (Turnock, 2006). The challenge for any Public Health Program – but also its great strength in educating students who are able to grasp and grapple with real population health problems – is to provide students with a collaborative, multidisciplinary breadth of understanding and a depth of knowledge that unites all unique fields in an “All Hands on Deck” approach. Given the strengths of the University, and the interests of the students, a model that relies heavily on core courses from across the University will ensure excellent preparation to meet the demands of a career in public health, but will also support enrollment in all schools of the university.

### **New and/or Revised Courses Submitted in Support of the Major**

In developing the major, four new courses will be added that are fundamental to a proper depth of understanding of the field. These courses are:

*Health Psychology:* Health Psychology examines how psychological, social, and biological factors influence health and illness. This course provides an introduction to key areas of health psychology including stress and coping; psychosocial influences and determinants of health, pain, illness, and injuries; health disparities; nicotine and substance use; eating and exercise behaviors; and health-promoting behaviors, interventions, and prevention.

*Epidemiology:* Epidemiology is the branch of medicine which deals with the incidence, distribution, and control of a disease. In this course, students will learn and apply key concepts of epidemiology to multiple domains of public health. Students will learn how to use epidemiology to better understand, characterize, and promote health at a population level.

*Program Planning and Evaluation:* This course introduces basic concepts of planning and evaluation as fundamental tools of program design and development. Opportunities for theoretical and practical applications in the use of basic techniques are developed through

classroom exercises and class projects. This new course will satisfy the University's Writing Intensive requirement.

*Practicum:* This course will provide students with a professional project to be completed by the end of the term. The in-class sessions will meet bi-weekly (every two weeks) to discuss fundamental concepts centered around professional preparation for the workplace, e.g., resume writing, interviewing skills, professionalism, a book review, and discussion of projects.

### **Potential Resource Implications**

*Continued Development/Management of Program:* Dr. Dave Remmert will serve as the program head of the Public Health major. There are no course releases associated with this position for Dr. Remmert because the School of Nursing and Health Sciences follows the school director model. All personnel, scheduling, and transfer/articulation will be the responsibility of the Director and/or Associate Director of the School of Nursing and Health Sciences.

### **III. Responses to Questions for All New Majors**

- ***Upon what are your program requirements based? (Are they recommended by external evaluators, supported by a survey of similar programs, externally mandated, etc.?)***

The program requirements are supported by a survey of similar programs at other schools that offer a baccalaureate degree in Public Health. In addition, the most notable accreditation body, the Council for Education in Public Health, has published an expectation of standards of such programs as follows:

The Council on Education for Public Health is the most widely recognized accreditation body for Baccalaureate and Graduate Public Health Education. This body has noted that "the requirements for the public health major or concentration provide instruction in the domains listed below. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major. The program may identify multiple learning experiences that address a domain. Domains listed do not each require a single designated course).

1. The concepts and applications of basic statistics,
2. The foundations of biological and life sciences and the concepts of health and disease,
3. The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society,
4. The basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice,
5. The concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations,



6. The underlying science of human health and disease including opportunities for promoting and protecting health across the life course,
7. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities,
8. The fundamental concepts and features of project implementation, including planning, assessment, and evaluation,
9. The fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries,
10. Basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government,
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.”

The proposed major coursework described here follows these standards.

Because the survey of other universities with a baccalaureate degree in Public Health and the Council on Education for Public Health accreditation standards drove the course requirements, it naturally looks slightly different from the original minor in Public Health that was implemented on the IWU campus in 2021. While consideration was given to the minor, it was deliberate that this major proposal was developed to ensure that the major clearly and adequately represented the accreditation standards.

Some courses are listed as electives for the minor and are not listed in the proposed major as electives. The courses were omitted because some are no longer offered, or are only offered occasionally. These courses have the potential to be offered in the future and may be added as electives to the major. Revisions to the minor are included as a separate proposal and more closely align the programs of study.

- ***If you are proposing a new major or concentration, what are the student learning outcomes for the proposed major or concentration?***

(While precise outcomes are still in development, they will be ready for assessment committee review when the appropriate time comes.)

Graduates with a Major in Public Health will be able to:

1. Paraphrase the history and philosophy of public health
2. Define the core values, concepts, and functions of public health in the United States and globally
3. Use public health data to prioritize health concerns
4. Apply concepts of population health
5. Explain human health and disease across the lifespan

6. Identify the determinants of health
7. Explain the fundamental characteristics and functions of the United States healthcare system
8. Summarize basic concepts of health policy, law, ethics, and economics
9. Create oral, written, and electronic communication using a variety of media for diverse populations
10. Locate, use, evaluate and synthesize public health information
11. Prioritize protection and promotion of the public's health at all levels of society

- ***Is staffing sufficient? What staffing will be needed to cycle through all the required courses?***

The proposed major does not require any additional tenure-line faculty. We have carefully considered faculty resources and developed a proposal which is nearly resource neutral. The major will require the addition of four new courses which will be taught utilizing existing faculty. The School of Nursing and Health Sciences is currently developing the regular rotations of Public Health faculty teaching schedules. The proposed curriculum may involve increasing the frequency upon which each course is taught if student demand is seen. A verbal agreement has been obtained from all chairs involved in all course offerings proposed in the major.

- ***Is there sufficient student interest? How do you know?***

A news story in 2020 captured that enrollment in schools of public health amid the pandemic was going up (Source: <https://abcnews.go.com/Health/wireStory/public-health-programs-surge-students-amid-pandemic-74246218>). Within one year of the public health minor being established, there are six students on campus with declared public health minors.

In 2008 the Association of Schools and Programs in Public Health warned that by 2020, 'the nation will be facing a shortfall of more than 250,000 public health workers (Stat News, 2020).' The organization called to greatly expand the public health workforce by increasing federal funding to state health departments to promote worker training; enumerate and identify current and future needs of the public health workforce; and establish a U.S. Global Health Service to coordinate U.S. efforts to build a workforce prepared to meet international health needs. In addition, since 2014, there has been a 41% increase in the proportion of the governmental public health workforce planning to leave their jobs, with approximately half considering leaving within the next five years.

Current data from IWU Admissions (as of January 2023) indicates that there are approximately 150 prospective students for Fall 2023 who have listed Public Health in their top three choices for a major. Fifty one of these students have indicated Public Health as their top major of interest.

The interest in Public Health is especially salient right now as a result of COVID-19. The general public now understands public health and how it functions. The University has an opportunity to capitalize on this growing interest.

- ***Does the new program overlap with existing programs? If so, please justify the duplication/overlap.***

The public health major *does not* overlap with existing programs. The School of Nursing and Health Sciences already has a minor in Public Health and the major program of study expands the degree options for students and utilizes a collaborative approach through other departments across the campus.

