



2022-2023

2020-2030

4-5-2023

April 5, 2023

Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

April 5, 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 [Minutes](#)
3. [Consent Agenda](#) Professor J. Williams
4. Faculty Question: Summary/Listening Session (record for AA staff) Provost M. Brodl
 - a. [Details of the "Deans Model"](#)
 - b. [Options for Changes in the Sabbatical Program](#)
 - c. [Options for Increased Teaching Loads](#)
5. Committee Reports
 - a. CUPP ([report](#) with motion re committee restructure) Professor S. Davis-Kahl
 - b. Curriculum Council ([report](#)) Professor J. Williams
 - i. Motion 1: [Revised B.M.E. degree](#)
 - ii. Motion 2: [Revised Instrumental Performance Major](#)
 - iii. Motion 3: [Revised Music Major](#)
 - iv. Motion 4: [Revised Music Minor](#)
 - v. Motion 5: [Revised Piano Performance Major](#)
 - vi. Motion 6: [Accounting Major Revision](#)
 - vii. Motion 7: [Reading Intervention Certificate](#)
 - c. Promotion and Tenure Committee ([report](#)) Professor Z. Drici
 - d. Faculty Development Committee ([report](#)) Professor K. Nielsen
 - e. Nominating Committee (oral report) Professor R. Alvey
 - f. Assessment Committee ([report](#)) Professor F. Larey
 - g. Undergraduate Research Advisory Committee ([report](#)) Professor B. Hudson
 - h. CETAL (oral report) Professor W. Kooken
 - i. Writing Committee ([report](#)) Professor P. Gray
6. Old Business
7. New Business
8. Administrative Reports
 - a. President Report ([report](#)) President G. Nugent
 - b. Provost Report ([report](#)) Provost M. Brodl
9. [Announcements](#)
 - a. Joanne Diaz
10. Adjournment Professor D. Marvin

MEETING OF THE GENERAL FACULTY

Wednesday, March 8, 2023; 11:10 p.m. - 12:40 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

March 8, 2023

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

CNS C101 - in person meeting

1. **Call to Order** Professor D. Marvin
 1. The meeting was called to order at 11:10
 2. Professor Marvin noted the lengthy agenda and requested members be mindful of this and keep comments succinct.
2. **Approval of the Minutes:** minutes from the 2/15 meeting were approved by consent.
3. **Consent Agenda** Professor J. Williams
 1. **Action:** approved by consent
4. **Faculty Question:** Physical Plant Priorities & Decision Making James Blumberg,
David Myron
 1. **Background:** CUPP Chair noted that Jim Blumberg was appearing in response to a faculty question: how do physical plant make decisions and determine priorities? Facilities assessment is the core of building a strategic plan: 1, 5, 10 years and beyond. Create an index for buildings: What is the value of the building vs. how much you can do with the building. At which point do you improve the building, vs. when do you let them go. An example was given: CNS is important and relatively new, but the air system failed after 25 years. Discussed the fact that buildings no longer built to last a century or so; those built more recently are not. Every quarter, they adjust the heat map of where the priorities should lie. Try to layer operational expenses, deferred maintenance expectations to plan for next few years (try to do for 5 years, but changes will occur). Offer a master plan to the Board of Trustees each year: currently invest 1.2 million from capital into buildings each year: are making a case to increase.
 2. **Question:** Besides CNS, what are other high priority projects?
 3. **Response:** Ames building envelope: only front has addressed; Shirk center roof; roofing in general; parking (all built about the same time); res halls. Mechanical systems, roofing, glazing are all top priorities. State Farm Hall also high priority. Besides Welcome Center, the majority of relatively new buildings have significant flaws. We have new systems in place for new construction. Hansen, Presser, both in good shape.
 4. **Comment:** Dorm needs affect retention and recruitment
 5. **Question:** talk about capital projects committee and its role

6. **Response:** this committee meets regularly, creates master plan, but at moment they are about what needs to be done now: working on making this be forward planning vs reacting
7. **Question:** what happened with Gates building?
8. **Response:** air froze washing machine line in dividing wall; no one was there: 7 hours of water
9. **Question:** could builder be held liable?
10. **Response:** could possibly be, if that company was still in business
11. **Response:** from a warranty perspective, it's been 10 years, so unlikely. This was probably more of a one-time issue
12. **Comment:** Insurance is paying for that repair

5. Committee Reports

1. CUPP (report)

Professor S. Davis-Kahl

- i. **Background:** Thanks to those who have volunteered to be on CUPP this year. Encourages divisions without representation to consider volunteering so voice can be heard.
Revised committee structure, based on feedback from surveys and discussions: report notes added committees, in addition to changed numbers of membership. Plan is to bring up for a vote in April, CUPP working on timeline for implementation.
- ii. **Question (Pres Nugent):** Seems a number of positions have been added back in. Is this a significant reduction?
- iii. **Response:** originally we were at 160-170, we could do less, but that means work that does not get done
- iv. **Question:** was everything added back in that was suggested or did CUPP review?
- v. **Response:** CUPP reviewed

2. Curriculum Council (report)

Professor J. Williams

1. Motion 1 Changes to Biology Major Motion
 1. **Background:** Adding one class, rationale provided
 2. **Action:** Motion passes
2. Motion 2 Neuroscience Major Revision
 1. **Background:** Approved some changes to bio classes, 312 cannot be offered often enough, moved to Bio 212
 2. **Action:** motion passes
3. Motion 3 WGSS Changes to Major and Minor
 1. **Background:** With departure of many faculty, this is an attempt to offer classes already on campus that would fit Major/Minor
 2. **Action:** Motion passes
4. Motion 4 Changes to BFA in Design and Technology major
 1. **Background:** Courses approved last meeting, this changes to reflect those new classes
 2. **Action:** motion passes
5. Motion 5 Changes to BFA in Design and Technology minor
 1. **Background:** same rationale as above
 2. **Action:** motion passes
6. Motion 6 Military Science (postponed motion from Feb 15, 2023)
 3. Feedback from the Faculty on the Military Science motion in report
 4. **Background:** agenda setters put here vs old business; report anonymously compiles written feedback and from two listening sessions

5. **Action:** propose that courses count toward graduation requirement but not toward GPA calculation (strike final clause): this reflects perceived concern in discussion reported
6. **Action:** motion seconded
7. **Justification:** striking grades from this would be transfer friendly: address concerns about academic rigor. 4.5 units seems like a lot for something that is not major/minor at IWU: if military history included, this approaches minor territory. Don't see academic rigor, this is a large proportion of GPA
8. **Response (CC Chair):** academic rigor was a major part of CC discussion; syllabi were examined and testing mechanisms. Notes that was not unanimous, admits might be on the fence if they were voting.
9. **Question:** is there a rule on how many could count toward graduation requirements?
10. **Response:** motion allows these 4.5 credits.
11. **Comment (CC member):** don't have catalog, but believes there are limits to C/NC classes allowed. Concern this amendment may not allow full articulation with catalog, which CC worked on.
12. **As per catalog:** we allow up to 6 units of C/NC (p 73). Noted No Credit shows up multiple times will take time to sort through.
13. **Comment (CC Member):** recollection was that decoupling was not even an option based on contract they have signed
14. **Comment:** course is already graded outside of IWU; we don't have control of that: do we have grades come in and change to C/NC?
15. **Response:** generally transfer come in without grades, this is a consortium which does come in with grades.
16. **Comment:** I plan to vote against this amendment. Inappropriate to make sweeping generalizations about academic rigor of classes accepted in for transfer.
17. **Agreement:** with above
18. **Result:** motion fails. 6-32
19. **Action:** proposed amendment: add "with the exception of 220." Proposing because it involves small offensive action units. Gives credit for students being taught to overtake and kill enemies. Seems counter to our mission.
20. **Question:** can you specify?
21. **Response:** not part of being a good global member of society.
22. **Action:** motion seconded
23. **Comment:** having taken such a class, it was pretty innocuous: just one day of playing paintball.
24. **Response:** then it becomes a question of academic rigor.
25. **Comment:** this could be raised about a number of other courses we teach, that could cause harm. Where would this end?
26. **Response:** this would be an excellent result: if our classes cause harm, we should question.
27. **Comment (CC Member):** wish it were true that being part of global society did not involve harms to others, but it is not; notes that no one took up offer to examine syllabi during listening session; syllabi include reflection papers, presentations; finally this class about teamwork and leadership
28. **Comment:** personal experience: majority of our students nursing: taking this to be aware of needs those they care for. This is a small portion of curriculum: we should not be obstructing their path to graduation.

29. Response: yes, it's a small thing we can vote in or out. We should ask what courses are part of our mission: a biochem class on poisoning or a PE class on marksmanship would not be appropriate

30. Response: Toxicology is my field. I do teach those things.

31. Action: question called

32. Action: seconded

33. Action: motion passes

34. Action: request secret ballot for amendment

35. Result: Motion fails 14-39-5(abstentions)

36. Action: Original Motion

37. Request: Secret Ballot

38. Result: Motion passes 42-12-5

- c. Promotion and Tenure Committee (report) Professor Z. Drici
- 1. Discussion:** Motion 1 and 2 to amend Handbook (in report). Originally presented in January. Clarify eligibility criteria (added that all members tenured/tenure track) and modify number of members (from 6 to 6) to decrease faculty load.
 - 2. Clarification:** re motion 1, 6th member must be on tenure a=track: not instructional staff, etc
 - 3. Response:** yes
 - 4. Action:** vote on Motion 1
 - 5. Result:** motion passes 51-2
 - 6. Action:** vote on Motion 2
 - 7. Result:** motion passes 52-5
- d. Faculty Development Committee (oral report) Professor K. Nielsen
- 1. Report:** have been reviewing ASD grants and sent out result; scholarship renewal program set for May 8.th
- e. Nominating Committee (report) Professor R. Alvey
- 1. Report:** Slate of Nominations distributed. Still need 1 candidate for PAT, 2 for hearing, one for faculty rep for BoT, 1 for assessment; happy to take nominations from the floor.
- f. Assessment Committee (no report) Professor F. Larey
- No Discussion
- g. Undergraduate Research Advisory Committee (oral report) Professor B. Hudson
- 1. Oral Report:** Working on approving Eckleys: waiting to hear from business office about money available from endowment.
- h. CETAL (oral report) Professor W. Kooken
- 1. Oral Report:** approved 6 CD grants; LMS proposal gone to cabinet (give Rick Lindquist appreciation); micro workshops have been happening: look out for announcements; upcoming grant application for assignments for working with AI; working on August Workshop: focus will be on student mental health. Be aware that CETAL needs chair for upcoming elections.
- i. Writing Committee (report) Professor P. Gray
- 1. Oral Report:** wants to put in plug for re-envisioning summer reading program. Students have not really engaged. Link in report. Center it around intellectual theme, liberal arts. Give a variety of texts to engage with, ask each student to engage with one. Focus on how liberal arts offer a variety of lenses to explore one theme. Will be soliciting suggestions: texts will be shared through LMS or libguide.

- f. Old Business
a. None
g. New Business

a. none

h. Administrative Reports

a. President's Report (oral report)

President G. Nugent

- i. **Oral Report:** apologizes for missing written report: attending alumni event in Naples: typically hold events there and in Phoenix in winter. BoT meeting: first time all held by zoom: it was ok, but not wonderful as a format. Typically sending out a brief summary of the meetings: should be out by tomorrow. Large part of meeting presented to budget plan that was presented to faculty/staff in January. Overall that went well: happy to see plan, still details to be developed.

Added 2 slides since January; shared with faculty. Data from Council of Independent Colleges Financial Indicators Tool. Based on IPEDS data: considered best national financial benchmarking tool. 4 ratios of indicating long term financial strength/health. Most recent data from 2019/2020, so we have a different landscape. However, our excess draw began in 2016. IWU considerably above baseline for financial strength nationally: in Midwest, close to top quartile. We are not falling apart. Need to address excess draw, but not in dire straits.

Trustees pleased, but want to know further plans. We project we've halved excess draw, continuing to discuss what's to come. Looked over ideas from weekly meetings, some good ideas, but we will still also be tightening our belts.

- ii. **Question:** any data since 2019?
iii. **Response:** hard to tell before federal data
iv. **Question:** what was the answer to what's next?
v. **Response:** new populations of learners: adult learners (probably certificates); more online learning. Waiting for HLC accreditation.
vi. **Question:** are we not looking at masters programs?
vii. **Response:** yes, another path for adult learners

b. Provost's Report (written report)

Provost M. Brodl

- i. **Oral Report:** wants to draw attention to a few things from written report. LMS move to canvas supported by cabinet. Going to try to support both platforms for a given time to move everything over. There will be ample time over summer and canvas tutorials to get people up to speed. Notes personally that Canvas is easier than Moodle. Looking to preserve stuff that is already built. This is a good time to adopt using an LMS if you have not: students are ever more reliant on LMSs, very helpful to retention. Will be spending spring break distilling comments from discussion about budget cuts, will be doing a survey to **people** about what will be least disruptive.
- ii. **Comment:** it's important that migration is more than a year since courses not on 1 year rotation.
- iii. **Response:** the idea is to preserve everything
- iv. **Comment:** Canvas offers a free account for educators: you can open now and roll over.
- v. **Report from Phyllis McCluskey-Titus (Director of Academic Advising):** thanks to all for submitting reports. Number of midterm grades have increased. Student success has increased in spring. 896/660 earned B-?Bs or above. 426 at least one C- or below. Mostly same majors (in slightly different order) had top numbers of at least one C-. 182 student athletes: primarily football and track and field, 92 first gen, 53 Greek life, 32 undecided
- For those with two or more C-: meet with members of academic advising team or student of concern team. Work better with those they have personal connection to. Create a midterm accountability plan (meeting with advisor, attending class/office hours, attending tutoring: name someone who will help them be held accountable; date for follow up).

Thanks for care for students; time spent in advising and reporting.

vi. Question: trying to understand line in provost's report about syllabi being an issue for students struggling. What steps?

vii. Response: students will say don't have/can't access. Sometimes there is not moodle access.

i. Announcements

j. Adjournment at 12:47 pm

Professor D. Marvin

Respectfully Submitted,

Abigail Mann

Faculty Secretary

Appendix A: Presentation by VP L. Hughes



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 39th among states)

34.5% leave the state to go to college (28,792)****
(ranks 10th among states)

† 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.