- ***Are any courses required or recommended outside your department/program? (If so, has the other department/program been consulted, and do these colleagues agree?)***

Noted above, the Major in Public Health incorporates courses in other departments across campus, including Psychology, Political Science, Sociology, English, Economics and Environmental Studies. As is required of all new majors, these department chairs have been consulted and they have endorsed the major. In addition, a meeting with department chairs and faculty representatives from each of these departments has been planned for February 1, 2023 to solidify verbal agreement of course offerings and planning.

- ***Explain how the library, computer, media or other resources are or are not adequate. (If resources are not adequate, please indicate how the 22-23 CC Handbook 4 will be acquired.)***

Library and media resources are adequate given that the School of Nursing and Health Sciences already exists.

## **New Major in Public Health**

### **Proposed Catalog Language (*adapted from language for the public health minor*):**

This interdisciplinary program will provide the knowledge and skills needed to contribute to local, state, national, and global public health initiatives in a wide variety of settings. The public health program adheres to Council on Education for Public Health standards and is firmly rooted in the scientific exploration of public health. The program will combine academic offerings from courses in the areas of english, economics, chemistry, environmental studies, health, political science, psychology and sociology.

Students completing the major will complete a total of 12 courses and will take 7 courses from the Core Courses. Courses in the core provide foundations of public health, concepts of health and disease, and opportunities for promoting and protecting public health. Courses incorporate an understanding of the socioeconomic, cultural, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities. At least 4 of the courses must be upper division (300 level) or higher.

#### **The Public Health Core**

- 1) HLTH 101: Introduction to Public Health (LSI, U)
- 2) HLTH 200: Epidemiology
- 3) HLTH 204/PSYC 204: Health Psychology
- 4) HLTH 280: Perspectives in Global Health (G)
- 5) JOUR 315: Public Relations and Strategic Communication
- 6) HLTH340/PSCI 340: Program Planning and Evaluation (W)
- 7) HLTH 490: Practicum

In addition, students will select one course from a category of classes focused around Population Health and Disease, two courses from the category of Measurement and Evaluation, one course from a category of classes focused around Public Health Environmental Issues, and one course from a category of classes focused around Public Health Engagement and Policy Informed Action.

#### ***Population Health and Disease (Choose one of the following)***

HLTH 310 Special Topics (when approved by the program director)  
HLTH 350 Drug Abuse  
HLTH 351 Abuse in America  
PSYC 353 Mental Health and Aging  
SOC 305 Medical Sociology

#### ***Measurement and Evaluation***

*Choose one of the following courses in Statistics:*

PSYC 227 Statistics  
ECON 227 Statistics for Business and Economics

*Choose one of the following courses in Research Methods:*

PSYC 300 Research Methods  
SOC 225 Methods of Social Research

***Public Health Environmental Issues (Choose one of the following)***

ENST 200 Intro to Geographic Information Systems  
ENST 231 Environmental Science in Action  
ENST/CHEM 234 Environmental Chemistry and Toxicology  
HLTH 310 Special Topics (when approved by the program director)  
PSYC 355 Psychology and the Environment  
SOC 367/ENST 367 Environmental Sociology

***Public Health Engagement and Policy Informed Action (Choose one of the following)***

SOC 201 Social Problems  
PSCI 201 Law and Politics in States and Communities  
PSCI 281 American Social Policy  
PSCI 282 American Health Policy  
HLTH 310 Special Topics (when approved by the program director)  
SOC 340 Social Movements and Politics in the US  
PSCI 398/SOC 398 Grant Writing  
SOC 362 Social Welfare and Human Services

**Promotion and Tenure Committee  
Committee Report  
Faculty Meeting - February 15<sup>th</sup>, 2023**

**PAT membership - Spring 2023:**

Zahia Drici (Chair - continuing), Amanda Hopkins (continuing), Adriana Ponce, Jean Kerr (continuing), Tyler Schwend, Jim Simeone (Vice Chair), Mark Brodl (ex-officio).

PAT met seven times since the January faculty meeting. The Committee is in the process of reviewing annual self-evaluations and will soon start the review of major pre-tenure cases. At the January 25<sup>th</sup> faculty meeting, the Committee presented to the faculty the revised language of Motions 1 and 2 pertaining to PAT membership for a vote at the March 8<sup>th</sup> faculty meeting. See the attachment for Motions 1 and 2 to amend Chapter II of Faculty Handbook -Section 5 of Article III.

PAT will resume its work on (i) Motion 3 to revise the *Evaluation Calendar for Tenure and Advancement* (Chapter IV, Section C part 4) pertaining to the external referees' letters and (ii) the Instructional Staff carry-over agenda item after the review of the major pre-tenure cases are completed.

Respectfully submitted,  
Zahia Drici

**Motions 1 and 2 to Amend Section 5 of Article III: Faculty Organization in Chapter II pertaining to the Promotion and Tenure Committee.**

As a result of a visiting faculty being nominated for PAT membership in Spring 2022, and recognizing that the Nominating Committee is hard pressed to form slates for elective committees, PAT is bringing forth two motions (1) to clarify its membership eligibility and (2) to reduce by one its membership.

**Motion 1:** to insert “tenure-track” in the first sentence in *Chapter II- Article III- Section 5a of the Faculty Handbook*.

Current language:

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of six members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least five of the six members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Proposed Change:

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of six **tenured/tenure-track** members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least five of the six members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Rationale:

The majority of the work of PAT is to weigh the candidate’s case against the requirements of the promotion and tenure processes as outlined in the Faculty Handbook. Tenured/tenure-track faculty have experienced all (or at least some) of the developmental and evaluative processes. Nontenure-track faculty have not yet had the opportunity to engage in the promotion and tenure processes at IWU.

**Motion 2:** To reduce by one the PAT membership, i.e., replacing “six” with “five” in the first sentence in *Chapter II- Article III- Section 5a of the Faculty Handbook*, and adjusting the next sentence accordingly.

Proposed Change (if Motion 1 does not pass):

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of ~~six~~ **five** members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least ~~five~~ **four** of the ~~six~~ **five**

members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Proposed Change (if Motion 1 passes):

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of ~~six~~ **five tenured/tenure-track** members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least ~~five~~ **four** of the ~~six~~ **five** members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Rationale:

Last spring, a visiting faculty was added to the PAT slate, possibly because the Nominating Committee has been so hard pressed to form slates for elective committees. Reducing PAT membership by one will help alleviate this problem, especially considering the reduced number of tenure-track faculty.



**Committee Report**  
Faculty Development Committee  
Faculty Meeting Wednesday February 15, 2023

FDC has met three times since the January faculty meeting, focusing primarily on revisions to the 2023-24 FDC Handbook, McAllister & Quinn's grant-writing program, a request from CUPP to address sabbatical leaves, and planning the May Scholarship Renewal Program tentatively scheduled for May 8, 2023.

Respectfully submitted,

Kristine Nielsen

**Illinois Wesleyan University**  
**Faculty Meeting February 15, 2023**  
**Assessment Committee Meeting Report**

At the Assessment Committee meeting on January 25, 2023, committee members reported their reviews of Assessment Reports in Business and LSI (Gen Ed, and a review of a Yearly Update in IGS. The task of summarizing the aggregated file US Diversity was assigned to a committee member.

The chair provided updates of Spring 2023 participants for General Education and plans to follow up with relevant department chairs and assessment liaisons regarding assessment work.

Update on Assessment of Student Learning in General Education

In 2019-2020, the work of assessing student learning in General Education courses moved from Curriculum Council (CC) to the Assessment Committee (AC). The AC streamlined the process by introducing a faculty-friendly model where volunteers are solicited to assess three or four General Education categories using the original 5-year assessment calendar (see schedule below). The faculty develop their own respective measures or rubrics to assess category goals and produce a report that includes data and key findings. These reports are sent to the AC to produce an aggregate report on each category, which is then shared with CC. To deal with the disruptions of COVID and the need to show progress for our accreditation visit this past fall, the cycle was shortened to a single semester. With the completion of the spring 2023 semester, the AC will have completed a full cycle through the General Education categories and will resume a yearly schedule for each set. The AC wishes to thank all the volunteers who have participated in this important work over the past several years.

Year 1	Spring 2021	SI, LA, FR
Year 2	Fall 2021	GW, W, G, U
Year 3	Spring 2022	AV, LT, PE
Year 4	Fall 2022	LSI, LSL, PSI, LSI
Year 5	Spring 2023	CHC, AR, IT
Year 1	2023-2024	SI, LA, FR
Year 2	2024-2025	GW, W, G, U
Year 3	2025-2026	AV, LT, PE
Year 4	2026-2027	LSI, LSL, PSI, LSI
Year 5	2027-2028	CHC, AR, IT

Respectfully submitted,

Franklin Larey,  
Chair of the Assessment Committee

URAC report for February 15, 2023 Faculty Meeting

Due to incompatible schedules, URAC will conduct meetings asynchronously this semester.

## Deadline reminders

Eckley Scholarship:

**All materials are due to Tameka Myers, [tmyers1@iwu.edu](mailto:tmyers1@iwu.edu) y 4:30pm on Friday, February 17, 2023, and will be reviewed by the Undergraduate Research Advisory Committee. Awards will be announced before Spring Break.**

John Wesley Powell Student Research Conference

**Friday, February 24, 2023 by 5:00 p.m.**

Submit registration [here](#)

Respectfully submitted,

Bill Hudson

URAC Chair

## Recommendation on IWU's next LMS

To: CETAL

From: Anna Corvera, Gavin Leach, and Dan Roberts

As a group we reviewed Moodle 4.0, D2L/Brightspace, and Canvas. This included reviewing feedback and input from faculty and students. Our recommendation is that IWU adopts Canvas as the new institutional LMS, to be fully implemented by fall 2023. Below is a list of items that the committee used to determine the superiority of Canvas.

This recommendation is contingent upon the administration being able to provide substantial support for faculty to learn the new system, design new content as needed, and effectively migrate courses from the old system. This committee fully understands that switching the LMS will require significant work from everyone involved with teaching and learning, and we do not make this recommendation lightly.

### **Categories for consideration:**

Reporting capabilities

Training cost

User interface

Educational capabilities

Financial costs

Distance education

Customer client reviews

Third party integration

Industry outlook

**Reporting capabilities:** All LMSs collect data on student and instructor usage. Having the Canvas support team will help us with assimilating and interpreting this data. This is crucial to demonstrating that our online courses meet the [HLC criteria](#).

### **Training Cost:**

The training to start using Canvas is free and included in the [implementation package](#). The self-paced training course for students is 1.5-2 hours. There are also shorter video guides for students that want less training. The self-paced training course for faculty is 2-3 hours. About 65-70% of faculty will feel comfortable using Canvas with only this training. The current quote also includes six live one hour training sessions. The Canvas Training Services Portal is a collection of asynchronous training in three tiers which range from free to \$6000 annually. Tier 1 (free) will probably be enough for IWU. Canvas also offers a Certified Educator program (pay per head) on advanced pedagogy training on how to blend Canvas with some of the latest educational research. Participants earn a certification in six months.

Upgrading to Moodle 4.0 has no additional cost. There will be self-paced training available for students, faculty, and admins. Some will be comfortable navigating 4.0 on their own and some will want training. Moodle recommends that faculty join a free live weekly webinar which lasts three weeks and is offered every month—total time is 4.5-5 hours of work. This is guided instruction from the education team and a chance to talk to others who use Moodle and how they use it.

**User interface:** The ability to navigate through a website using icons, pathways, and links (commonly referred to as user-interface) is an important aspect of which software to choose. One of the common complaints of Moodle is its inability to be intuitive to the user. Many of its features are hidden beyond unnecessary or unknown “clicks”. The general consensus of the group is that Canvas provides a better user experience.

<https://www.softwareadvice.com/lms/canvas-instructure-profile/vs/moodle/>

<https://www.forbes.com/advisor/business/best-learning-management-systems/>

**Educational capabilities:** Canvas has all the necessary tools to offer a modern fully online course. All basic content types are supported. Fully supports accessibility. The [Canvas mobile app](#) is generally preferred over the [Moodle mobile app](#). Gradebook is easier to use than Moodle. Instructure (the Canvas company) now offers Custom Development Services in their standard package.

**Financial costs:** The annual cost is comparable to our current cost for running Moodle (\$40,000/year). 5-year contract. Initial annual cost is lower than our current Moodle annual cost, although yearly increases are baked into the contract. A [one-time transition fee](#) will be as low as \$9,000 and up to \$70,000—based on our specific needs for course migrations and instructor training we anticipate this cost to be around \$22,000.

**Distance education:** The ability to offer distance learning opportunities is becoming increasingly important to IWU. Additionally, the ability to effectively track and monitor “engagement” is a key component of accreditation criteria. After reviewing the analytical capabilities of the various LMS’s we feel like Canvas is our best option.

<https://www.overtsoftware.com/canvas-vs-moodle-vs-blackboard-vs-lms365/> Swerzenski, J. D. (2021). Critically analyzing the online classroom: Blackboard, moodle, canvas, and the pedagogy they produce. *Journal of Communication Pedagogy*, 4, 51-69.

#### **Customer Client Reviews:**

Canvas Case Studies: Champlain College & University of Wisconsin System

<https://www.instructure.com/canvas/resources/all/champlain-college>

<https://www.instructure.com/canvas/resources/all/university-of-wisconsin-system-case-study>

“Less than a quarter of Champlain’s on-campus faculty leveraged their previous LMS. With Canvas, over 80 percent do.”