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

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

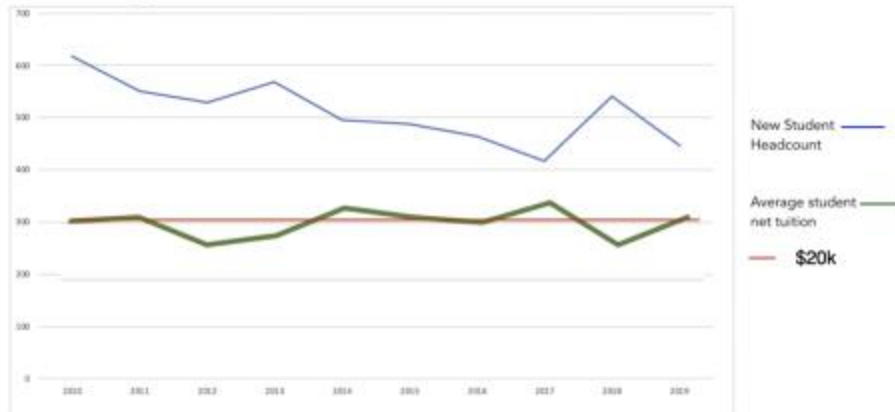
Sources:

- *Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2012
- **The Chronicle of Higher Education, 2013
- ***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)*

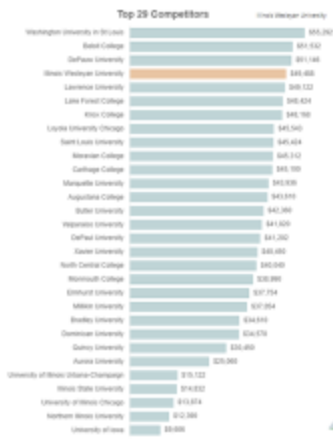
IWU: 393 In-state students for fall '18

ENROLLMENT MANAGEMENT - NO PRICE ELASTICITY

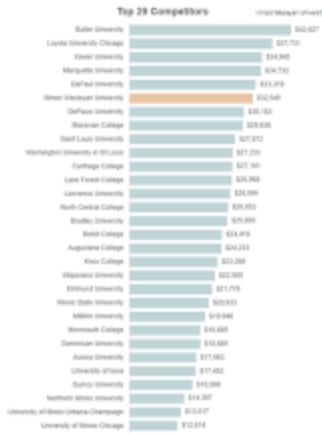
Average net cost affect on headcount



Listed Tuition & Fees

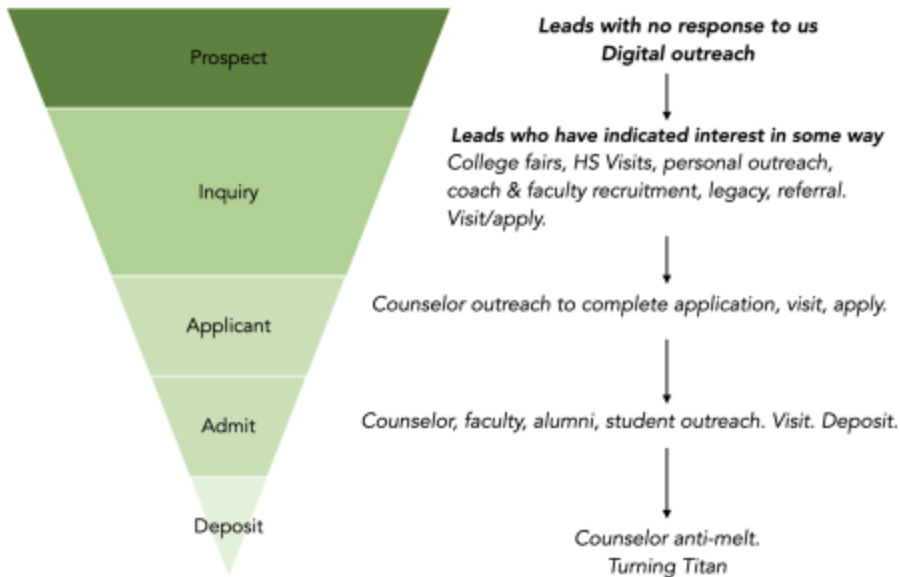


Mean Net Cost of Attendance



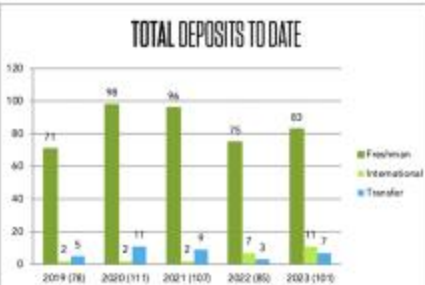
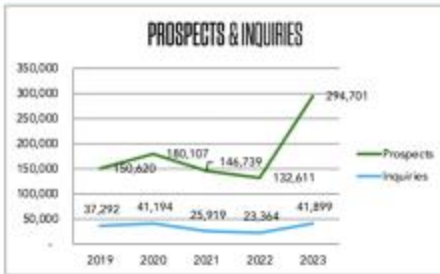
Pricing models are competitive. More and more families fail to understand (or care about) the difference in value between a public and private institution, or large vs small Liberal Arts.

ENROLLMENT MANAGEMENT TRENDS - THE FUNNEL



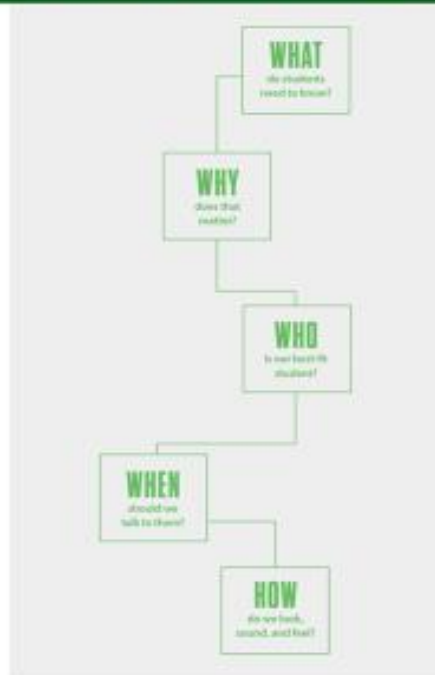
ENROLLMENT MANAGEMENT DASHBOARD FEBRUARY 14, 2023

Prospect → Inquiry → Application → Admit → Deposit → Enroll

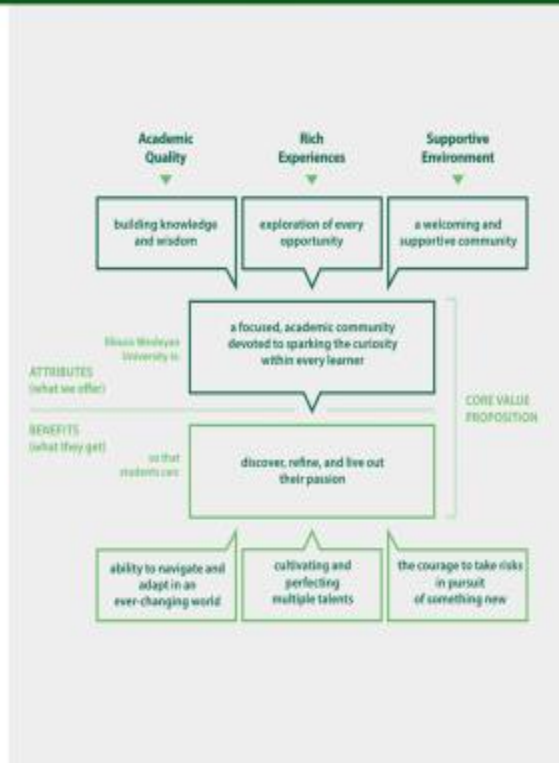


MARKETING & COMMUNICATIONS

ENROLLMENT MANAGEMENT - LANDSCAPE



ENROLLMENT MANAGEMENT - LANDSCAPE



ENROLLMENT MANAGEMENT - LANDSCAPE

WELCOMING

We exude a warm and genuine invitation to all.

BRIGHT

We are smart, creative, and scientific.

INVESTED

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

REAL

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

HEARTFELT

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

CURIOUS

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

PURPOSEFUL

We pursue our passions with conviction and meaning.

EXPRESSIVE

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



Curriculum Council Consent Agenda
 Academic Year: 2022-23
 April 5, 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
ACC 111	69-23	Accounting Procedures Lab (.5 credits)	Accounting Procedures Lab (.5 credits). This laboratory course provides an understanding of the basic accounting cycle. Students will learn to apply debits and credits, perform transaction analysis using source documents, record transactions in special journals and the general journal, post to the general ledger, and record adjusting and closing entries. Students will also learn to work with subsidiary ledgers. Required course for Accounting majors. Prerequisite: ACC 112 or concurrent enrollment with ACC 112. <i>Offered annually.</i>	New course		
ACC 112	69-23	ACC 112 Introduction to Financial Accounting	ACC 112 Introduction to Financial Accounting. An introduction to business through the lens of financial accounting—an information processing system that communicates relevant data regarding business entities to internal and external decision makers. Emphasizes the basic concepts, principles, and techniques for decision makers to interpret and use account system information within all functional areas of business and the use of information systems generally within organizations. <i>Offered each semester.</i>	Change in course title		

ACC 114	69-23	Accounting for Entrepreneurs	<p>Accounting for Entrepreneurs. An introduction to the essential accounting concepts and operating characteristics of accounting systems important to entrepreneurs in new ventures. Focus will be on both financial managerial accounting with an emphasis on the basics of financial statements, how to interpret these statements, and how to make good decisions based on them. Cannot be used in the following majors: accounting, business administration, or finance. Cannot be used in the following minors: business administration, or human services management. <i>Offered spring semester</i></p>	Change in course number		
ACC 212	69-23	Introduction to Managerial Accounting	<p>Introduction to Managerial Accounting. Continuation of an introduction to business through the lens of managerial accounting—an information processing system that communicates relevant data regarding business entities to internal and external decision makers. Emphasizes the basic concepts, principles, and techniques for decision makers to interpret and use accounting system information within all functional areas of business, and the use of information systems generally within organizations. Prerequisite: ACC 112. <i>Offered each semester.</i></p>	Change in course title		
ACC 212L	69-23	Introduction to Spreadsheet Applications (.5 credits)	<p>Introduction to Spreadsheet Applications. This laboratory course is an introduction to the use of spreadsheet software to manage and present data. Topics include spreadsheet basics, formulas and functions, basic visualizations, analyzing data and utilizing macros. Students will develop basic to intermediate competencies for problem solving a decision-making using spreadsheets. Uses Microsoft Excel spreadsheet software. Prerequisite: Concurrent enrollment in ACC 212. <i>Offered each semester.</i></p>	New course		
ACC 219	69-23	Introduction to Data Analytics in Accounting	<p>Introduction to Data Analytics in Accounting. This course is intended to provide students with an understanding of data analytic thinking and terminology, as well as hands-on experience with data analytics tools and techniques. Students will be introduced to different data types and analysis techniques utilized in accounting. Students will develop skills, utilizing different software tools, to analyze accounting and business problems and to communicate results and solutions to management. The focus of this class is on concepts, not algorithms or statistical math. Prerequisite: ACC 218. <i>Offered each spring.</i></p>	New course		

ACC 270	69-23	Special Topics in Accounting	Special Topics in Accounting. Focused exploration of varied topics in accounting or related fields not currently offered in the curriculum. Topics vary depending on student interest and faculty expertise. Two or more may be taken concurrently or repeated for credit if the topic is different. Prerequisite: ACC 212 or consent of instructor. (.5-1CU) <i>Offered occasionally.</i>	New course		
ACC 316	69-23	Intermediate Accounting/Auditing I	Intermediate Accounting/Auditing I. The presentation of the traditional framework of financial accounting, including such topics as principles of revenue recognition and asset valuation; surveys the role of audits in market economies, including such topics as legal liability and materiality; contrasts the uses of financial and internal accounting, discussing such topics as the use of current cost information and the analysis of the overall value-chain. Prerequisite: ACC 212 and 218. <i>Offered each fall.</i>	Change in course title		
ACC 317	69-23	Intermediate Accounting II	Intermediate Accounting II. Theory and problems related to stockholders' equity, dilutive securities, investments income determination, preparation and analysis of financial statements, and other selected topics. Prerequisite: grade of C or higher in ACC 316. <i>Offered each spring</i>	Change in course title		
ACC 318	69-23	Intermediate Accounting/Auditing II	Intermediate Accounting/Auditing II. The presentation of a number of systems and auditing topics, structured primarily around transaction cycles, offers an overview of information systems from an accounting perspective and covers such auditing subjects as internal controls and statistical sampling. Prerequisite: ACC 316. <i>Offered each spring.</i>	Change in course title		
ACC 319	69-23	Intermediate Management Accounting (.5 credits)	Intermediate Management Accounting. The course emphasizes the role of cost information in assisting managers in designing and implementing firm's strategic plans; adopts a decision-oriented approach to such cost topics as budgeting, variances, controls, and cost allocations. Prerequisite: ACC 212. <i>Offered each fall.</i>	Change in course title and credit units		
ACC 370	69-23	Special Topics in Accounting	Special Topics in Accounting. In-depth examination of selected advanced topics in accounting or related fields not currently offered in the curriculum. Topics vary depending on student interest and faculty expertise. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Prerequisite: ACC 212 or consent of instructor. (.5-1CU) <i>Offered occasionally.</i>	New course		

ACC 416	69-23	Advanced Accounting	Advanced Accounting. Accounting theory applicable to consolidations, partnership organization and operation, liquidation and joint ventures. Prerequisite: ACC 317. <i>Offered each fall.</i>	Change in credit units		
ACC 417	69-23	Government and Not for Profit Accounting (.5CU)	Government and Not for Profit Accounting (.5CU). Intensive study of governmental, non-profit, and fund accounting. Prerequisites: ACC 317. <i>Offered each spring.</i>	Change in course title, credit units, and course description		
ACC 418	69-23	CPA Exam Review (.5CU)	CPA Exam Review (.5CU). Advanced study of a range of topics, including, but not limited to, professional and ethical responsibilities of accounts; auditing problems, and financial reporting problems. Prerequisites: ACC 315, 317, 318, BUS 355. <i>Offered each spring.</i>	Change in course title, credit units, and course description		
SOC 202	74-23	Engagement and the City	Engagement and the City. An introduction to the challenges of contemporary citizenship, the course teaches the students the basic skills of action research. Students work in teams on projects with community partners. Students learn to conduct stakeholder analyses, locate communities in the context of power and social capital, complete "best practice" studies, and create and implement action plans. <i>Offered in alternate years.</i>	Cross list existing course (PSCI 202)		US
MUS 301	75-23	Modal and Tonal Counterpoint	Modal and Tonal Counterpoint. Students will learn to analyze and write music in the High Renaissance and late Baroque styles of Palestrina, J.S. Bach, Vivaldi, Corelli and Handel. Recognizing the value of historical pedagogical methods, students will be guided by 18th-century composer-theorists' writings as much as current textbooks. Topics include species counterpoint, figured bass realization, partimento, schema theory, inventions and fugue. Prerequisite: MUS 204 or consent of instructor. <i>Offered occasionally</i>	Change in frequency offering		
MUS 302	76-23	Classical Form and Analysis	Classical Form and Analysis. This course focuses on the study of Classical form and recent advances in Formenlehre. Adopting a multi-parametric approach, it helps students understand how melodic design, harmony, motivic elaboration, phrase rhythm, formal functions, and other elements interact to produce works of lasting merit. Aesthetic considerations such as musical rhetoric, coherence, and logic also guide class analyses. Prerequisite: MUS 204. <i>Offered occasionally.</i>	Change in frequency offering		

MUS 309	77-23	Orchestration	Orchestration. Physical and sonic characteristics of orchestral instruments, individually and in combination. In-class demonstrations; performances of student assignments; analysis of orchestrational techniques in the works of important composers; final project in composing or arranging for orchestra. Prerequisite: MUS 103 or consent of instructor. <i>Offered annually.</i>	Change in frequency of offering		
WGSS 490	83-23	Senior Seminar	Senior Seminar. Advanced research and writing seminar examining theory in Women’s, Gender, and Sexuality Studies. Students will research and write an independent analytical paper. Prerequisites: WGSS major/minor, and senior standing, or consent of instructor. <i>Offered every fall.</i>	Change in frequency offering and prerequisites		W
SPAN 303	84-23	Communicating Across Cultures in the Spanish-Speaking World	Communicating Across Cultures in the Spanish-Speaking World. Practice of advanced oral communication strategies and a thorough review of basic problems of Spanish grammar for English-speakers. This class focuses on practicing interpersonal, presentational, and interpretive communication skills while comparing and contrasting different cultures within the Spanish-speaking world and placing the language in the sociocultural context it arises. Prerequisite: SPAN 203 or equivalent. <i>Offered each semester.</i>	Change in general education flag		G
GRS 210	85-23	Greek Myth and the Hero	Greek Myth and the Hero. In our society, “myth” is often perceived as “storytelling” that has an element of falsehood built into it. For archaic Greek society, like many traditional societies that operate on ancestral principles, myths are the ultimate way of encoding truth values. Storytelling, therefore, is not just entertainment; it is a set of patterns set up by a specific society that gives the members of the culture a sense of their own identity. In this course we will begin to understand how the storytelling traditions of Greece established social order and define what it means to be truly civilized. <i>Offered annually.</i>	Remove GRS cross-list	IT	
GRS 212	85-23	Greek Drama and Society (LIT, W)	Greek Drama and Society (LIT, W). In this course we will survey works by three great ancient Greek tragic playwrights: Aeschylus, Sophocles, and Euripides. We will examine the structure, style and significance of the ancient plays in context, as well as modern adaptations and interpretations. Students will have an opportunity to perform a staged reading of select scenes. <i>Offered alternate years, spring.</i>	Deleted course	LIT	W

GRS 217	85-23	Race, Gender, and Ability in the Ancient World	Race, Gender, and Ability in the Ancient World. Ancient concepts of law, freedom, and democracy shape Western values. But should Greek and Romans be role models for human rights and equality? This class examines ancient identity and citizenship as a foil for critiquing what rights people of different races, genders, sexual orientations, and abilities out to have today. <i>Offered alternate years.</i>	Remove GRS cross-list	AV	W
GRS 311	85-23	Art and Architecture in the Roman World (AR)	ART and Architecture in the Roman World (AR). This course follows the development of the forms and ideologies of Roman art from the republic to late antiquity. The issues to be discussed will include public and private and civic and religious art and architecture, urban planning, and the interaction of Roman art forms and provincial cultures in the forging of identity. <i>Offered alternate years</i>	Remove GRS cross-list	AR	
GRS 318	85-23	Blood Rites and Mystery Cults (CHC)	Blood Rites and Mystery Cults (CHC). Ancient Roman religion was uniquely open to foreign influence while respecting its own customs. This course will examine how the Roman people demonstrated this quality as they adopted or adapted new religious ideas and traditions from the beginnings of the Roman monarchy in 753 BCE to the fifth century CE. <i>Offered occasionally.</i>	Remove GRS cross-list	CHC	
GRS 499	85-23	Independent Study	Independent Study. A major capstone research project related to the study of classical language, culture, or literature under the close supervision of a faculty member. Prerequisite: Consent of instructor. <i>Offered as needed.</i>	Deleted course		W
ENGL 214	86-23	Digital Storytelling	Digital Storytelling. This course will introduce students to the fundamentals of digital storytelling. Students will engage in and learn about ideation, research techniques, best practices, and storytelling across multiple platforms. (AR, WI) <i>Offered in alternate years.</i>	New course	AR	

Details of the “Deans Model”

Overview of the “Deans Model”

Restructure academic leadership with Deans for each of five Schools (assisted by Associate Deans for more complex programs). Academic programs (majors) led by Program Heads who will receive compensation for disciplinary duties related to mentoring faculty or for programs with ≥ 100 majors. The proposed structure is provided as an attachment to this document (Appendix A).