“Canvas LMS has reduced workload on campus resources to create, maintain, and support customizations since the platform is centrally managed and any changes implemented are formally managed and transparent.”

“At UWS, onboarding instructors onto Canvas LMS is automatic, streamlined, and driven by data passed through the SIS integration.”

**Third party integration:** Some professors use third party integrations such as McGraw Hill, Pearson, Stukent, Kahoot, etc. Third party integration enables professors to utilize resources, such as grade transfer, external references, video, and digital textbook material, to their maximum capability. Evaluating the various LMS’s based on this criteria, the group has decided that Canvas is the best choice for integration with these softwares.

[https://www.pcmag.com/picks/the-best-lms-learning-management-systems?test\\_uuid=02cRJYkCqD0UO6tw1ne6Y2l&test\\_variant=a](https://www.pcmag.com/picks/the-best-lms-learning-management-systems?test_uuid=02cRJYkCqD0UO6tw1ne6Y2l&test_variant=a)

**Industry Outlook:** Canvas has the largest market share with 34% of US and Canadian higher ed institutions, followed by Moodle at 21%. D2L has 14%. Canvas has had consistent growth over the past decade while Moodle’s market share has been decreasing.

<https://philonedtech.com/state-of-higher-ed-lms-market-for-us-and-canada-year-end-2021-edition/>

Canvas claims they have never lost a client. Some institutions that use Canvas include ISU, U of I, Carroll, North Park, and Harvard.

Dear Faculty Colleagues,

Again, I apologize that I will be traveling for this week's faculty meeting. I had hoped to connect via Zoom, but I will be on a flight at that time.

Since our January meeting, the Executive Committee of the Board of Trustees held a meeting, via Zoom, on February 2. For the most part, the Committee heard updates from the Vice Presidents, reporting on their respective areas. Feedback indicates that the board members felt the meeting was productive, and they are pleased by a number of positive developments, such as our high level of student retention and the level of satisfaction indicated by our first-year student survey.

Another highlight was the report from Vice President for Enrollment and Marketing, LeAnn Hughes, showing very substantial increases over last year in both our student applications and in the students we have been able to admit. With this strong pool, now the effort will be to ensure that students choose to enroll at IWU. Faculty can be tremendously helpful at this point, as prospective students make their choice. I know LeAnn is presenting at this faculty meeting, and that she is very grateful for the way that faculty have been giving of their time to engage with prospective students. It really makes a difference to students, and it's tremendously appreciated.

Another piece of good news: last Saturday, our Admitted Students Day brought about 150 visitors to campus for a full day of introduction to the university. (Again, a number of faculty took part—thank you very much!). LeAnn reports that we had the highest number of students choose IWU that we have ever had for such an event.

For the first weekend in February, many members of the Advancement team and I traveled to Arizona (yes—just before the Super Bowl) for the annual Phoenix Connection. We also took the opportunity to meet individually with alumni and donors in the area. The Connection was great—attendance was strong (back to pre-Covid levels), the weather and site were beautiful, and our speaker, author Torri Newman, was terrific. Among attendees were a member of the Class of '43 and a member of the Class of '53. There was a lot of love for IWU in Phoenix.

As you know, on campus, we continue to work on refining the financial plan that I presented in the faculty and staff meeting a month ago. The Trustees, as is appropriate for their fiduciary responsibility, continue to express concern about our excess draw on the endowment and urge us to think creatively about how to bring our budget into balance, with as much urgency as possible. I know the Provost has been holding a series of sessions to discuss possible strategies.

The full Board of Trustees will be meeting on February 24. With the good work of Academic Affairs and of CUPP, we should have several positive developments to discuss with them.

## Provost Report

### McAlister & Quinn

Four major initiatives are moving forward:

- *Congressional appropriation.* We are working with McAllister and Quinn on a congressional spending proposal that will improve our supports for first gen students and provide additional supports for first year students and budget relief more generally. The proposal is expected to be complete by March 1, 2023.
- *SAMHSA.* The IWU team is working to narrow down priorities for a request to improve resources to support student mental health. A date for completion has not been determined as the funding solicitation has not yet been released.
- *Humanities.* The IWU team is in the processing of refining the concept for the proposal and will begin working with the writer from McAllister and Quinn the week of February 20. The proposal will be submitted by May 9, 2023.
- *Faculty Development (Train the Trainer).* Seven faculty have been selected to participate in the grant writing faculty development program run by McAllister and Quinn. The program will begin the first week of March and will last approximately 3 months. At the end of the program each faculty member will have at minimum an elaborated concept paper specific to a grant mechanism of their choice. Faculty completing the program will serve as resources on campus for other faculty interested in pursuing external funding.

### First-Year Student Satisfaction Survey (2023)

The results from [this year's First-Year Student Satisfaction Survey](#) have been circulated to campus. I want to note that we have seen a significant year-to-year increase over the results from 2022. Here are some highlights from the results:

- Thirty-six of the 37 University areas yielded a positive response (mean of 3.00 +). Similar to the past several years, The Ames Library had the largest mean score. The lowest score was attributed to the First-Year Residence Halls. (4 = Very Satisfied to 1 = Very Dissatisfied).
- Only three items had a combined dissatisfaction rating of 20% or greater: Multi-Faith Engagement, Class Registration Process, and First-Year Residence Hall. This is the lowest number of dissatisfied areas over this survey administration.
- Eighty-five percent of the student respondents indicated that they would still choose to enroll at IWU, if they could select their college again - consistent with evidence from previous years.
- Thirty-six percent of the student respondents indicated that they considered transferring – an 8% decrease from last year (44%). Affordability and mental health were identified as the most frequent reasons for transfer consideration - similar to the 2022 FYSSS Report.
- When examining correlation coefficients amongst larger groups of student respondents, the following areas have the greatest relationship with student satisfaction:
  - Academic Experience (0.612)
  - First-Year Academic Advising (0.530)



- Quality of Teaching (0.516)
- Social Experience (0.508)

If you haven't already done so, I encourage you to give the results a quick read.

## Budgeting

Academic Affairs has outlined [a process](#) that we will follow to reach decisions regarding budget reductions and new, revenue-generating programs that will become part of the FY 2023 and FY 2024 operating budgets. The process involves an input-gathering phase (January 31 through February 28), a budget development phase (March 1 through 24), and a final phase of input from faculty and staff in advance of the May Board of Trustees meetings.

### How to provide input:

- Every Tuesday from noon to 1:00 PM, Becky Roesner, Amy Coles, Abbie Kerr, and I are holding listening sessions to gather faculty ideas and perspectives on potential new revenue sources and also opportunities for budget reductions. The emphasis is on the prior, but the latter is important for two important reasons: we must look for financial efficiencies wherever possible, and by changing the way we do our regular business it sends clear signals to the trustees that we get it and are not doing “business as usual.”
- In addition to regular Tuesday meetings, I have been invited to meetings of Nursing and Health Sciences, Educational Studies, and Business and Economics. If you would like me to attend one of your department meetings, please invite me.
- You can also reach me by phone or email.
- We (Becky, Abbie, Amy, and I) are keeping a list of ideas that people have brought forward. You can find a link to that Google Doc [here](#). All faculty and staff members in the Division of Academic Affairs are able to comment on the ideas in the document.

## Mid-Term Grades

Mid-term grades for all students in all classes (there are some approved exceptions such as independent studies, lessons, Honors, etc.) will be due on 24 February 2024. It is important that students understand the basis for the grades they will be receiving in your courses. Academic Advising has updated webpages with information about mid-term grades for [students](#), [families](#), and [faculty](#).

At the last faculty meeting, I reported that our fall-to-spring semester retention was a remarkable 95% for first-year students and 97% overall. This is, of course, excellent news, and this high retention is tremendously helpful as we work to close our structural budget deficit.

## Give Me Five

We are piloting a program called *Give Me Five* with this spring semester's three Gateway “trailer” sections. Students in these Gateway sections are either mid-year transfer students or students who did not complete and/or pass Gateway in the fall semester. The *Give Me Five* program consists of five sessions that introduce students to basic principles for time management, study, writing, career planning, and wellness and introduces them to the people and offices that provide the services. The *Give Me Five*

series is built into the Gateway syllabi for this semester. We are determining whether we can deploy this approach across all Gateway sections as an effective way to get more students to seek support when they need it. This effort is being steered by Deborah Halperin (Center for Engaged Learning), Billie Jarvis-Freeman (Writing Center and Tutoring Services), Jasmine Howe (Academic Advising and Accessibility Services), Laura Spradlin (Ames Library), Kelly Bay (Career Services), Bob Rogers (Counseling and Consultation Services), Prince Robertson (Student Affairs), Todd Lowder (Athletics), and student workers from the associated offices.

## **Advisory Boards**

As an appendix to this report, you will find bios for the members of the advisory boards for IWU's School of Music, School of Nursing & Health Sciences, and School of Business & Economics. The advisory boards help programs navigate the cutting edges of the disciplines beyond the academy. They can serve as sounding boards for curricular innovations or events. They can also help to connect programs with opportunities for students, eg, internships, career advice, classroom or event speakers, etc. The School of Music AB has been in place since Spring of 2021. The ABs for SoNHS and SoBE were started just this semester.

## Give Me Five! Student Success Workshop Series Spring 2023

Where: All sessions held in the Turfler Room, IWU Memorial Center.

When: 11-11:45am on Wednesdays from Jan 25 - Feb 22

Sponsored by: The IWU Writing Program, the Writing Center & Tutoring Services, the Center for Engaged Learning, and the Office of Academic Advising & Accommodations

Resources: All resources will be available on the [Give Me Five! Moodle page](#)

Name	Topic	Date	Presenters
Organizational Strategies for Success	Start your semester by learning tools and strategies to be successful. This workshop will teach you about getting organized, managing your time, and effective studying.  <i>Free highlighters, post-it notes, &amp; timers available!</i>	Jan 25	Jasmine Howe Student Accessibility Services Holmes Hall Academic Advising Office jhowe@iwu.edu  Student Success Tutors
Assignment Calculator	This tool helps you to break down assignments into manageable steps.	Feb 1	Mishwa Bhavsar (Class of 2023)
Improve Your Papers	Our tutors and librarians will share tips and strategies for understanding prompts, using Zotero and properly citing your work, and avoiding plagiarism.  Remember the WCTS and Ames Library staff are always available to help. We will show you how easy it is to make an appointment through LibCal.	Feb 8	Billie Jarvis-Freeman Writing Center & Tutoring Services Ames Library 105B bjarvisf@iwu.edu  Writing Center Tutors  Laura Spradlin Electronic Resources & Systems Librarian Ames Library lspradli@iwu.edu
Focus on your Future	Do you want to Design Your Life starting with your career goals? The Hart Career Center can help!  Learn how to map out your career goals using the Focus 2 Assessment and techniques from the Designing Your Life course created at Stanford University.	Feb 15	Kelly Bay Associate Director of Career Services Hart Career Center kbay@iwu.edu  Student Workers from Hart Career Center

Health & Wellness Practices	<p>It is vitally important that you take care of your mental, spiritual, and physical health.</p> <p>There are resources across campus available to you that can make a meaningful shift in your health and wellness.</p>	Feb 22	<p>Bob Rogers brogers@iwu.edu Magill/Counseling &amp; Consultation Services</p> <p>Prince Robertson probert1@iwu.edu Dean of Students for Inclusion &amp; Advocacy Interim Multifaith Coordinator</p> <p>Todd Lowder clowder@iwu.edu Head Men's Track &amp; Field Coach Head Strength &amp; Conditioning Coach</p>
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*For attendance at each workshop and participation in related activities, students will be entered into a raffle for a \$100 IWU Bookstore gift card given away at the end of the workshop series. Give Me Five attendance will be taken by completing the quick evaluation (google form) at the end of each session.*

2022-23 SOM Leadership Council Members

Name	Grad Yr	Degree	Major	Employer	Job title
Dawn Upshaw	1982	BM	Music - voice	Self-employed; Faculty	Bard College Conservatory of Music
Todd French	1993	BM	Music - Cello	String Works	President
David Rayl	1977	BM	Music	Michigan State University	Professor of Music, Director of Choral Programs
Ben Killey	1999	BM;BA	Music; Biology	North Sounds Emergency Medicine	Physician
Susan Quittmeyer	1975	BM	Music - Voice	Self-employed	Opera Singer
Wayne Messmer	1972	BME	Music Education	Wayne Messmer Fin. Services	Director
Barrington Coleman	1980	BM	Voice	University of Illinois	Professor of Music, Director of Vocal Jazz & Ensemble
Shireen Banigan	2020	BM, BA	Music, Accounting	State Farm	Finance Analyst
Josh Biere	2007	BME	Music	Principal Tuba- Madison and Kenosha Symphonies	Independant Freelance Low Brass Musician and Educator
Anna Karnick	2017	BME	Music	Bellevue School District	Choir Director

**Illinois Wesleyan University  
School of Business and Economics Advisory Council**



**John Camey, Ph.D.**  
**Interim Director for the School of Business and Economics**  
***Illinois Wesleyan University***

Dr. John Camey entered academia following a career in the U.S. Coast Guard. He holds degrees from Oklahoma State University, the University of Maryland, Oklahoma City University, and the University of Oklahoma. After receiving his Ph.D. in Marketing from OU, he started his academic career in 1997 as a faculty member at Cameron University. He subsequently moved to the University of Central Oklahoma where he served as a faculty member and Assistant Dean in the College of Business. He returned to Cameron University as the Dean of the School of Business from where he retired in 2016. Following retirement from Cameron University, Dr. Camey became a member of The Registry. As a member of The Registry, he has served as the Interim Dean of the College of Business and Justice Studies at Utica University in Utica, NY. He currently serves as the Interim Director of the School of Business and Economics at Illinois Wesleyan University.