Rationale for the Change

The goal of this effort is realizing *greater value* as well as establishing *greater equity* for students with regard to program support. It will result in some savings, but that isn't the main reason for a move to “the deans model.” At a time when resources are highly constrained, we must look carefully at how we spend resources on academic program administration.

Greater value comes to our students through having more tenure-line faculty teaching regular courses in the curriculum. While we sometimes look at the “replacement cost” of a course release as the approximate average rate of adjunct pay (\$4,200), the value brought to student learning is roughly one-sixth of the average salary for a faculty member (\$11,600). This is the University's average cash outlay for a course taught by a tenured/tenure-track faculty member, and by virtue of its inherently larger faculty-university commitment, a learning opportunity brought by a regular faculty member generally has greater value. The deans model approach would add, annually, 13.5 classes taught by IWU tenured/tenure-track faculty to annual course offerings.

The greater equity derives from a more level playing field for those students whose majors are not directly supported by a department. By nature, departments tend to be concerned first about the major most directly associated with their department's name – students in interdisciplinary majors (12% of our students) don't enjoy quite the same level of support. When an interdisciplinary major is proposed, faculty make commitments to teach the needed courses in support of the new major. But when push comes to shove as departments build the course offerings for subsequent academic years, those commitments often become secondary to the support of the home department's major. Also when new tenure-line positions are justified, proposals include commitments that the new line will support interdisciplinary majors. The support of an interdisciplinary major strengthens the justification, but it is an add-on rather than integral. Even in the very conception of the new tenure-line position, the nature of the search is shaped first by departmental priorities. As a biology-trained provost, I think about the continuum across biochemistry, molecular biology, cell biology, and neuroscience. A position proposed by the biology department will be different from the nature of a position proposed by a group of faculty who are cell biologists and neuroscientists. The same would be true for positions justified by a chemistry department or a psychology department. But when it comes to best serving our students well for the world that awaits them, it is clear that solving the most “wicked” problems of the 21st Century will require insights that cross traditional disciplinary boundaries. We owe it to our students to pay attention to disciplinary interstices as well as currently-accepted disciplines.

The deans model also supports the formation of search committees that cross traditional departmental boundaries. And when curricular development is guided by faculty who inhabit disciplinary interstices the resulting interdisciplinary academic program is more vibrant and more rigorous. Too many institutions simply “bolt on” one or two courses to an existing major in the building of new interdisciplinary majors (courses that might be squeezed out in favor of teaching departmental majors). Students look for quality and authenticity in academic programs when choosing where they will go to school. As we build toward the future, vibrant, rigorous, high-quality, authentic programs of study will serve us best in an ever-more competitive college admissions race.

Finally, as enrollments at IWU have continued to decline, only 4 of our 45 current academic programs have 100 or more students majoring in the discipline. Six academic programs have 50-99 majors, while 14 have 25-49 majors and 21 have fewer than 25 majors (see attached Student by Major data). We are spending a considerable amount of our resources to sustain academic operations that are built for an institution at least half again our size. At a point when we have to make very difficult, even painful decisions about how to become a more efficient operation, our academic program support structure draws an unsustainable amount of our resources.

Personnel and Responsibilities

Deans and Associate Deans

Deans will be pretty much the equivalent of directors in the current structure. They will receive 2 course releases per semester (a 1-1 teaching load) and will receive a stipend of \$8,000 (for summer work). Deans will serve for four-year terms with the option for renewing the appointment. Deans must ensure that members of the school attend to *all* of the work of maintaining the academic programs within the school. This work is distributed among the Dean (and Associate Dean, if the school has one), Program Heads, and individual faculty members. Much of the work done currently by Department Chairs/Program Directors will be moving to the Dean. Some of the work will be spread across all faculty who are members of an academic program’s Faculty Steering Committee. Deans will:

- Be the official spokesperson for the faculty and academic programs supported by the school. The Dean holds responsibility for the functioning of the school and all of the faculty and programs it supports.
- In consultation with the Provost (and/or Associate Provost, as appropriate), make final decisions on course assignments, co-curriculum, issues involving faculty (eg, student complaints, family issues, and the like), issues involving students’ academic work and progress, etc.
- With input from Program Heads (and Associate Dean, if the school has one) supervise and evaluate all staff assigned to the school.
- Work with Program Heads to staff courses for academic programs within the school.
- Assign a mentor for a pre-tenure faculty member. That mentor may or may not be the Program Head. The mentor would prepare the required PAT documentation. It should be someone who can serve throughout the pre-tenure faculty member’s probationary period.
- Assign a faculty member to support a colleague’s case for promotion to full.

- Assign a faculty member to support a colleague's bid for appointment to an endowed professorship.
- Assign a faculty member to write letters supporting FDC and CETAL protocols and processes.
- Work with Program Heads in the submission of CC materials (program heads play the larger role here).
- Work with Program Heads to support requests for full-time and contingent faculty and prepare the appropriate CUPP and Academic Affairs paperwork.
- Work with Program heads, Physical Plant, ITS, and the Associate Provost's Office to ensure that the Schools equipment and facilities are clean, organized, up-to-date, and well-maintained.
- Work with Program Heads to support requests for support staff, preparing HR paperwork.
- Form search committees and appoint search chairs for faculty and staff searches (with input from appropriate Program Heads).
- Form teams for program assessment and review, both annual HLC course/curricular assessments (working with Assessment Committee) and periodic external reviews (working with Associate Dean for Curriculum and Instruction)
- Promote an equitable distribution of School and Program service.

Associate Deans will be appointed in schools where the nature of the co-curriculum and/or external program accreditation of a program within the school creates workloads that are specialized and of a complexity beyond the ordinary program – e.g., education, nursing, performing arts. The initial appointments will all be interim, until it can be determined that ongoing workloads mandate continuing the positions. The distribution of work between the Associate Dean and Dean will be determined by each school. Associate Deans will teach a 4-course load across the academic year and will receive a stipend of \$3,000 (for summer work). At this point, no area will have more than one Associate Dean.

Departments are organizational units for faculty in our current Academic Affairs administrative structure. In the deans model, departments will be consolidated into schools, which support a broader range of academic programs of study.

Programs are academic programs of study – majors and minors – offered by a school. They have faculty steering committees with an assigned program head supporting them. The current departments will generally be transitioned to faculty program committees under the deans model, though some reappointments may be appropriate.

A Program Head leads an academic programs' faculty steering committee.

Responsibilities for program heads include:

- Ensuring that the program has representation at admissions events and other campus functions that require programmatic representation.
- Signing course substitution/waiver forms for students.
- Signing off on any upper-level transfer credits for the academic unit.
- Preparing and submitting CC documents (with sign off by the school's dean).
- Working with colleagues in the academic program to advance full-time and part-time faculty requests and subsequent appointments (onboarding).

- Overseeing searches for full-time and part-time faculty (with support from an admin assistant).
- Works with Advancement and Financial Aid regarding any program-specific scholarships or donations.

In general, work is distributed more fully across all faculty in the academic program's steering committee. Faculty will sign students into closed classes. Faculty will take turns at representing their program for things like Admissions events, some Advancement efforts, and other university events requiring program representation. Faculty may also serve in roles involving mentoring pre-tenure faculty, writing PAT support documents for colleagues seeking promotion or appointment to an endowed professorship, serving on/chairing faculty and staff search committees. Some of these responsibilities are stipended (see below).

Compensation (for program heads or faculty undertaking assignments to support the program):

- In academic programs with ≥ 100 majors (currently 4 programs, BIOL, BUSN, NURS, and PSYC) a \$500 stipend will be provided to a program head.
- Stipends for a program head or an appointed faculty member:
 - mentoring a pre-tenure, tenure-track faculty – \$500/year
 - producing documents supporting a colleague's promotion to full – \$250
- There are no course releases or chair/director stipends.

Schools are the new organizational units for faculty in the Academic Affairs administrative structure under the deans model. Faculty members in a school may well have appointments to more than one academic program.

Staff: all of the administrative assistants and specialized support staff currently associated with departments will continue to support the faculty members they currently serve in the move to the deans model.

Titles will reflect the disciplinary/interdisciplinary expertise of the faculty member (currently they are mostly constrained by departmental affiliation). So it would be possible to hire someone as an assistant professor of molecular biology or of film.

Potential Modification

Redistribution of Dean/Chair Responsibilities

Deans under this modification would receive 3 course releases per year (a 1-2 or 2-1 teaching load) and will receive a stipend of \$6,000 (largely for "on call" summer work). This would be \$2,000 less than the stipend in the current deans model. In this modified version of the Deans Model, Chairs would retain more of the responsibilities current chairs hold. Deans will:

- Be the official spokesperson for the faculty and academic programs supported by the school. The dean holds responsibility for the functioning of the school and all of the faculty and programs it supports.
- In consultation with the Provost (and/or Associate Provost, as appropriate), make final decisions on course assignments, co-curriculum, issues involving faculty, issues involving students' academic work and progress, etc.

- With input from program heads (and Associate Dean, if the school has one) supervise and evaluate all staff assigned to the school.
- Work with Program Heads to staff courses for academic programs within the school.
- Work with Program Heads in submitting CC materials (program heads play the larger role here).
- Assign a mentor for a pre-tenure faculty member. That mentor may or may not be the program head. The mentor would prepare the required PAT documentation. It should be someone who can serve throughout the pre-tenure faculty member's probationary period.
- Assign a faculty member to support a colleague's bid for appointment to an endowed professorship.
- Work with program heads to support requests for full-time and contingent faculty and prepare the appropriate CUPP and Academic Affairs paperwork.
- Work with program heads to support requests for support staff, preparing HR paperwork.
- Form search committees and appoint search chairs for faculty and staff searches (with input from appropriate program heads).

Chairs lead the academic programs' steering committees. We would not maintain departments.

Chairs would receive 1 course release per year for programs over 75 (currently 4 - BIOL, CS, FIN, and PSYC) and 2 course releases per year for programs over 150 (currently 2 - BUSN and NURS).

- In academic programs with ≥ 100 majors (currently 4 programs, BIOL, BUSN, NURS, and PSYC) a \$500 stipend will also be provided to a program head.
- Stipends for a program head or an appointed faculty member:
 - mentoring a pre-tenure tenure-track faculty – \$500/year
 - producing documents supporting a colleague's promotion to full – \$250

Responsibilities for chairs would include:

- Ensuring that the program has representation at admissions events and other campus functions that require programmatic representation.
- Signing course substitution/waiver forms for students.
- Signing off on any upper-level transfer credits for the academic unit.
- Preparing and submitting CC documents (with sign off by the school's dean).
- Support colleagues' cases for promotions to full.
- Working with colleagues in the academic program to advance full-time and part-time faculty appointments.
- Overseeing searches for full-time and part-time faculty (with support from an admin assistant).
- Write letters supporting FDC and CETAL protocols and processes.
- Conduct program assessment and review, both annual HLC course/curricular assessments (working with Assessment Committee) and periodic external reviews (working with Associate Dean for Curriculum and Instruction)
- Work with Program heads, Physical Plant, ITS, and the Associate Provost's Office to ensure that the Schools equipment and facilities are clean, organized, up-to-date, and well-maintained.
- Works with Advancement and Financial Aid regarding any program-specific scholarships or donations.

Cost Impact. Overall this modification will cost a bit more to operate than the deans model (less savings). While deans receive 1 less course release per year (a savings of 5 course releases saved overall), 2 chairs will be receiving 2 course releases for chairing programs with over 150 majors and 4 chairs will be receiving 1 course release. This will make the number of course releases in the modified deans model 29 (vs. 26 in the current deans model).

The difference in cost savings for the course releases is provided in the table below.

	Adjunct Hire Approach		Value Added Approach	
	Deans Model	Modified DM	Deans Model	Modified DM
Course Release Savings	\$56,700	\$44,100	\$156,600	\$121,800

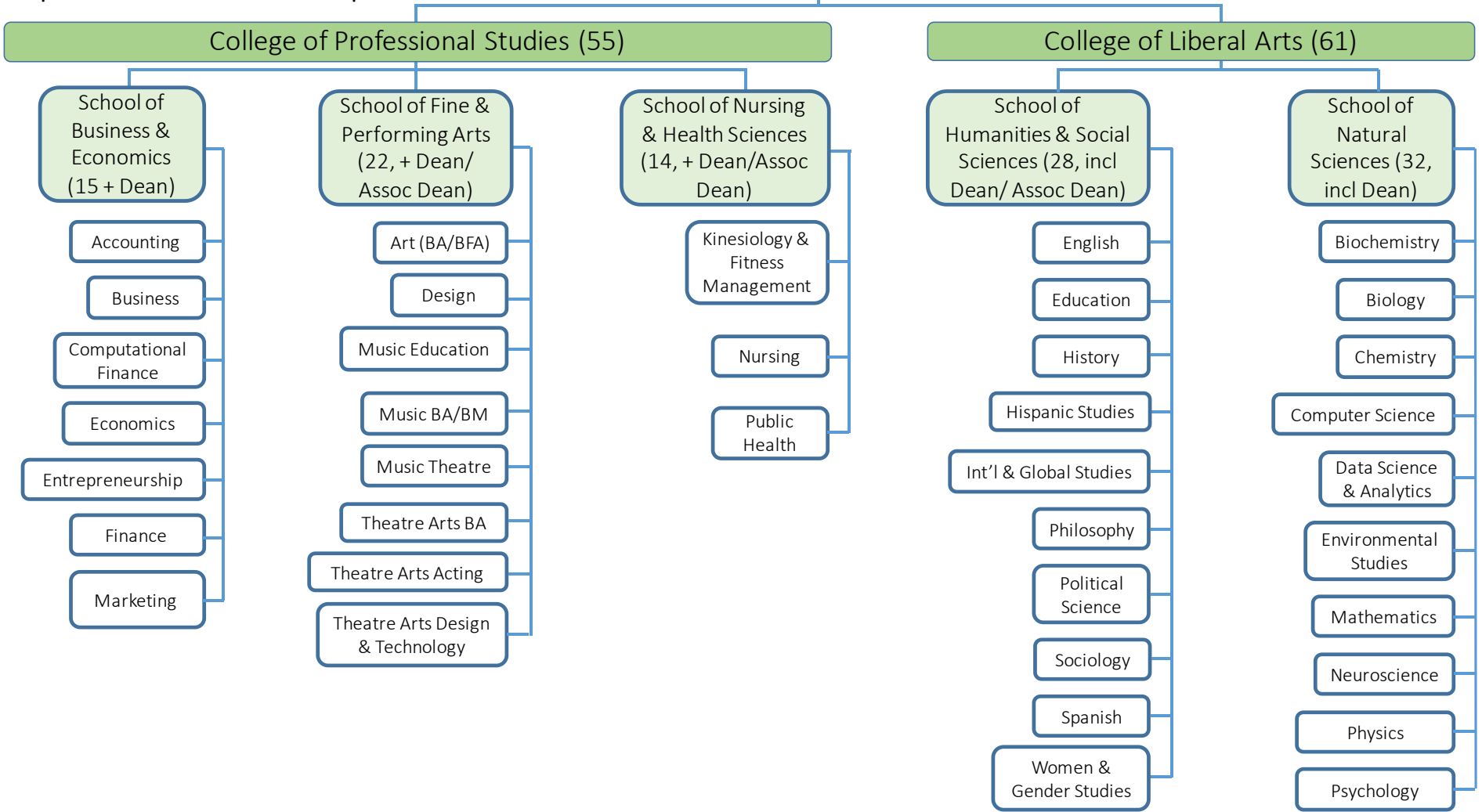
In this modified version, the cost of stipends would decrease by \$10,000, as a result of cutting the dean stipend from \$8,000 to \$6,000. The stipends for chairs would be the same as those for program heads, so the net effect of this change is a savings of \$10,000.