**Carol Brandt '79**  
**Senior Vice President and Senior Consultant**  
***Merrill Lynch Wealth Management***



Carol Brandt is dedicated to providing high-net-worth families with personalized Wealth Management strategies. Her focus is on understanding what is important to her clients to help them achieve their financial goals. She has been named to Forbes "Best-in-State Wealth Advisors" list for 2018-2021 and the Forbes "Top Women Wealth Advisors" list for 2020-2021. She has also been recognized as a Barron's Top 100 Women Financial Advisors and Financial Times Top 400 Financial Advisors. She holds an MBA from DePaul University and a bachelor's degree from IWU.



**Marcus Dunlop '08**  
**Partner**  
***HG Vora Capital Management***

**Board of Directors**  
***The OPD Corporation***

Marcus has served as an investment professional at HG Vora since 2009, where he focuses on value oriented and event driven investments across the capital structure. Previously, he was an analyst at Goldman Sach Group, Inc. in the Bank Debt Portfolio Group focusing on credit analysis and restructuring the debt of non-investment grade companies. In 2021 he was appointed to the Board of Directors at The ODP Corporation, of which OfficeMax and Office Depot are subsidiaries. Marcus holds a bachelor's degree in Economics and Business Administration with a concentration in Finance from IWU.

**Julie Fritz '84**  
**Senior Business Consultant**  
***Fritz Ventures LLC***



Julie Fritz is an accomplished Treasury and Corporate Finance leader with 31 years of diverse experience at a leading automotive Fortune 500 company, including nearly 4 years located in China. She has a proven ability to manage complex Treasury initiatives, develop and execute strategic business and systems plans, and successfully cultivate business relationships with banks, investment managers, JV partners, and external vendors. She holds an M.S. in Economics from the University of Illinois and a bachelor's degree in Economics from IWU.



**John Horton '82**  
**Board of Directors and Investor**  
***Pacific Consolidated Industries Inc.***

John Horton has a distinguished career as a finance executive in public and private companies as well as investment firms. In addition, John currently serves on a wide variety of boards within the energy, building, and education sectors. As the CFO of Red Team Investments, John is responsible for financial governance, analysis,

deal structures, and due diligence. He holds bachelor's degrees in Business Administration and Political Science from IWU.

**Kara Lazarus '95**  
**Principal and Founder**  
***Think Pink Idea Consulting***



Kara Lazarus has spent almost two decades helping companies qualitatively evaluate and generate ideas with her firm Think Pink Idea Consulting. Prior to that she was a marketer on top consumer brands at General Mills, and she also spent several years marketing medical devices to physicians and patients around the world for American Medical Systems. She holds an MBA from the Tuck School of Business at Dartmouth College and has a bachelor's degree in Mathematics and Economics from IWU.



**Mark McConaghy '63**  
**Co-founder of the PriceWaterhouseCoopers Washington National Tax Office - Retired**

Before Mark McConaghy retired in 2012 he served as a tax advisor to a number of multinational corporations on strategic tax planning and international merger issues. Prior to joining the legacy firm PriceWaterhouse LLP in 1983, Mark was with the Joint Committee on Taxation of the U.S. Congress, serving as Deputy Chief of Staff from 1976 to 1980 and as Chief of Staff in 1981 and 1982. He was an attorney-advisor in the Office of the Chief Counsel of the Internal Revenue Service from 1968 to 1971, where he received the Chief Counsel's Award for Outstanding Performance and the United States Treasury Department Award for Outstanding Personnel. He holds a law degree from the University of Missouri Columbia and bachelor's degree in Business Administration from IWU.

**Sean O'Neil '96**  
**Chief Financial Officer**  
***University of Michigan Ross School of Business***



Sean O'Neil spent time working for large accounting firms in Chicago and Texas before becoming the CFO for the Ross School of Business. He holds an M.S.Ed. in Education and Social Policy from Northwestern and a bachelor's degree in Accounting from IWU.



**Matt Schuldt '99**  
**Partner**  
***Adage Capital Management, L.P.***



Matt Schuldt joined the Boston-based investment management firm Adage Capital in 2013 as the technology sector portfolio manager. The firm focuses on managing S&P 500 assets, predominantly for endowments and foundations, and has more than \$40 billion in total assets under management. Previously, Schuldt was a portfolio manager and the Technology Sector Leader at Fidelity Management and Research. He began his investment career at Fidelity as a research analyst covering basic material stocks. Mr. Schuldt earned a B.S. degree in Mathematics, magna cum laude, from Illinois Wesleyan University and an M.B.A., Edward Tuck Scholar, from the Tuck School of Business at Dartmouth, where he currently serves on the Tuck MBA Council.



**Mike Scudder '82**  
**President and CEO**  
***First Midwest Bancorp, Inc.***

**Chairman of the Board and CEO**  
***First Midwest Bank***

Mike Scudder has spent 33 years in various leadership roles at First Midwest. Prior to his current appointment, he served as President and CEO from 2008 to 2017, President and COO from 2007 to 2008 and Executive Vice President and CFO from January 2002 to May 2007. He began his professional career at KPMG and his involvement with civic and charitable organizations is extensive. To name a few, Mike is a board of trustee member for DePaul University, director of the Silver Cross Hospital Board, and serves on the executive committee of DePaul University's Center for Financial Services. He holds an MBA from DePaul University and a bachelor's degree in Accounting from IWU.

**Tom Welge '92**  
**President and Chief Executive Officer**  
***Gilster-Mary Lee Corp.***



In 2020 Tom Welge became the President and CEO of Gilster-Mary Lee - a Private Label, Contract, and Food Service Manufacturing company headquartered in Chester, IL. He has a law degree from Washington University, and a bachelor's degree in Business Administration from IWU.

**Illinois Wesleyan University  
School of Nursing and Health Science Advisory Council**

**Trissa Babrowski, M.D. '98**  
**Associate Professor of Surgery**  
***University of Chicago***



Dr. Babrowski is an associate professor of surgery at the University of Chicago. She completed both her general surgery residency and vascular surgery fellowship at the University of Chicago. Dr. Babrowski specializes in the treatment and management of complex peripheral and aortic conditions. She serves as the director of the Limb Salvage Center at University of Chicago. An expert in both open and endovascular technique, her practice focuses on providing tailored patient care. In addition to Dr. Babrowski's clinical work, she also has an interest in education, serving as the Vascular Surgery Fellowship Program Director. An active researcher, her area of focus is on outcomes research in underserved vascular surgery patient populations. Dr. Babrowski holds leadership roles in multiple regional and national societies including the VQI, SVS, and MVSS, and she is a Governor for the American College of Surgeons. Dr. Babrowski received a bachelor's degree in Biology from IWU and a medical degree from the University of Illinois at Chicago.