Appendix A.

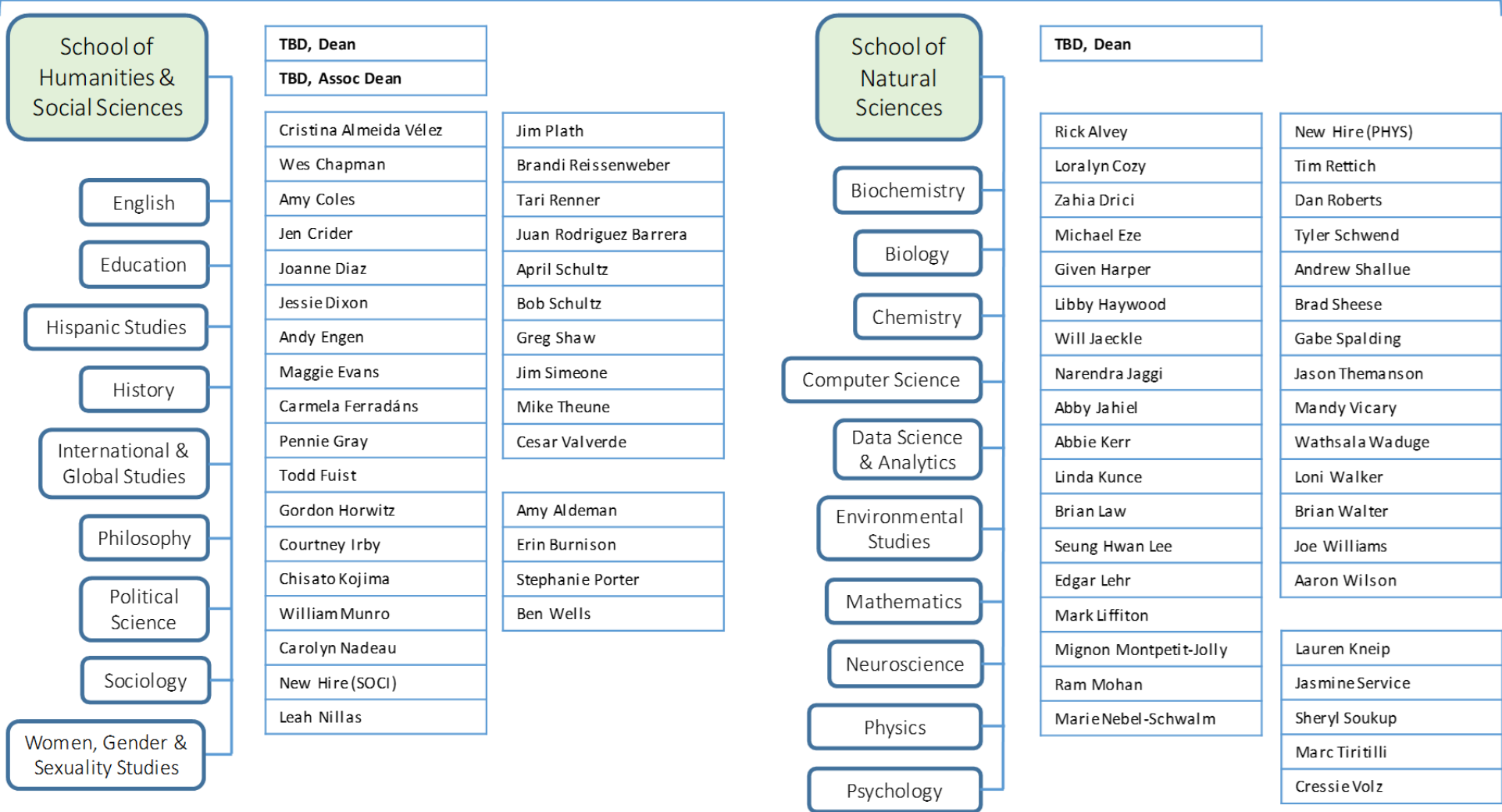
Proposed AA Leadership Structure

Provost

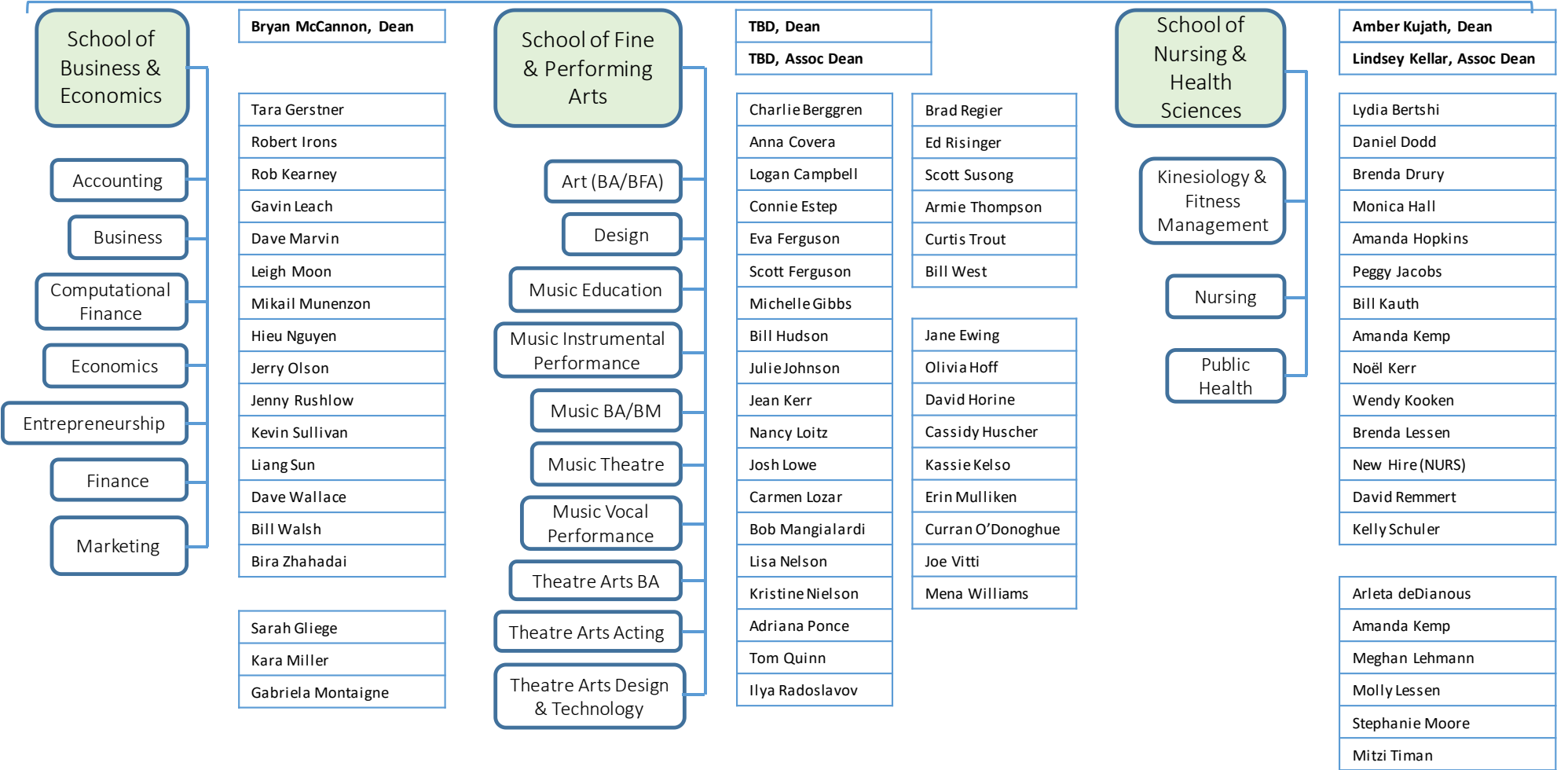
(# = Faculty + Instructional Staff)



College of Liberal Arts



College of Professional Studies



A. Current

Dept/School	# Fac*	Crse Rel	Stipend
Accounting	3	1	\$2,250
Biology	9	2	\$2,250
Business/Marketing	6	2	\$2,250
Chemistry	3	1	\$2,250
Computer Science	4	1	\$2,250
Economics	4	1	\$2,250
Educational Studies	4	1	\$2,250
English	6	1	\$2,250
Entrepreneurship	0	0.5	\$2,250
Environmental Studies	2	0.5	\$2,250
Finance	3	1	\$2,250
Health Promotion Fitness Mgmt	3	1	\$2,250
History	4	1	\$2,250
International & Global Studies	0	0.5	\$2,250
Mathematics	3	1	\$2,250
Neuroscience	0	0.5	\$2,250
Philosophy	1	1	\$2,250
Physics	3	1	\$2,250

Political Science	4	1	\$2,250
Psychology	7	2	\$2,250
School of Art	5	4	\$8,000
School of Music	11	4	\$8,000
School of Nursing	12	4	\$8,000
School of Theatre Arts	7	4	\$8,000
Sociology	3	1	\$2,250
Women's and Gender Studies	0	0.5	\$2,250
World Lang, Lit, & Cultures	6	1	\$2,250
TOTALS	115	39.5	\$83,750

* Faculty counts include instructional staff and multi-year, full-time visiting faculty

B. New

School	# Fac*	Crse Rel	Stipend
School of Business & Economics	16	4	\$8,000
School of Fine & Performing Arts	23	6	\$11,000
School of Humanities & Social Sciences	28	6	\$11,000
School of Natural Sciences	32	4	\$8,000
School of Nursing & Health Sciences	16	6	\$11,000
TOTALS	115	26	\$49,000

Deans Model Savings (hire adjuncts approach)

Course Releases¹: $39.5 - 26 = 13.5 \times \$4,200 = \$56,700$
 Stipends²: $\$83,750 - \$49,000 = \$34,750$
Total Savings $\$91,450$

Deans Model Savings (value proposition approach)

Course Releases¹: $39.5 - 26 = 13.5 \times \$11,600 = \$156,600$
 Stipends²: $\$83,750 - \$49,000 = \$34,750$
Total Savings $\$191,350$

¹Not all course release savings may be realized | ²Stipend savings will have year-to-year variations for numbers of pre-tenured faculty mentored, faculty seeking promotion to full, and programs in excess of 100 majors.

Appendix B

202220 Student by Major

Wednesday, February 1, 2023

MAJOR	FR	SO	JR	SR	Total
Accounting	13	15	19	11	58
Acting	4		7	20	31
Anthropology			1	3	4
Art	8	7	5	10	30
Biochemistry	5	4	5	7	21
Biology	24	25	30	32	111
Business	44	50	43	33	170
Chemistry	5	1	4	7	17
Computer Science	25	17	15	25	82
Data Analytics Certificate			1	1	2
Data Science	2				2
Design Tech & Entrepreneurship			2	6	8
Economics	10	8	3	6	27
Elementary Education	7	14	9	15	45
English - Literature	5	3	6	11	25
English - Writing	6	8	9	12	35
Entrepreneurship	6	7		1	14
Environmental Studies	4	9	8	11	32
Finance	13	17	28	27	85
French & Francophone Studies			1	1	2
Greek and Roman Studies				1	1
Health Promo & Fit Mgmt	17	12	15	10	54
Hispanic Studies	1	2	4	5	12
History	4	7	11	7	29
Instrumental Performance			1	1	2
Interdisciplinary Educ Studies	1	1	4	4	10
International and Global Std	2	2		3	7
International Studies			1	1	2
Marketing	4	10	11	19	44
Mathematics	5	8	14	6	33
Music		2	1	2	5
Music Composition				2	2
Music Education	4	6	6	9	25
Music Theatre	7	3	11	15	36
Neuroscience	4	11	17	9	41
Non-Degree Seeking				1	1
Nursing	26	33	49	56	164
Philosophy	2		4	3	9
Physics	15	8	9	17	49

MAJOR	FR	SO	JR	SR	Total
Piano Performance				2	2
Political Science	15	13	20	12	60
Psychology	22	33	39	32	126
Religion				2	2
Secondary Education	10	11	18	12	51
Sociology	3	3	8	3	17
Theatre Arts	3	2	1	8	14
Theatre Design/Technology		1	1	7	9
Undecided	35	11	1		47
Vocal Performance	2	2	3	2	9
Women's and Gender Studies			1		1
Totals:	363	366	446	490	1665

Includes Double/Triple Majors

Total Enrollment: 1473

Options for Changes in the Sabbatical Program

Competitive Sabbaticals – Spreading Costs / Realizing Savings

Currently, our sabbatical leave program does not limit the number of faculty who can go on leave in any given year. We support all leave proposals that advance a sabbatical plan that meets FDC standards. Many institutions limit the number of sabbatical leaves available in a given year to a certain percentage of eligible faculty. Policies that are more generous allow 1/7 (~14%) of the eligible faculty to go on leave in any given year. Less generous policies limit the number further. Typically, if someone who applied for a sabbatical leave was declined a sabbatical opportunity in a given year, they would again be eligible to compete for a sabbatical leave in the next academic year. At this point, the predicted total of sabbatical-eligible faculty going into the 2023-14 academic year is 77.

Spreading Costs. Recently we have had as few as 7 to as many as 22 sabbatical-eligible faculty in a given year. This creates strains on staffing in certain years and drives up costs for one year while, by comparison, driving them down in a subsequent year. If the limit were set at the “more generous” 14%, this would have the effect of *redistributing* sabbatical leaves throughout the 7-year cycle, making the budgeting of sabbatical leaves more consistent from year to year. So over any 7-year cycle at a 1/7 limit (14%), the cost of the sabbatical program remains the same as it would be for unlimited leaves in any given year – the effect of implementing a 1/7 limit is to redistribute the leaves.

Some folks have advanced an alternative way to spread the costs: have faculty and programs agree to speed up or slow down sabbatical eligibility until an even distribution is reached. This approach, however, would be virtually impossible to maintain, because each year a new crop of faculty earn tenure and become sabbatical-eligible or retire from/leave the university. This would mean that each year these redistributions would have to be renegotiated. This isn’t really tenable.

Realizing Savings. To realize any savings in the sabbatical program, the limit on the number of leaves in a year must be below 1/7. Below are two calculations for the potential salary savings, calculated from both an adjunct replacement (at an average cost of \$4,200 per adjunct) and a value added (at an average salary of \$41,400 per semester per sabbatical-eligible faculty member) perspective:

Seventy-Seven (77) Sabbatical-Eligible Faculty Per 7-Year			
% Cap	# Sabbaticals Reduced per 7-Year Cycle	Adjunct Replacement	Value Proposition
11%	11 fewer	\$138,600 over 7 years	\$455,400 over 7 years
9%	21 fewer	\$246,600 over 7 years	\$869,400 over 7 years

With the adjunct replacement savings, they would only be realized if the persons not taking academic leave would have been replaced by an adjunct. In reality, roughly one-third of faculty on leave are replaced by a contingent faculty member (either adjunct or full-time visitor contribution), though adjunct replacement costs were used here to simplify the calculation). This would mean that the real savings for this change to the current sabbatical program would be about \$46,100 over seven years for the 11% competition level (\$6,600/year) and about \$82,100 for the 9% competition level (\$11,700/year).

When it comes to the value proposition savings, we would be realizing the value of having faculty teach classes rather than going on academic leave. On a per-year basis this would be \$65,057/year for an 11% cap and \$124,200/year for a 9% cap. Some of the value, though, would arguably be compromised since faculty with deferred academic leaves would not be able to maintain their academic edge at the same level that a true sabbatical cycle would provide. In addition, the value proposition savings aren't necessarily realizable salary savings. The point is, the value of having regular faculty (rather than adjuncts) teach our curriculum is greater than the hard-currency savings realized by not hiring adjuncts, but it is also not the full value of the salaries paid while on leave.

Lengthening the Leave Cycle

By definition, sabbatical leaves are on a 7-year eligibility cycle. If we were to lengthen the period for eligibility, we would need to rename the program the **academic leave program** (not a problem!). As noted above, the number of people on leave in any given year of our current program fluctuates. To simplify calculations, the program cost will be spread across the length of the cycle. The calculations also look at all sabbaticals as being 1 semester at full pay, even though some folks may go an entire year at half pay. The current sabbatical program cost can be calculated as follows:

- Every 7 years we have 77 people who can go on leave.
- Half the average salary of academic leave-eligible faculty is \$41,600.
- Not every faculty member who goes on a sabbatical leave is replaced by contingent faculty (either some number of adjuncts or part of a full-time visitor's load) – over time roughly 1/3 of faculty are replaced.

$$\frac{77 \text{ faculty on leave}}{\text{each 7-year cycle}} \times \frac{\$41,600 \text{ salary}}{\text{ea faculty on leave}} \times 0.333 \text{ replacement factor} = \frac{\$152,381 \text{ salary}}{\text{year}} \text{ for a sabbatical program}$$

So...

The table at right presents the annual *savings* realized with an academic leave program as compared to a sabbatical program (right column) when lengthening the leave cycle as indicated (left column). The effective annual program cost per year of longer academic leave programs is indicated in the center

Years in Cycle	Program Cost/yr	Savings/Yr vs. Sabbatcal Pgrm
8	\$ 133,333	\$ 19,048
9	\$ 118,519	\$ 33,862
10	\$ 106,667	\$ 45,714
11	\$ 96,970	\$ 55,411
12	\$ 88,889	\$ 63,492

column. So for an academic leave program with an 8-year cycle, the cost per year to run the 77 people through one cycle would be \$133,333. That represents a savings of \$19,048 per year over the current *sabbatical* program. Of course, this assumes that the number of faculty eligible for an academic leave remains at 77 and that the average salary of academic leave-eligible faculty remains at \$41,600 for half a year.

Freezing the Sabbatical Program

If we were to stall or freeze our sabbatical program, we would realize *approximately* \$152,400 for each year that the program was kept on ice (the calculation is the same as what is shown in the section above). Arguably there is a point of diminishing returns in this approach. The savings are only there for as long as the program is frozen, and the longer the program is frozen the more disconnected faculty are from the cutting edge of their disciplines. This undermines the value of earning an IWU education – at some point we couldn't rightly expect the tuition we charge.

Some have suggested that we only freeze sabbaticals for full professors so that associate professors can sustain a scholarly agenda to support promotion to full. We have 35 full professors with an average half-year salary of \$47,175. If, as above, about 1/3 of those faculty are replaced, the annual savings would be approximately \$78,600 for each year the program would be on ice.

Options for Increased Teaching Loads

The All-In Model

Everyone teaches a 7-course load each year for all tenured/tenure-track and full-time visiting faculty. This would allow us to fully staff Gateway with full-time faculty (about 32 sections). Many lab sections of our science courses are staffed by adjunct faculty (at 0.5 credits each). We would also be able to offer a wider range of options for Gen Ed and reduce our reliance on adjunct faculty for delivery of the Gen Ed program (see Table 1, below).

Table 1. Number of General Education courses taught by adjunct faculty and/or as compensated faculty/staff overloads. Labs count as ½ of course because they are compensated that way.

Academic Year	General Education Categories											Total (FTE)
	ART	AV	CHC	CSI	FR	GW	IT	LA 101	LIT	LSL/LSI	PSL/PSI	
2022-23	15	6	4	0	7	13	6	15	6	5.5	5.5	83 (13.8)
2021-22	13	7	6	1	4	12	5	4	10	7	5	73 (12.2)
2020-21	14	3	5	3	5	6	0	19	6	10.5	2	73.5 (12.5)
2019-20	14	3	7	0	0	4	1	15	6	4	9.5	63.5 (10.6)

We currently have 100.5 full-time faculty, so this would allow us to teach 100 courses across the year. We would significantly reduce our use of adjunct instruction at the 100 and 200-level. . There are two ways to calculate the savings:

1. *Adjunct cost calculation* – the average cost for an adjunct is \$4,200. So: $100 \times \$4,200 = \$420,000$
2. *Value calculation* – arguably, full-time faculty bring a greater value to student learning. On average 1/6 of an average faculty salary is \$11,600. So: $100 \times \$11,600 = \$1,160,000$

The Half-In Model

Everyone teaches a 7-course load *every-other* year for all tenured/tenure-track faculty. (Another way to look at this is 13 courses over two years). Full-time visiting faculty would also teach a 7-course load each year. This would allow us to offer more of our courses with full-time faculty. Since only half our faculty would be contributing an extra course each year, the numbers are reduced by 50%.

1. *Adjunct cost calculation* – the average cost for an adjunct is \$4,200. So: $50 \times \$4,200 = \$210,000$
2. *Value calculation* – arguably, full-time faculty bring a greater value to student learning. On average 1/6 of an average faculty salary is \$11,600. So: $50 \times \$11,600 = \$580,000$

Note: This approach will be challenging to track, and it makes planning a bit more challenging as well. The courses would need to enroll a minimum to make (currently 10).

The Do It Your Way Model

It would be agreed that every department would contribute an additional 15 seats per faculty member either each year or every-other year. How those 15 additional seats are realized would be up to the department and its faculty members. For example, it could be that faculty teach an additional course or course section. It could be that an academic unit increases course caps for their classes, if pedagogy and room size permit. In addition, demand for seats in the class must make this a reasonable approach. The savings here is more difficult to estimate, because the model carries a lot of flexibility, but it would probably be less than the savings provided by the models above.

Note: If the half-in model will be challenging to track and to plan for, this approach will be significantly more challenging. In addition, we run the risk of not realizing the hoped-for savings. This could jeopardize Board support for recurring excess endowment draws – a consequence that would be highly damaging.

The New Track Model

We would create a new appointment that had a 7- or 8-course annual teaching load but without the same research expectations our current faculty have. It would be important for faculty in these appointments to keep their courses current, but publication would not be expected. There would be opportunities for advancement in rank within this new track. Faculty in these teaching appointments would be on rolling 4-year contracts that operate like those of our current instructional staff. Our current instructional staff positions carry staff responsibilities along with the teaching, but staff work would not be expected for these teaching appointments.

It would be possible for a current tenured/tenure-track faculty member or instructional staff member to elect to move to one of these new positions. This could be a pathway to promotion for faculty with teaching-focused careers. Faculty who have already earned tenure electing to make such a move would retain tenure.

The financial impact varies depending on the teaching load and on how many of these positions are created. A 7-course annual load would have a \$4,200-per-hire impact using the adjunct cost calculation and a \$11,600-per-hire impact using the value calculation. With an 8-course annual load, the impacts would be twice that per hire.

Council on University Programs and Policies (CUPP) Report
April 5, 2023

CUPP has met five times since the last faculty meeting. Our Board of Trustees report is in process; we thank you for your patience. We have started our review of tenure line proposals and plan to meet with Provost Brodl, Associate Provost Roesner, Associate Deans Coles and Kerr in mid-April to discuss our recommendations.

CUPP would like to thank Carolyn Nadeau for volunteering to serve as the Humanities representative next year.

- Bill Kauth, Faculty Representative to the Board of Trustees
- Amber Kujath, School of Nursing & Health Sciences
- Carolyn Nadeau, Humanities
- Tari Renner, Social Sciences
- Andrew Shallue, Sciences
- Aaron Wilson, Interdisciplinary Programs + Library Faculty

The following divisions are still in need of representatives:

- Business & Economics
- Fine Arts

CUPP has one motion to bring before the faculty today: a final revised faculty committee structure. We have also drafted committee descriptions for substantive changes or committees not currently listed in the faculty handbook as an informational item only. Some descriptions in the faculty handbook require a 30-day notification for a vote, so next year's CUPP will take on the work of reviewing/revising committee descriptions and other details, if our motion passes today. Both the final model and the committee descriptions are appended to this report on pages 2-5.

Respectfully submitted,
Stephanie Davis-Kahl
CUPP Chair

Motion 1 - Final Faculty Committee Model¹

April 5 2023

CUPP moves that the faculty approve a new structure for committees as outlined below.

Committee	Concurrent appt	#	Notes
Admissions		5	Faculty input is critical; work has been streamlined to minimize time and maximize input.
Assessment Committee*		4	
Calendar Committee	CC Chair		
Committee on the Education of Teachers*		11	4 Ed Studies faculty, 7 department chairs from the SEd majors. Meets infrequently.
Council on Excellence in Teaching and Learning*		5	
Council on University Programs and Policy*	Chair on Cabinet	7	
Curriculum Council*	Chair on Calendar Committee	7	Combine functions of May Term Advisory Committee with CC; no increase in membership
Endowed Professors Committee	PAT Chair	1	Two total faculty will serve on this committee - the chair of PAT and one faculty member who holds an endowed position.
Faculty Athletic Representative*		1-3	
Faculty Development Committee		5	
Faculty Secretary		1	
Faculty Representatives to the All University Judicial Committee and Academic Appeals Board*		5	
Faculty Representatives to the Board of Trustees (CUPP)		2	
Health Care Advocacy Committee		3	Based on feedback from faculty and staff, will retain with fewer faculty and staff
Hearing Committee		8	Larger number of faculty needed based on current procedures in the Faculty Handbook (Chapter II, Section 10), also to allow recusals.
Information Technology Governance Committee		1-2	

¹ Committees mandated by the federal government, the Higher Learning Commission, National Collegiate Athletic Association, or the Illinois State Board of Education are indicated with a *

Institutional Animal Care and Use Committee*		3-5	Three faculty members required; (one non-scientist and two scientists (especially ones who do animal research)); suggesting range to provide flexibility to NomComm
Institutional Review Board*		5-7	Adjusted to reflect requirements on HHS website
Nominating Committee		2-3	Range of membership, based on feedback
Parliamentarian		1	
Pre-Med Advisory Committee		3-5	Based on feedback and high level of student centered work, connection to recruitment
Promotion and Tenure Committee*	Chair on Endowed Professors	5	
Retirement Committee		1	Administrative Cmte
Student Engagement Committee		3	Combination of Internship and Career Center Liaison Committee, Library Advisory, Study Abroad Advisory, Summer Reading, Religious Life, URAC; invite/include staff from Student Affairs, Athletics/FAR, Admissions.
Writing Program Committee	Writing Program Director is <i>ex officio</i> on CETAL	4	
		93-103	Total faculty/instructional staff

Further proposals:

CUPP proposes that the Campus Sustainability Committee continue with volunteer membership rather than appointed membership. The Director of Environmental Studies will be the faculty convenor.

Status Quo/Committees on Hiatus:

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. It is the committees' purview to continue their work or go on hiatus. Also, The Reflective Advising Committee has been on hiatus but will be reviewed once a

permanent Director of Advising is hired (search is in progress). The Safety Committee is also on hiatus. Finally, the Cadence committee is under discussion due to staff turnover at IWU, ISU, and Carle.

Revised/New Committee descriptions - Informational draft only

Faculty Representatives to the AUJC and Academic Appeals Board

The Faculty Representatives to the AUJC and Academic Appeals Board are responsible for participating in student conduct cases brought to each body. The AUJC is composed of students, faculty and staff who serve as the voice of the community when students are referred for possible judicial action due to student code infractions. The Academic Appeals Board is composed of students and faculty and hears cases related to academic integrity. Both groups hear cases that may be actionable by separation from the University. It is imperative that in those instances the voice of the community is heard. Procedures for AUJC hearings can be found in the Student Code of Conduct; Academic Appeals Board procedures are in the Faculty Handbook and on the Associate Provost's website. No fewer than five faculty members should be appointed and trained to serve as potential hearing members.

Faculty Athletic Representative(s)

The Faculty Athletic Representative(s) is an integral part of the IWU student-athlete support network. The FAR is responsible for helping to ensure a quality student-athlete experience and promote student-athlete well-being and serves as an independent advocate for student-athletes. The FAR also assists in the oversight of intercollegiate athletics at the campus and conference levels to assure that they are conducted in a manner designed to protect and enhance the physical, psychological, and educational well-being of student-athletes. Further, the FAR oversees the nominations of student-athletes for NCAA grant, scholarship, and recognition programs. Overall, the FAR's primary role is to help promote student-athlete success in the classroom, in athletics, and in the community by striking a balance among academic excellence, athletics competition, and social growth as they prepare for lifelong success. The FAR is expected to meet with the Director of Athletics on a regular basis, as well as with the Provost & Dean of Faculty, to ensure open communication between athletics and Academic Affairs. The FAR(s) are appointed by the President.

Student Engagement Committee

The charge of the Student Engagement Committee is a) advise on policies and programs related to student engagement offices and learner support services, and b) ensure students are connecting with opportunities such as experiential learning in the community, internships, study abroad, and undergraduate research opportunities. The committee is also responsible for informing the campus community about the available opportunities for students, and evaluating programs when needed. The Committee will also work with the Writing Program Director to plan activities in support of the Summer Reading Program, will coordinate the annual John Wesley Powell Research Conference, and assist in other programs as needed. Members include directors or their designees from the International Office, the Hart Career Center, Writing Center | Tutoring Services, The Ames Library, the Action Research Center. Staff from Student Affairs

and Athletics will be appointed by Staff Council. A minimum of three faculty members will be appointed by the Nominating Committee.

Current Administrative Committees without handbook descriptions

Information Technology Governance Committee

The purpose of the Information Technology Governance Committee (IGTC) is to ensure alignment between IT's investments in solutions for the University and the University's mission, goals, strategic plan, and strategic priorities. The IGTC functions as an advisory committee, providing recommendations to the CIO and the President's Cabinet concerning IT priorities, projects, and policies. The IGTC will review, discuss, and deliberate as a group. Consensus on topics is desirable, but not required, and as such votes will not be taken. The CIO, functioning as chair of the IGTC, will provide executive leadership with the essential components of discussions and debates, including all perspectives, for the Cabinet to consider when making final decisions. Members of the committee are: CIO/Chair, one student representative, one faculty member appointed by CUPP, one staff member assigned by Staff Council, one individual assigned by each VP, and one additional IT member.

Retention Committee

The Retention Committee is comprised of representatives from Academic Advising, Admissions, Athletics, Financial Aid, Institutional Effectiveness, Registrar's Office, Residential Life, and Student Affairs. The Committee examines the results of student surveys, monitors student registration processes, and periodic student attrition reports to identify trends and student behavior patterns which affect the overall retention at the University. The Committee meets at key points (after census, after registration, etc.) two to three times per semester.

Retirement Committee

The Retirement Committee members act on behalf of plan participants in conjunction with the Independent Illinois Colleges and Universities (IICU) Multiple Employer Plan (MEP) to follow the plan documents, to provide education to participants, to manage costs, and to ensure appropriate oversight of investment management.

**Illinois Wesleyan University
Faculty Meeting March 8, 2023
Curriculum Council Report**

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

CC spent the majority of its time discussing course proposals.

CC met with Stephanie Davis-Kahl (CUPP) to discuss a draft to formalize procedures for the Resource Evaluation Group (formerly RAG) which meets when proposals have resource implications.

CC elections have been held to replace CC members who will be rotating off CC at the end of this semester. CC welcomes Chris Sweet (Library), Brad Regier (Fine Arts) and Mikhail Munenzon (Business and Economics) who will begin their terms the next academic year.

Respectfully Submitted,

Joe Williams
Chair of Curriculum Council

Revised B.M.E.

The Curriculum Council moves that the faculty approve a revised B.M.E. degree.

Description of the degree remains as is.

The only change in requirement is as follows:

Degree Requirements

D. One unit upper-division theory ~~selected from 301, 302, and 309~~ **(309)**

Rationale

As we stopped offering regularly the wide arrange of upper theory courses that the now extinct Composition major required (301, 302, and 309), it makes sense to preserve the requirement for B.M.E. students to take the one upper-level music theory course that will be most useful in their career, i.e., MUS 309: Orchestration.

Staffing

Eliminating MUS 301 and 302 as requirements for the B.M.E. will result in the elimination of two regularly offered courses currently taught by adjuncts.

Resources

The deletion of the requirements will have no impact on library, computer or media resources.

Revised Instrumental Performance Major

The Curriculum Council moves that the faculty approve a revised Instrumental Performance major.