**Eric Bieber, M.D., MSHCM '82**  
**Former President and CEO**  
***Rochester Regional Health - Retired***

Eric Bieber was President and CEO of Rochester Regional Health, a 9 hospital, 20,000 employee Integrated Health System. He served in this capacity from 2014 until his retirement in 2021. From 2010 until 2014, he served in several roles at University Hospitals Case Medical Center in Cleveland, Ohio, including system Chief Medical Officer, President of Community Hospitals West Region, and President of University Hospitals Accountable Care Organizations. Eric earned a bachelor's degree in Biology from IWU and a medical degree from Loyola University's Stritch School of Medicine. He also holds a master's degree in Microbiology from Illinois State University and a master's degree in Healthcare Management from Harvard University. He was a practicing obstetrician/gynecologist and reproductive endocrinologist for the majority of his career.

**Ramona Cheek '81, MS, RN, CPHQ**  
**Vice President of Nursing Transformation and Innovation**  
***Bon Secours Mercy Health***

Before becoming the Vice President of Nursing Transformation and Innovation at Bon Secours Mercy Health in 2022, Ramona spent many years in various leadership positions in healthcare. She was the Chief Nursing Officer for Mercy Health Fairfield Hospital in Ohio, and before that she was a Principal/Director at Premier Inc., a North Carolina-based healthcare performance improvement alliance. She has experience as the Manager of Quality and Special Projects at Carle Foundation Hospital in Urbana, Illinois, where she also served as the Director of Quality and Chief Nursing Officer and Vice President of Patient Care and Quality. Ramona holds the Certified Professional in Healthcare Quality (CPHQ) certification and was a Medical Surgical Clinical Nurse Specialist (CNS). In 2020 Ramona received the Distinguished Alumni Award for Excellence in Nursing from IWU. She graduated from IWU with a BSN before earning a Master of Science in Adult Health Nursing from the University of Illinois at Chicago.



**Colleen Kannaday**  
**President**  
***Carle BroMenn Medical Center & Carle Eureka Hospital***

Colleen is President of Carle BroMenn Medical Center in Normal, Illinois as well as Carle Eureka Hospital. Both organizations are part of Carle Health, a vertically integrated healthcare system located in Urbana, Illinois. Prior to joining Carle, Colleen was the president of St. Francis Hospital & Health Center in Blue Island, Illinois. She was also Vice President of Operations and Interim President at St. Eugene Community Hospital in Dillon, South Carolina. Both St. Francis and St. Eugene were members of SSM Health, a Catholic system in St. Louis, Missouri and the first healthcare recipient of the Malcolm Baldrige National Quality Award. Colleen holds a master's degree in Health Care Administration from St. Louis University and a bachelor's degree in Political Science from Santa Clara University in Santa Clara, California. Colleen currently serves on the Board of Trustees for IWU and the Foundation Board for ISU. She is a member of the PAC Board for the Illinois Hospital Association and is a former Illinois Hospital Association Board Member.







**Michael Luttrell '93**

**Senior Executive in Global Health Affairs**

Dr. Michael Luttrell is a 1993 BSN graduate of IWU and a board-certified family medicine nurse practitioner with an M.S. degree from the University of Kentucky. He holds a doctorate in Health Science from the Eastern Virginia Medical College, an MBA and MHA, and is a U.S. Naval War College graduate serving as a Captain (O-6) in the U.S. Navy Reserve. He is a Fellow of the American College of Healthcare Executives and the Royal Society for Public Health (U.K.) and a recent Executive graduate in Public Policy from the Harvard Kennedy School of Government, where he holds a Senior Executive Fellowship. He has broad experience in global health affairs, health policy and systems development, population health, clinical research and development, and primary health care. A former Senior Policy Advisor for a United States Senator, Dr. Luttrell is a partner and federal interagency consultant to the DoD, USAID, DOS, DHHS, and multiple NGOs to advance global health security interests and international cooperation through applied health and science diplomacy in over 22 countries and appointed Advisory Committee Member of the Commonwealth of Virginia for the U.S. Global Leadership Council, Washington, DC.

**Stephen L. Ondra, M.D. '80**

**Chief Medical Advisor**

**MITRE**



Dr. Stephen Ondra is the Chief Medical Advisor at MITRE for its work as operator of the CMS Alliance to Modernize Healthcare federally funded research and development center (Health FFRDC). Sponsored by the Centers for Medicare & Medicaid Services (CMS), the Health FFRDC is available to all operating staff divisions of the Department of Health and Human Services (HHS). As the Health FFRDC Chief Medical Advisor, Dr. Ondra serves as an objective advisor to all HHS organizations, providing thoughtful leadership, guiding project teams, and building partnerships with the private sector to promote the health and well-being of our nation. Prior to joining MITRE, as a physician, researcher and inventor, health system and payer executive, as well as serving in government at both the White House and the Dept. of Veterans Affairs, Dr. Ondra's career has spanned virtually the entire healthcare spectrum. A former Army officer who was awarded the Bronze Star, Dr. Ondra graduated from IWU with a B.A. in biology.



**Therese Ngo Pasquier '87**  
**Chief Executive Officer**  
***Sound Family Medicine***

Therese Pasquier is the current CEO of Sound Family Medicine, the largest independent primary care medical group in East Pierce County that's been serving the community for nearly 40 years. She has dedicated her personal and professional life to making a difference in her community. Therese is a first-generation immigrant from Vietnam; her family escaped this war-torn country in a fishing boat right before the Fall of Saigon in April 1975. Since participating in Key Club in high school, serving others and giving back to society has been Therese's purpose in life. She is an active volunteer in her community and serves on many boards, including the Pierce College District and the Puyallup-Sumner Chamber of Commerce. Therese holds a Master of Health Administration degree from Governors State University and a BA in Biology from IWU.

**Greg Poland, M.D. '77**  
**Distinguished Investigator and**  
**Director of the Vaccine Research Group**  
***Mayo Clinic***



Greg studies the immunogenetics of vaccine response in adults and children. Together with the team within the Vaccine Research Group they aim to improve the health of individuals across the world by pursuing challenges posed by infectious diseases and bioterrorism through clinical laboratory and epidemiologic vaccine research. After receiving a bachelor's degree in Biology from IWU he received his Doctor of Medicine from Southern Illinois University, Springfield.