Description of the major remains as is.

The only change in requirement is as follows:

3) Major Sequence in Instrumental Performance

D. One unit upper-division theory ~~selected from 301, 302, and 309~~ **(309) OR one additional unit in upper-division music history and literature selected from 385, 385w, 386, 386w, 387, 387w, 388, and 388w.**

Rationale

The purpose of this change is to preserve students' exposure to upper-level music courses while streamlining requirements where flexibility is possible, to overlap with those that are more specifically required (by the B.M.E. in this case). As we stopped offering regularly the wide arrange of upper theory courses that the now extinct Composition major required (301, 302, and 309), it makes sense to preserve the opportunity for Instrumental Performance majors to choose between taking the one upper- level music theory course that the B.M.E will still require, i.e., 309 (orchestration) or taking a second upper-level music history course, according to the individual student's preferences.

Staffing

Eliminating MUS 301 and 302 as requirements for the Instrumental Performance will result in the elimination of two regularly offered courses currently taught by adjuncts.

Resources

The deletion of the requirements will have no impact on library, computer or media resources.

Revised Music major

The Curriculum Council moves that the faculty approve a revised Music major.

Description of the major remains as is.

The only change in requirement is as follows:

3) Two additional units in music history and literature OR one additional unit in music history and literature and one unit in music theory ~~and composition (309)~~. History and literature courses **are to be** selected from 385, 385w, 386, 386w, 387, 387w, 388, 388w. ~~Theory courses must be selected from 301, 302, and 309.~~

Rationale

The purpose of this change is to preserve students' exposure to upper-level music courses while streamlining requirements where flexibility is possible, to coincide with those that are more specifically required (by the B.M.E. in this case). As we stopped offering regularly the wide arrange of upper theory courses that the now extinct Composition major required (301, 302, and 309), it makes sense to preserve the opportunity for music majors to choose between taking the one upper- level music theory course that the B.M.E will still require, i.e., 309 (orchestration) or taking further upper-level music history courses, according to the individual student's preferences.

Staffing

Eliminating MUS 301 and 302 as requirements for the Piano Performance will result in the elimination of two regularly offered courses currently taught by adjuncts. The choice of taking extra music history and literature courses will not result in any changes in staffing as those are courses that are offered every semester in rotation.

Resources

The deletion of the requirements will have no impact on library, computer or media resources.

Revised Music Minor

The Curriculum Council moves that the faculty approve a revised music minor.

Description of the minor remains as is.

The only change in requirement is as follows:

1) 103, 104, ~~201, 202~~ **124, and either 201 or 202** (four units total).

Rationale

MUS 124 (Life Soundtracks) is a course the School of Music created two years ago and made a requirement of all students in the B.A. music major; the B.M.; and the B.M.E. The course introduces students to a number of non-western musical traditions in their social and cultural context and brings, therefore, an important element of diversity into the picture both in that it includes non-western musical traditions and in its emphasis on social context. For B.M. and B.M.E. students, the requirement replaced a further requirement in upper-level music history and literature courses, as we thought the element of diversity more than justified the change. For B.A. music students, the course replaced one of the halves of the Survey of Western Art Music (MUS 203 or 204), as we thought that students would greatly benefit from exposure to other music traditions (over a whole year of Survey of Western Art Music). When we revamped the music programs, we overlooked the music minor but the same rationale certainly applies. Music minors should derive greater benefit from taking a course in non-western music traditions and only one half of the Survey of Western Art music, than from taking a full year of Survey of Western Art music and no course in non-western music.

Staffing

No change in staffing will result from this change in requirements as all three courses involved 201, 203, and 204 will continue to be offered with the exact same frequency they are currently offered and enrollment in the courses involved are expected to vary only minimally.

Resources

The deletion of the requirements will have no impact on library, computer or media resources.

Revised Piano Performance major

The Curriculum Council moves that the faculty approve a revised Piano Performance major.

Description of the major remains as is.

The only change in requirement is as follows:

1) *Major Sequence in Piano Performance*

D. One unit upper-division theory ~~selected from 301, 302, and 309 (309)~~ **OR one additional unit in upper-division music history and literature selected from 385, 385w, 386, 386w, 387, 387w, 388, and 388w.**

Rationale

The purpose of this change is to preserve students' exposure to upper-level music courses while streamlining requirements where flexibility is possible, to coincide with those that are more specifically required (by the B.M.E. in this case). As we stopped offering regularly the wide arrange of upper theory courses that the now extinct Composition major required (301, 302, and 309), it makes sense to preserve the opportunity for piano performance majors to choose between taking the one upper- level music theory course that the B.M.E will still require, i.e., 309 (orchestration) or taking a second upper-level music history course, according to the individual student's preferences.

Staffing

Eliminating MUS 301 and 302 as requirements for the Piano Performance will result in the elimination of two regularly offered courses currently taught by adjuncts.

Resources

The deletion of the requirements will have no impact on library, computer or media resources.

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 23, 2023

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

From: (Name) Gerald Olson

(Department) Accounting

Email Address: golson@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>Accounting Major</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? _____

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) _____

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.

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.*

- | | | |
|---|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:

Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

“The Curriculum Council moves that the faculty approve a revised accounting major.”

Rationale for Revised Accounting Major

In January of 2022 Provost Brodl announced the splitting of the Department of Accounting and Finance into two separate departments: Accounting (ACC) and Finance (FIS). It has been decades since the IWU Accounting Curriculum has been revised in a significant manner.

However, the accounting profession is constantly evolving and changing, with new technologies, regulations, and industry practices emerging all the time. As such, it is important for collegiate accounting curriculums to reflect the needs of the profession in order to produce well-prepared, knowledgeable graduates who are ready to succeed in the workforce. The proposed changes in the revised major will enhance our student’s ability to do the following:

1. **Stay current with technology:** Technology has drastically changed the way accounting is performed, and as such, accounting programs must keep pace. A revised curriculum should include training in the latest accounting software, data analytics, and other technological advancements that are being used by professionals in the field. Technology is enabling the work that accountants do, but technology is also requiring new accountants to bring a different skill set to the table. Newly licensed CPAs really have to have a strong understanding of systems now, controls, as well as data analysis, to be able to do their jobs effectively.
2. **Develop critical thinking and problem-solving skills:** Accounting is more than just crunching numbers. Accountants are now working more as reviewers than preparers in many instances. They really need to think critically, be able to identify errors or anomalies, be able to interpret data, and ask the right questions about what that data is telling them. A revised curriculum should focus on developing critical thinking and problem-solving skills, which are essential for success in the profession.
3. **Emphasize communication, ethics, and interpersonal skills:** In addition to technical knowledge, accountants must have strong communication and interpersonal skills to succeed in the profession. A

curriculum that includes courses on ethics, professionalism, and communication can help prepare future accounting professionals for the ethical challenges they may face in their careers.

4. Prepare students for specialized areas of accounting: The accounting profession includes a range of specialized areas, such as tax accounting, audit accounting, and forensic accounting. A revised curriculum should offer courses that prepare students for these specialized areas, so they can be competitive in the job market and better equipped to succeed in their chosen field. The format of the new CPA Exam, to be administered in 2024, will test candidates in three core areas of financial reporting, income tax accounting, and auditing. However, candidates must pass one of three specializations [Information Systems and Controls discipline, Tax Compliance and Planning discipline, and Business Analysis and Reporting] discipline. The IWU accounting curriculum must include courses to prepare students in each of these areas.
5. Address new regulations and standards: Accounting is a heavily regulated profession. There has been a significant growth in the standards, rules, and regulations, and seemingly there's no end in sight. A revised curriculum should include training on the latest regulations and standards, including the latest updates to the Generally Accepted Accounting Principles (GAAP), Generally Accepted Auditing Standards (GAAS), and International Financial Reporting Standards (IFRS).
6. Improve academic rigor: The accounting profession is becoming increasingly complex and demanding. Therefore, it is necessary to update the accounting curriculum to reflect these changes and ensure that graduates have the academic rigor required to succeed in the profession.

The IWU accounting curriculum should be constructed to reflect the needs of the profession. By doing so, students will be better prepared to succeed in the workforce, with the skills and knowledge they need to thrive in the constantly evolving accounting profession. "Accountants are increasingly applying an analytics mindset by analyzing data to address accounting questions. Indeed, the CPA Evolution initiative encourages such by

recognizing the rapidly changing data analytics skills and competencies that the practice of accounting requires not only today, but in the future."

In early 2019, the AICPA began a targeted practice analysis focused on the impact of technology and data analytics on the work of newly licensed CPAs as well core accounting skills that all CPAs must possess.

Effective January 1, 2024 the exam will change again to 3 core sections and a specialization chosen from one of three areas. The new curriculum will enhance our graduate's ability to pass the exam in its new format.

Major Requirements

We request that the Accounting major be revised to include five new courses: ACC111, ACC212L, ACC219, ACC270, and ACC370. Seven courses will have a title change to bring them more in line with course titles our comparison schools, community colleges, and graduate programs use for similar courses: ACC112, ACC212, ACC316, ACC317, ACC318, ACC417, and ACC418. Four courses will be reduced from one course unit to a half course unit: ACC319, ACC416, ACC417, and ACC418. Doing so will allow us to increase the breadth of accounting course offerings. Copies of the requirements for the existing major and the revised major are attached to this document (See Exhibits A & B). No new outside courses will be required. Economics, BUS, and FIS courses are required in the revised major but were included in the were program and were approved by the faculty in those two departments.

ACC 111 and 212L will enhance the learning experience of all SoB majors. ACC 111 will be required of all accounting majors to increase their understanding of the accounting cycle, which will no longer be covered in ACC 112. Dropping this content from ACC 112 will allow us to teach ACC 112 from a user of accounting data perspective rather than an accountant's perspective. ACC 212L will be required of all SoB majors to improve students' ability to use Excel software. ACC 219 will enhance students understanding of data analytics used in accounting.

We are increasing the number of units required to graduate with a major in accounting to 15 units instead of 11, primarily because of the increased emphasis on using technology in the accounting profession and consequently

with the requirements of the CPA exam. The electives we offer will allow students to specialize in one of three areas of accounting: Business Analysis and Reporting, Systems and Controls, or Income Tax accounting. We intend to create several new course electives in the near future to meet all of these requirements.

External Support

Faculty members in the school of business believe, as do our external stakeholders that the proposed revision in the accounting program will enhance the rigor of the existing program and better prepare our graduates for their entrance into the professional world especially as it relates to the use of technology. We have discussed our proposal with the Accounting department's IWU stakeholders, including the Career Center, Admissions office, Data Science department, Economics department and Math department. In addition, we have discussed the revision with our program's employers, internship providers, and advisory board members. All parties unanimously agree that the revised major will be a significant improvement over the current one.

Staffing

One tenure line accounting professor will leave the University at the end of the 22/23 AY. We requested a full time visitor for 2023/24 and it was approved. We intend to request a tenure line in 23/24 AY to bring us back to the four tenure lines we have had for the past decade. The department is actively recruiting new accounting majors and we hope to get back to 100 majors and minors in the next four years. Demand for accounting professionals is at an all-time high and we expect a corresponding increase in enrollments in our program .

Resources

No new library, computer, or media resources will be needed.

EXHIBIT A

ACCOUNTING

Olson, McLaughlin, Moon, Sullivan

Lower-level (100-200) courses in the department are open to all students. Upper-level (300-400) courses in the department are open to students not majoring in accounting with consent of the department head; a small percentage of seats in each class is reserved to accommodate such students, but such students should follow the department's closed course petitioning process. However, students not majoring in accounting may take only one upper-level course in the department unless required to do so by a major outside the Department of Accounting or unless they receive permission from the department head.

The major in accounting meets the accounting requirements for taking the Certified Public Accountant Examination in Illinois and provides excellent preparation for entry into field of public accounting and the practice of accounting in industry or government. To sit for the CPA exam in Illinois, current law requires students to have completed at least 37.5 course units or the equivalent of 150 semester hours. It may be possible for students to complete these requirements in four years at IWU. Contact the department head for details. See more at www.iwu.edu/accounting.

The increasing use of technology and data analytics in accounting suggests that accounting majors should complete one or more elective courses in computer science/data science. See the Computer Science/Data Science section of this *Catalog* for course offerings.

Students seeking to matriculate into a major in accounting should complete the following six courses by the end of their sophomore year: (1) Gateway Colloquium; (2) Mathematics 110, 176, or university credit for AP Calculus.

(3) Economics 100: Introduction to Economics; (4) Economics 227: Statistics for Business and Economics; (5) Accounting 112: Accounting for Decision Making (I); and (6) Accounting 212: Accounting for Decision Making II. A grade of C or higher must be earned in each of these courses. In addition, a student's cumulative GPA in these six courses must equal or exceed 2.50. No student wishing to major in accounting will be permitted to enroll in any upper-level course in the department, except Business Law I, prior to meeting these requirements.

Major Sequence in Accounting:

A minimum of 11 course units, to include:

- 1) ACC 112, 212, 218, 315, 316, 317, 318, 319, BUS 331 or 341, 355, and FIS

303

Other courses outside the department that accounting majors are required to complete:

- 1) Mathematics 110, 176, or university credit for AP Calculus

2) ~~Economics 100~~

3) ~~Economics 227~~

ACCOUNTING

Olson, Moon, Sullivan

The accounting profession is constantly evolving and changing, with new technologies, regulations, and industry practices emerging all the time. As such, it is important that the curriculum in the Department of Accounting reflect the needs of the profession to produce well- prepared, knowledgeable graduates who are ready to succeed in the workplace.

Accounting is much more than just crunching numbers. Today's accountants work more as reviewers and analysts of accounting data rather than as preparers of that data. They need to think critically, identify errors or anomalies, interpret data, communicate effectively, and ask the right questions about what that data is telling them. Thus, the major in accounting focuses on developing students' critical thinking and problem-solving skills, which are essential for success in the profession.

Technology has significantly changed the way accounting information is processed and communicated to end users. In response, the IWU accounting major includes training in accounting software, data analytics, and other technological advancements used by professionals in the field. The increasing use of technology and data analytics in accounting suggests that IWU accounting majors should complete one or more elective courses in computer science/data science. See the Computer Science/Data Science section of this Catalog for course offerings. In addition to technical knowledge, accountants must have strong communication and interpersonal skills to succeed in the profession. The department of accounting curriculum includes courses on ethics, professionalism, and communication that help prepare future accounting professionals for the ethical challenges they may face in their careers.

Through course work and co-curricular activities sponsored by the department, faculty encourage students to gain an awareness of their own potential, assuming responsibility for their own actions, and making ethical long-term choices. The curriculum in the department offers students a broad range of instructional methods and engages students in a wide variety of assignments, including those, which stress reading, writing, quantitative analysis, experiential activities, and group work. Students are encouraged to participate in internships, including those for academic credit. Internships add a new dimension to remaining courses and can help students prepare for leading or

entering into for-profit or non-profit organizations after graduation. Students are also encouraged to pursue individual research projects in collaboration with faculty and to take advantage of the many leadership opportunities associated with the department's student clubs and organizations.

The major in accounting meets the accounting requirements for taking the Certified Public Accountant Examination in Illinois and provides excellent preparation for entry into field of public accounting and the practice of accounting in industry or government. To sit for the CPA exam in Illinois, current law requires students to have completed at least 30 course units or the equivalent of 120 semester hours. To be a licensed CPA the candidate must complete 37.5 course units or the equivalent of 150 semester hours. It may be possible for students to complete 150 semester hours in four years at IWU. Contact the department head for details. See more at www.iwu.edu/accounting.

Students seeking to matriculate into a major in accounting should complete the following six courses by the end of their sophomore year: (1) Gateway Colloquium; (2) Data Science/Computer Science 125, Mathematics 110, 176, or university credit for AP Calculus; (3) Economics 100: Introduction to Economics; (4) Economics 227: Statistics for Business and Economics; (5) Accounting 112: Accounting for Decision Making (I); and (6) Accounting 212: Accounting for Decision Making II. A grade of C- or higher must be earned in each of these courses. In addition, a student's cumulative GPA in these six courses must equal or exceed 2.50. No student wishing to major in accounting will be permitted to enroll in any upper-level course in the department, except Business Law I, prior to meeting these requirements.

Lower-level (100-200) courses in the department are open to all students. Upper-level (300-400) courses in the department are open to students not majoring in accounting with consent of the department head; a small percentage of seats in each class is reserved to accommodate such students, but such students should follow the department's closed course petitioning process. However, students not majoring in accounting may take only one upper-level course in the department unless required to do so by a major outside the Department of Accounting or unless they receive permission from the department head.

Major Sequence in Accounting:

A minimum of 15 course units, to include:

ACC 111(.5CU), 112, 212, 212L(.5CU), 216, 218, 219, 315, 316, 317, 318, BUS 331, 355, and FIS 303

Two course units selected from the following electives: ACC 319(.5CU), 370(.5-1CU), 416(.5CU), 417(.5CU), 418 (.5CU), 419(.5CU)

(Electives will be selected based on the specialization chosen on the CPA Exam)

Other courses outside the department that accounting majors are required to complete:

- 1) Computer Science/Data Science 125, Mathematics 110, 176, or university credit for AP Calculus
- 2) Economics 100
- 3) Economics 227

ACC 111 Accounting Procedures Lab (.5CU). This laboratory course provides an understanding of the basic accounting cycle. Students will learn to apply debits and credits, perform transaction analysis using source documents, record transactions in special journals and the general journal, post to the general ledger, and record adjusting and closing entries. Students will also learn to work with subsidiary ledgers. Required course for accounting majors. Prerequisite: ACC 112 or concurrent enrollment in ACC 112. Offered each fall.

ACC 112 ~~Accounting for Decision Making I~~ Introduction to Financial Accounting An introduction to business through the lens of financial accounting—an information processing system that communicates relevant data regarding business entities to internal and external decision makers. Emphasizes the basic concepts, principles, and techniques for decision makers to interpret and use accounting system information within all functional areas of business and the use of information systems generally within organizations. Offered each semester.

ACC 113 Accounting for Entrepreneurs An introduction to the essential accounting concepts and operating characteristics of accounting systems important to entrepreneurs in new ventures. Focus will be on both financial and managerial accounting with an emphasis on the basics of financial statements, how to interpret these statements, and how to make good decisions based on them. Cannot be used in the following majors: accounting, business administration, or finance. Cannot be used in the following minors: business administration, or human services management. Offered spring semester.

ACC 212 ~~Accounting for Decision Making II~~ Introduction to Managerial Accounting Continuation of an introduction to business through the lens of managerial accounting—an information processing system that communicates relevant data regarding business entities to internal and external decision makers. Emphasizes the basic concepts, principles, and techniques for decision makers to interpret and use accounting system information within all functional area of business, and the use of information systems generally within organizations. Prerequisite: ACC 112. Offered each semester.

ACC 212L Introduction to Spreadsheet Applications (.5CU). This laboratory course is an introduction to the use of spreadsheet software to manage and present data. Topics include spreadsheet basics, formulas and functions, basic visualizations,

analyzing data and utilizing macros. Students will develop basic to intermediate competencies for problem solving and decision-making using spreadsheets. Uses Microsoft Excel spreadsheet software. Prerequisite: Concurrent enrollment in ACC 212. Offered each semester.

ACC 216 Professional Issues in Accounting (AV, W) This course is designed to meet the needs of accounting students who are expected to complete a course in discipline-specific written communication and ethics in order to meet the educational requirements to sit for the CPA exam. This course will be discussion based, writing intensive, and will ask students to analyze a wide variety of ethical situations, apply alternative ethical theories and positions, and take a stance in the philosophical conversation. Prerequisite: Major in Accounting. *Offered each fall.*

ACC 218 Accounting Information Systems An introduction to the design, development, and implementation of manual and computer-based accounting information systems, with an internal control emphasis. Prerequisite: ACC 112. *Offered each spring.*

ACC 219 Introduction to Data Analytics in Accounting. This course is intended to provide students with an understanding of data analytic thinking and terminology, as well as hands-on experience with data analytics tools and techniques. Students will be introduced to different data types and analysis techniques utilized in accounting. Student will develop skills, utilizing different software tools, to analyze accounting and business problems and to communicate results and solutions to management. The focus of this class is on concepts, not algorithms or statistical math. Prerequisite: ACC 218. Offered each spring.

ACC 270 Special Topics in Accounting. Focused exploration of varied topics in accounting or related fields not currently offered in the curriculum. Topics vary depending on student interest and faculty expertise. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Prerequisite: ACC 212 or consent of instructor. (.5-1CU) Offered occasionally.

Note: Successful completion of all foundation course requirements or consent of department chair is a prerequisite to all 300-400 level ACC courses unless the student is minoring in a business field or is required to take one of these courses in a major outside the department.

ACC 315 Tax Accounting Individual tax procedures and an introduction to corporation and partnership taxation. Prerequisite: ACC 212. *Offered each fall.*

ACC 316 ~~Accounting and Auditing Concepts and Theory~~ Intermediate Accounting/Auditing I The presentation of the traditional framework of financial accounting, including such topics as principles of revenue recognition and asset valuation; surveys the role of audits in market economies, including such topics as legal liability and materiality; contrasts the uses of financial and internal accounting, discussing such topics as the use of current cost information and the analysis of the overall value-chain. Prerequisite: ACC 212 and 218. *Offered each fall.*

ACC 317 ~~Specialized Topics in Financial Reporting~~ Intermediate Accounting II Theory and problems related to stockholders' equity, dilutive securities, investments income determination, preparation and analysis of financial statements and other selected topics. Prerequisite: grade of C- or higher in ACC 316. *Offered each spring.*

ACC 318 ~~Accounting and Auditing Processes~~ Intermediate Accounting/Auditing II The presentation of a number of systems and auditing topics, structured primarily around transaction cycles; offers an overview of information systems from an accounting perspective and covers such auditing subjects as internal controls and statistical sampling. Prerequisite: ACC 316. *Offered each spring.*

ACC 319 ~~Cost Management~~ Intermediate Management Accounting (.5CU) The course emphasizes the role of cost information in assisting managers in designing and implementing firms' strategic plans; adopts a decision-oriented approach to such cost topics as budgeting, variances, controls, and cost allocations. Prerequisite: ACC 212. *Offered each fall.*

ACC 360 Travel Seminar A travel course designed to increase students' awareness and familiarity with the business practices, culture, politics, and values of different countries around the world. Students meet with business executives, educators, government officials, and visit various business organizations and cultural sites. Prerequisite: Consent of instructor. *Offered May Term occasionally.*

ACC 370 Special Topics in Accounting. In depth examination of selected advanced topics in accounting or related fields not currently offered in the curriculum. Topics vary depending on student interest and faculty expertise. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Prerequisite: ACC 212 or consent of instructor. (.5-1CU) *Offered occasionally.*

ACC 395 Internship in Teaching. Intensive experience in assisting with the instruction of a specific course in business or economics. Assignments include researching, organizing, preparing, and delivering a small number of lectures in that class. Prerequisites: major in accounting or finance; completion of 22 or more course units; minimum of 3.25 GPA in major; consent of department head. *Offered each semester and May Term.*

ACC 397 Internship in Industry Not more than one course unit may be counted toward graduation requirements. May not be counted as general education credit or for the major or minor. Credit/No credit. Registration must be completed prior to the beginning of the internship. Prerequisites: Junior or senior standing and consent of instructor, minimum of six accounting, finance, business or economics courses. *Offered each semester and May Term. May also be taken in the summer for an additional tuition charge. See department head for specific requirements.*

ACC 416 Advanced Accounting (.5CU) Accounting theory applicable to consolidations, partnership organization and operation, liquidation, and joint ventures. Prerequisite: ACC 317. *Offered each fall.*

ACC 417 ~~Accounting Theory and Practice I~~ Government & Not for Profit Accounting (.5CU) Intensive study of a range of topics including but not limited to **governmental, non-profit and fund accounting**. Prerequisites: ACC 317. Offered each spring.

ACC 418 ~~Accounting Theory and Practice II~~ CPA Exam Review (.5CU) Advanced study of a range of topics, including, but not limited to, professional and ethical responsibilities of accountants; ~~law of trusts, wills, and estates;~~ and auditing problems, **financial reporting** problems. Prerequisites: ACC 315, 317, 318, BUS 355. Offered each spring.

ACC 455 Independent Study Individual Study directed toward a specific topic in accounting. Prerequisite: consent of department chair. *Offered each semester and May Term.*

MEMORANDUM

TO: Members of Curriculum Council

FROM: Jerry Olson, Chair, Department of Accounting

DATE: March 23, 2023

SUBJECT: Rationale and Brief History for New Accounting Courses

The accounting profession is constantly evolving and changing, with new technologies, regulations, and industry practices emerging all the time. As such, it is important for collegiate accounting curriculums to reflect the needs of the profession in order to produce well-prepared, knowledgeable graduates who are ready to succeed in the workforce. Here are six reasons why the IWU accounting curriculum should be revised to reflect the needs of the profession:

1. **Stay current with technology:** Technology has drastically changed the way accounting is performed, and as such, accounting programs must keep pace. A revised curriculum should include training in the latest accounting software, data analytics, and other technological advancements that are being used by professionals in the field. Technology is enabling the work that accountants do, but technology is also requiring new accountants to bring a different skill set to the table. Newly licensed CPAs really have to have a strong understanding of systems and, controls, as well as data analysis, to be able to do their jobs effectively.
2. **Develop critical thinking and problem-solving skills:** Accounting is more than just crunching numbers. Accountants are now working more as reviewers than preparers. They really need to think critically, be able to identify errors or anomalies, be able to interpret data, and ask the right questions about what that data is telling them. A revised curriculum should focus on developing critical thinking and problem-solving skills, which are essential for success in the profession.
3. **Emphasize communication, ethics, and interpersonal skills:** In addition to technical knowledge, accountants must have strong communication and interpersonal skills to succeed in the profession. A curriculum that includes courses on ethics, professionalism, and communication can help prepare future accounting professionals for the ethical challenges they may face in their careers.
4. **Develop skills in specialized areas of accounting:** The accounting profession includes a range of specialized areas, such as tax accounting, audit accounting, and forensic accounting. A revised curriculum should offer courses that prepare students for these specialized areas, so they can be competitive in the job market and better equipped to succeed in their chosen field. The format of the new CPA Exam, to be administered in 2024, will test candidates in three core areas, financial reporting, income tax accounting, and auditing. However, candidates must also pass one of three specializations:

Information Systems and Controls, Tax Compliance and Planning, and Business Analysis and Reporting. The IWU accounting curriculum must include courses to prepare students in each of these areas.

5. Address new regulations and standards: Accounting is a heavily regulated profession. There has been a significant growth in the standards, rules, and regulations, and seemingly, there is no end in sight. A revised curriculum should include training on the latest regulations and standards, including the latest updates to the Generally Accepted Accounting Principles (GAAP), Generally Accepted Auditing Standards (GAAS), and International Financial Reporting Standards (IFRS).
6. Improving academic rigor: The accounting profession is becoming increasingly complex and demanding. Therefore, it is necessary to update the accounting curriculum to reflect these changes and ensure that graduates have the academic rigor required to succeed in the profession.

The IWU accounting curriculum will be constructed to reflect the needs of the profession. By doing so, students will be better prepared to succeed in the workforce; with the skills and knowledge, they need to thrive in the constantly evolving accounting profession and business environment.

Through various means of communication, we have learned from our students, alumni, internship providers, employers, professional accounting organizations, and comparison schools that our curriculum needed to be updated. In the spring of 2022, we began an extensive review of our curriculum. Our charge was to review the core curriculum and the electives we needed to deliver for our students to succeed in the accounting profession.

The process of collecting and analyzing data from our stakeholders, holding frequent meetings, discussing strategies, deliberating about different pedagogies, managing frustrations, and reaching compromises yielded what promises to be a curriculum that effectively responds to the needs of our students as they start their careers and is also consistent with the School of Business mission statement. The revised curriculum will address students' needs by:

1. developing new courses related to technology,
2. converting what are now electives into core requirements,
3. developing concentrations to meet the specializations' requirements tested on the new CPA Exam, and
4. integrating data analytics assignments into existing courses.

All of these changes will collectively address the needs of IWU accounting graduates as identified in items 1 – 6 listed above.

The integration of a variety of experiences in the new curriculum is particularly relevant, because our students will be entering a rapidly changing work environment. The revised curriculum will encourage faculty and students to work together to tailor a plan that incorporates academic, field-based, and co-curricular opportunities. It will enable students to design their course of study to meet their long-term career objectives and combine it with interests in fields of study outside accounting.

The courses we are requesting now for your approval are:

- ACC 111 Accounting Procedures Lab,
- ACC 212L Spreadsheet Fundamentals Lab,
- ACC 219 Introduction to Data Analytics in Accounting,
- ACC 270 Special Topics in Accounting, and
- ACC 370 Special Topics in Accounting.

We are also seeking CC approval to change the course titles for Accounting 417 from Advanced Practice and Theory I to Governmental Accounting and Accounting 418 from Advanced Practice and Theory II to CPA review.

Thank you for your consideration and please let me know if I can provide any additional information



Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 20, 2023

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

From: (Name) Jerry Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/> New Course	<u>Accounting Procedures Lab</u>	<u>,111</u>	<u>,0.5</u>
<input type="checkbox"/> Gen Ed for Existing Course	<u>/</u>	<u>/</u>	<u>/</u>
<input type="checkbox"/> Deletion of Major/Minor/Concentration	<u>/</u>	<u>/</u>	<u>/</u>
<input type="checkbox"/> Change title from	<u>/</u>	<u>/</u>	<u>/</u>
to	<u>/</u>	<u>/</u>	<u>/</u>
<input type="checkbox"/> Change number from	<u>/</u>	<u>/</u>	<u>/</u>
to	<u>/</u>	<u>/</u>	<u>/</u>
<input type="checkbox"/> Change prerequisites from	<u>/</u>	<u>/</u>	<u>/</u>
to	<u>/</u>	<u>/</u>	<u>/</u>
<input type="checkbox"/> May Term Course	<u>/</u>	<u>/</u>	<u>/</u>
<input type="checkbox"/> New Major/Minor	<u>/</u>	<u>/</u>	<u>/</u>
<input type="checkbox"/> Revised Major/Minor/Concentration	<u>/</u>	<u>/</u>	<u>/</u>
<input type="checkbox"/> Other (please specify)	<u>/</u>	<u>/</u>	<u>/</u>

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? _____

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) _____

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.

Accounting Procedures LAB (ACC 111)

This laboratory course provides an understanding of the basic accounting cycle. Students will learn to apply debits and credits, perform transaction analysis using source documents, record transactions in special journals and the general journal, post to the general ledger, and record adjusting and closing entries. Students will also learn to work with subsidiary ledgers. Required course for accounting majors. Prerequisite ACC 112 or concurrent enrollment with ACC 112, Offered Annually

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.

- | | | |
|---|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input checked="" type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:



Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

New Course: Accounting Procedures LAB (ACC 111)

Course Description

This laboratory course provides an understanding of the basic accounting cycle. Students will learn to apply debits and credits, perform transaction analysis using source documents, record transactions in special journals and the general journal, post to the general ledger, and record adjusting and closing entries. Students will also learn to work with subsidiary ledgers. Required course for accounting majors.

Prerequisite

ACC 112 or concurrent enrollment with ACC 112

Course Objectives

- To develop competencies in accounting procedures, including all phases of the accounting cycle with an emphasis on accrual accounting and the accounting information system.
- To identify source documentation utilized in accounting transactions and to record the information from the documentation correctly.
- To develop an understanding of special journals and subsidiary ledgers, beyond the basic general journal and general ledger.
- To record adjusting and closing journal entries as part of the month end closing process.
- To prepare financial statements utilizing the adjusted trial balance and other information, as required.

Course Activities

- In-class labs where students will have hands-on experiences reviewing source documentation and recording transactions utilizing a practice set that simulates a realistic business experience
- Homework problems that address both concepts and build upon in-class labs
- Chapter quizzes
- Midterm and final exam

Rationale

The Accounting Department is updating its curriculum to establish a stronger foundation for all business majors, including its accounting majors. ACC 112 is the first accounting course taken by all students in the School of Business and Economics (with the exception of economics majors). The goal of ACC 112 is to teach students how to read financial statements and interpret financial information from an external user's perspective (with a focus on investors and creditors). Students are generally introduced to the financial statements and then taught about individual accounts within an accounting system and how to record specific transactions in those accounts. Much of ACC 112 is focused on debiting and crediting the correct accounts (the actual recording of the information) and how information is initially identified, recorded and flowed through the accounting system onto the financial statements. This is considered very detailed and technical information and the average financial statement user does not need this information to read and interpret financial statements. As a result of this hyper focus on how to record

information, the course fails to adequately teach students about using and interpreting financial statements – the true goal of the course. Instructors are also not able to cover all the necessary topics of an introductory financial accounting course because we are often bogged down in the technical aspects of accounting. While this format generally works well for accounting majors, it is too in-depth for non-accounting majors and as a result, does not meet the needs of the majority of students.