**Carilyn (Carrie) Nash Wieland, M.D. '01**  
**Physician**  
***Mayo Clinic***

Carrie is an Associate Professor of Dermatology as well as Laboratory Medicine and Pathology at Mayo Clinic Rochester, where she practices clinical dermatology and dermatopathology. In the Department of Dermatology, she serves as the Dermatology Residency Program Director and Dermatopathology Fellowship Program Director. Her clinical and research interests include alopecia, autoimmune blistering disorders, and applications of digital pathology in medical education. Her focus on education has included serving on the Accreditation Council for Graduate Medical Education's (ACGME) Dermatology Residency Review Committee. Carrie majored in Biology and Business Administration at IWU. She received her medical degree from the University of Chicago Pritzker School of Medicine.

**Mark Wieland, M.D., M.P.H. '00**  
**Physician**  
***Mayo Clinic***



Mark is a Professor of Medicine and Chair of the Division of Community Internal Medicine, Geriatrics, and Palliative Care at Mayo Clinic in Rochester, MN, where he is a practicing primary care physician. He is Director of the Mayo Clinic Center for Clinical and Translational Science Community Engaged Research Program and co-Director of the enterprise-wide Mayo Clinic Center for Health and Equity and Community Engaged Research. Having trained in medicine and public health, his clinical and research interest lie in health promotion through community participation in research aimed at reduction of health inequities. With funding from the National Institute of Health, he has led research to improve community health with local solutions. Mark majored in Biology and minored in Philosophy at IWU. He received his medical degree at Loyola University in Chicago and his master's in Public Health at the University of Illinois.

**Notices:**

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The Library is conducting a usability study to investigate how our users navigate and find information on our website, and we need faculty input. Each usability session will take 30-45 minutes and can take place either in the library or on Zoom. If you'd like to participate, please contact Laura Spradlin ([lspradli@iwu.edu](mailto:lspradli@iwu.edu)) to set up a date and time for a session.

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**Read The New York Times through The Ames Library**

Digital access to The New York Times is available to faculty, staff and students via The Ames Library. Read unlimited current articles and watch videos on the NYT website, and access archival digital issues as well. To get started, [visit this link](#) and sign up for an account using your @iwu.edu email address. For more information on accessing NYT and other major news publications, visit [The Ames Library blog](#) or contact Laura Spradlin ([lspradli@iwu.edu](mailto:lspradli@iwu.edu)).

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CETAL is pleased to announce three new opportunities for faculty development. We enthusiastically invite all folks that teach at IWU, including tenure-line faculty, instructional staff, visitors and adjuncts to participate.

- **\*Academic Accommodations: A Conversation with Jasmine Howe, Assistant Director of Accessibility Services\***  
February 16, 2023 Thursday, 4-5pm in the Thorpe Center  
Jasmine Howe will offer a short update on academic accommodations in 2022-2023. We will then discuss classroom experiences/challenges/successes with Jasmine and faculty at the workshop. Please join us to discuss neurodivergent learners (with or without accommodations) in your classroom.
- **\*Maps and Timelines: Low Effort (For Faculty!) Student Project Ideas\***  
February 28, 2023 Tuesday, 4-5pm in the Thorpe Center and participation available via [Zoom](#)  
Incorporating multimedia projects such as maps and timelines can enrich student learning, asking them to make new connections and think about purposes and audiences. How can you do so without giving up a lot of preparation and class time to creating the project? Digital Scholarship Librarian Abby Mann will introduce some simple technical tools and offer models of projects with clear learning objectives.
- **\*AI Course Assignment Grant\***  
[Application](#) deadline March 19, 2023  
The AI Course Assignment Grant will provide \$250.00 for an assignment designed to explore/analyze/use AI that enhances student learning. [The application](#) includes a brief narrative (300 words or less) and the commitment of the faculty member to allow their assignment to be used as an exemplar for faculty and staff at IWU. Completed assignments funded through this grant will be due to CETAL by May 15, 2023.

Please direct any questions or comments you may have to [cetal@iwu.edu](mailto:cetal@iwu.edu).

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Illinois Wesleyan University  
School of Theatre Arts Presents

 ILLINOIS WESLEYAN  
UNIVERSITY

# Much Ado About *Nothing*

*by William Shakespeare*



Feb. 22 – 26, 2023 | Jerome Mirza Theatre

IWU Students/Faculty/Staff tickets: \$5.00 each individual/ \$15.00 for family  
General Admission tickets: \$12.00 each individual/ \$25.00 for family

Please visit our website to purchase tickets: <https://www.iwu.edu/theatre/season/>



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**Reading Workshop:** How do I get them to read? Strategies for Supporting Student Reading

Wednesday, February 22 @ 11:00 in SFH 202

Have you ever thought or said, "What's up with student reading?! Why won't they read?" If so, please consider joining likewise-concerned colleagues from across campus as we explore approaches to support student reading in the classroom. Feel free to bring your lunch.

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**Hart Career Center Spring 2023 Programs**

Wednesday, February 15th at 7pm, Welcome Center Auditorium

Career Fair Orientation-Elevator Pitch

Join us to hear more information about perfecting your own personal elevator pitch.

Monday, February 20th 12:15pm AND 7pm Welcome Center Auditorium

Resume Workshops

Wednesday, February 22nd from 11am-2pm, Shirk Center

Spring Internship and Job Fair (all students)

Employers with internships, full-time job opportunities, and volunteer experiences will be attending.

Tuesday, February 28th at 7pm, Virtual

Law School Admissions 101

Join Ryan Mellske '99, Founder at Flex Arbitri PLLC, to learn more about law school and the steps you need to take in order to apply and be accepted.

Wednesday, March 1st, 12:15pm AND 7:00pm, Welcome Center Auditorium - Interviewing Tips

Monday, March 6th at 12:15pm AND 4:00pm Welcome Center Auditorium

Negotiating Job Offers You got a job offer! Now what? Find out in this workshop.

Tuesday, March 7th at 7pm, Virtual

Power of Place Panel

Join a group of young alumni working fully remote, hybrid, and fully in-person to hear about how to navigate through different environments in today's workforce. Learn more on how to continue to make valuable connections and relationships in the workforce no matter where you work from.

Tuesday, March 28th at 4pm, Welcome Center Auditorium - Graduate School 101

Tuesday, March 28th at 7pm, Welcome Center Auditorium

Environmental Career Panel

Interested in learning more about careers dealing with the environment? Join us in a panel consisting of alumni who will share about their individual careers and their path to get there.

Wednesday, April 5th or April 12th, Time TBD - John Camardella

Tuesday, April 11, 7pm - Welcome Center Auditorium

Financial Literacy Program

Questions about how to manage student loan debt, renting vs. buying, investing for your future, planning early for retirement? Questions like these will be answered by Kevin Kuebler, CPA CFP New Perspectives Financial Services. Learn more about what college students can be thinking about to get started well financially as they leave college.