As a result, we are removing the technical accounting procedures out of ACC 112 and moving them into a separate lab for accounting majors. This lab will be a prerequisite to intermediate accounting courses. In the lab, students will be introduced to the intricacies of the accounting cycle and the accounting information system. Steps to correctly record financial information include analyzing transactions, recording the transactions using debits and credits (preparing and entering journal entries) in the appropriate journals, posting journal entries into a ledger, and preparing reports and financial statements. The focused and technical information taught in this lab will build on the broader concepts introduced in ACC 112 and thus, provide accounting majors with a more complete foundational understanding of financial accounting, which will serve them well as they enroll in intermediate accounting courses.

How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align with the academic unit's student learning goals? And how does it reflect faculty/student interest?

As described in the rationale, the overall focus of ACC 112 is not changing. The information presented in that course will change in depth and breadth. We are removing the technical aspects of accounting to provide all business majors with a better understanding of the fundamentals of financial accounting. However, accounting majors need to know the technical aspects of how to apply the fundamental concepts. One of the learning objectives of the Accounting Department is that graduates will demonstrate appropriate knowledge of technical accounting concepts. This lab will be the bridge from ACC 112 to intermediate accounting courses for accounting majors. Faculty have experienced students in intermediate accounting courses not having a full grasp of these fundamental technical skills. This lab will help ensure accounting majors have these skills before moving forward in the curriculum.

Who will teach this course? How will this course affect departmental offerings and staffing?

Our faculty can teach this course. To begin with either a visiting assistant professor or an adjunct will teach this course in 2023-24. We have been approved for a VAP for AY23-24. Going forward this course would be taught by a tenure line professor as part of their normal teaching load. Course offerings will not be affected.

Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)

No, this course will be a core requirement for the accounting major and will be offered at least once a year.

Why are you offering the course at this level?

In this lab, students will be introduced to the complexities of how information flows through the accounting cycle and the accounting information. The focused and technical information taught in this lab will build on the broader concepts introduced in ACC 112 and thus, provide accounting majors with a more complete foundational understanding of financial accounting, which will serve them well as they enroll in intermediate financial accounting courses, which are provided at the 300-level.

If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)

This course will be .5 units. This course is designed to be a laboratory class which builds on fundamentals learned in ACC 112 and teaches technical skills to accounting majors. Since the fundamental concepts have already been acquired in another class, this course needs to only focus on technical processes utilized in financial accounting. Similarly, Bradley University offers a 1 credit hour course in accounting techniques. The Music department currently offers .25 to .5 unit laboratory courses.

Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)

Additional university resources, beyond what is already available, will not be needed for this course. Students will primarily utilize a textbook and accompanying supplemental materials for the course.



Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 20, 2023

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

From: (Name) Jerry Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/> New Course	<u>Spreadsheet Fundamentals Lab</u>	<u>212L</u>	<u>.5 CU</u>
<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 type="checkbox"/> Revised Major/Minor/Concentration	_____		
<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? _____

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) _____

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.

Spreadsheet Fundamentals Lab ACC 212L

This laboratory course is an introduction to the use of spreadsheet software to manage and present data. Topics include spreadsheet basics, formulas and functions, basic visualizations, analyzing data and utilizing macros. Students will develop basic to intermediate competencies for problem solving and decision making using spreadsheets. Uses Microsoft Excel spreadsheet software. Prerequisite: Concurrent enrollment in ACC 212 Offered each semester

5. Please list any prerequisites: Concurrent enrollment in ACC 212

6. When will this course first be offered? (cannot be current or past term) Fall 2023

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.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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? The ACC 212L lab will be required of Business Adm, Marketing, and Finance majors

Approved by John Camey
John Camey for all SOBE Department
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:

Ben Don
Signature of Faculty Member Primarily Responsible for This Proposal

Ben Don
Signature of the Head of the Department, School or Program

New Course: Spreadsheet Fundamentals (ACC 212L)

Course Description

This laboratory course is an introduction to the use of spreadsheet software to manage and present data. Topics include spreadsheet basics, formulas and functions, basic visualizations, analyzing data and utilizing macros. Students will develop basic to intermediate competencies for problem solving and decision making using spreadsheets. Uses Microsoft Excel spreadsheet software.

Prerequisite

Concurrent enrollment in ACC 212

Course Objectives

- To describe what a spreadsheet is and what Excel's capabilities are.
- To demonstrate working with worksheets, workbooks and entering data.
- To describe techniques for sorting and filtering data.
- To demonstrate the use of formulas and functions.
- To demonstrate the use of data analysis tools (e.g. pivot tables, what-if analysis, goal seek, solver).
- To demonstrate the creation charts and diagrams, including pivot charts.
- To demonstrate recording macros.

Course Activities

- In-class labs where students will have hands-on experiences creating spreadsheets, manipulating and analyzing data, and creating visualizations
- Homework problems that address both concepts and build upon in-class labs
- Chapter quizzes
- Midterm and final exam

Rationale

ACC 212 is the second accounting course taken by all students in the School of Business and Economics (with the exception of entrepreneurship and economics majors). The course is a continuation of an introduction to business from the perspective of managerial accounting, which focuses on the processing and communicating of information of business entities to internal and external decision makers. Topics taught in ACC 212 include business operations, product costing and overhead application, sales volume and organizational profits, budgeting and planning, and organizational/management performance. These topics tend to rely on data and its subsequent analysis. We do not intend to revise the primary curriculum of ACC 212.

Many community colleges (e.g. Heartland and Richland) and four-year universities (Bradley University and Millikin University) require a business software class for their business and accounting majors. These courses teach both spreadsheet and database applications and sometimes more (e.g. Microsoft Word and PowerPoint). Many of these schools have 3 credit hour courses for this subject. Our counterparts, such as Augustana College, Elmhurst University and North Central College do not offer standalone business applications courses – most likely because all of these schools utilize for 4 credit hour courses. The 4 credit hour course limits the number of courses that can be required for a degree.

However, the information and knowledge provided in a business applications course are fundamental skills that all business and accounting students should have. Without it, students are missing important skills that employers are expecting students to possess. The Accounting Department hears repeatedly from recruiters that Excel knowledge is an absolute basic competency needed by our majors, and we know that Excel is utilized by all business majors, not just accounting.

The lab component will be designed around the introduction of the spreadsheet application Excel and its functionality, and it will not focus on databases or other applications. (Accounting majors are introduced to databases in ACC 218: Accounting Information Systems.) The use of Excel is ubiquitous in the world of business with every business discipline (marketing, management, finance and accounting) incorporating its use. Employers expect students to be competent and proficient users of Excel by the time they graduate. Additionally, employers that utilize our students as interns (as sophomores, juniors and seniors) expect some level of Excel proficiency. By introducing Excel fundamentals to students in ACC 212, which is often taken by students in their freshmen and sophomore years, we are preparing them for success in internships and their careers. By introducing and developing these skills in this course, instructors in upper level business courses will be able to incorporate more complex Excel-based components more easily in their courses. Students will develop basic to intermediate competencies for problem solving and decision making using spreadsheets.

How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align with the academic unit's student learning goals? And how does it reflect faculty/student interest?

One of the learning objectives of the Accounting Department is that graduates will apply appropriate technology, and the use of spreadsheet software falls under this learning objective. Excel can be utilized in courses throughout the business and accounting programs. In fact, all accounting textbooks have exercises, problems and/or cases involving Excel. However, since we do not have a course that teaches the fundamentals of the application, students develop different levels of competency and can struggle with assignments in upper level courses. Instructors would like to utilize Excel more often and at a more advanced level, but there is not enough time in a current course offering to introduce these basic skills. By adding a lab component that is focused entirely on Excel to ACC 212, which is a course where students are introduced to making business decisions with provided data, the Accounting Department is providing all students skills in an essential application and giving everyone an equally strong foundation in that application. Students often enjoy utilizing technology in courses, and this course will allow instructors to incorporate Excel more fully in advanced business courses.

Who will teach this course? How will this course affect departmental offerings and staffing?

Our full time faculty are able to teach the course, but to begin with either a visiting assistant professor or an adjunct will teach this course. We have been approved for a VAP for AY23-24. Course offerings will not be affected.

Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)

No, this course will be a required lab component for any student taking ACC 212.

Why are you offering the course at this level?

By teaching the fundamentals of Excel at the 100-level, we are providing a foundation for students to use the application throughout their collegiate careers and to continue to build upon those skills as they move through 200-, 300- and 400-level courses. Textbooks in the business disciplines continue to incorporate Excel-based exercises and projects, and this lab component allow students to fully develop the basic skills needed to complete those types of upper-level assignments.

If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)

This course will be .5 units. This lab is designed to teach students fundamental skills in Excel through a mix of hands-on activities and assignments, which will complement information being taught in ACC 212. Many colleges and universities, offering a similar standalone class, teach applications beyond spreadsheets, such as databases. Since this lab will focus exclusively on spreadsheets, it does not need to be a full unit. The Music department currently offers .25 to .5 unit laboratory courses.

Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)

Additional university resources, beyond what is already available, will not be needed for this course. Students will primarily utilize a textbook and accompanying supplemental materials for the course. Students will need access to Microsoft Excel which is already available for all students through Microsoft Office 365. The course will most likely be taught in a classroom equipped with computers.

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 20, 2023

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

From: (Name) Jerry Olson

(Department) Accounting

Email Address: golson@iwu.edu

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

	Title	Number	Units
<input checked="" type="checkbox"/> New Course	Introduction to Data Analytics in Accounting	219	1
<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 type="checkbox"/> Revised Major/Minor/Concentration			
<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? _____

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) _____

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.

Introduction to Data Analytics in Accounting (ACC 219)

This course is intended to provide students with an understanding of data analytic thinking and terminology, as well as hands-on experience with data analytics tools and techniques. Students will be introduced to different data types and analysis techniques utilized in accounting. Student will develop skills, utilizing different software tools, to analyze accounting and business problems and to communicate results and solutions to management. The focus of this class is on concepts, not algorithms or statistical math. Prerequisites ACC 218 Offered each spring

5. Please list any prerequisites: ACC 218

6. When will this course first be offered? (cannot be current or past term) Spring 2024

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input checked="" type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:

Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

New Course: Introduction to Data Analytics in Accounting (ACC 219)

Course Description

This course is intended to provide students with an understanding of data analytic thinking and terminology, as well as hands-on experience with data analytics tools and techniques. Students will be introduced to different data types and analysis techniques utilized in accounting. Student will develop skills, utilizing different software tools, to analyze accounting and business problems and to communicate results and solutions to management. The focus of this class is on concepts, not algorithms or statistical math.

Prerequisites

ACC 218

Course Objectives

- To develop an understanding of when and how data analytics can address business questions.
- To attain an understanding of the data scrubbing and data preparation process.
- To develop an understanding of data quality through completeness, reliability and validity.
- To perform basic analysis of data to determine the quality of the data and its ability to address business questions.
- To develop competencies in data analysis to draw conclusions and make recommendations.
- To develop data visualization and reporting skills to report analysis results to varied decision makers.

Course Activities

- In-class labs where students will have hands-on experiences manipulating data, creating visualizations and answers business questions
- Homework problems that address both concepts and build upon in-class labs
- Chapter quizzes
- Discussions, both in-class and through the university's LMS
- Either a final exam or final project with presentation

Rationale

All accountants must develop a data analytics mindset. Data has increased in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. In 2024, the CPA exam is changing as part of a greater initiative called the CPA Evolution. This initiative recognizes that data analytics skills and competencies are rapidly changing. The CPA exam has been revamped and data and technology will be tested on all parts of the exam. Additionally, the AICPA (American Institute of Certified Public Accountants) has a framework called the Foundational Competencies Framework for Aspiring CPAs. This framework outlines technical, business and leadership competencies expected of students

graduating college and starting out their accounting careers. Some of the competencies related to data analytics include the following:

-
- Identify relevant and reliable financial and nonfinancial data to analyze.
 - Analyze information, including statements, tax returns and other relevant data.
 - Measure relevant data for financial, taxation, compliance and other reporting needs.
 - Leverage relevant technologies to facilitate data analyses that supports organizational goals.
 - Evaluate available quantitative and qualitative data relevant to issues/problems/questions.

Through ACC 219, we will be able to develop fundamental data analytics competencies and then, build upon those competencies in upper-level accounting courses.

How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align with the academic unit's student learning goals? And how does it reflect faculty/student interest?

ACC 219 will help the Accounting Department meet three of its learning objectives for its graduates. Those learning objectives are: identify problems and consider alternative solutions, select data and methodology needed to make decisions, and apply appropriate technology. ACC 219 will fill a gap in our curriculum, which will allow our department to provide students with the skills and tools needed to develop data analytics competencies and meet the learning objectives. This course is not designed to turn the students into data scientists. This course is designed to provide students with critical analytic thinking skills, that when combined with hands-on experience with data analysis tools, will arm them with the required skills for their internships, the CPA exam and their careers. Every time we introduce an assignment involving Excel, Tableau or other software, students give a positive response. They enjoy developing these technological competencies. Additionally, as mentioned in the rationale, the CPA exam has been redesigned to meet the growing demand for accountants to understand data and technology. Our current curriculum does not fully meet this need and this course fills that identified gap.

Who will teach this course? How will this course affect departmental offerings and staffing?

Leigh Moon will teach this course. As needed, an adjunct will cover a section of ACC 112 in the semester Leigh teaches this course.

Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)

No, this course will be added as a core requirement for the accounting major and will be offered at least once a year.

Why are you offering the course at this level?

Students will be introduced to the fundamentals of spreadsheet software in the lab component of ACC 212: Managerial Accounting and the fundamentals of databases in ACC 218: Accounting Information Systems. These two classes will give students basic knowledge on where and how information is stored in a business and how to manipulate data. ACC 219 will then build upon these skills by applying data analytic thinking to the data and answering business questions. By introducing this course at the 200-level, students will be developing skills at an early enough point, which can be applied to internships taken during their junior year and be further enhanced as they move through their upper level accounting courses and more complex business scenarios.

If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)

N/A

Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)

The university already has a license for Tableau, a data visualization software, and it has been installed on a handful of university computers. Additionally, students can download the software for free and renew their license each year for as long as they are a student. (Students using both Windows and Mac computers successfully downloaded and utilized Tableau in ACC 319 during Fall 2022.)

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) _____

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.

Special Topics in Accounting 270: Focused exploration of varied topics in accounting or related fields not currently offered in the curriculum. Topics vary depending on student interest and faculty expertise. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Prerequisite: ACC 212 or consent of instructor. (0.5 Or 1CU) Offered occasionally.

5. Please list any prerequisites: ACC 212 or consent of instructor

6. When will this course first be offered? (cannot be current or past term) No sooner than Spring 2024

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input checked="" type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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? _____

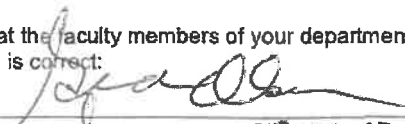
Signature of the Head(s) of the Affected Department(s), School(s) or Program(s)

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:



Signature of Faculty Member Primarily Responsible for This Proposal



Signature of the Head of the Department, School or Program



Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: February 20, 2023

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

From: (Name) Jerry Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/> New Course	<u>Special Topics in Accounting</u>	<u>370</u>	<u>.5CU to 1.0CU</u>
<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 type="checkbox"/> Revised Major/Minor/Concentration	_____	_____	_____
<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

- Writing Intensive Global Diversity U.S. Diversity

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

If yes, which category/flag? _____

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) _____

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.

Special Topics in Accounting 370: In depth examination of selected advanced topics in accounting or related fields not currently offered in the curriculum. Topics vary depending on student interest and faculty expertise. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Prerequisite: ACC 212 or consent of instructor. (.5 CU to 1CU) Offered occasionally.

5. Please list any prerequisites: ACC 212 or consent of instructor

6. When will this course first be offered? (cannot be current or past term) No sooner than Spring 2024

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input checked="" type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:



Signature of Faculty Member Primarily Responsible for This Proposal



Signature of the Head of the Department, School or Program

Request for Curriculum Council Action
Course Catalog Description and Written Rationale For
New Courses: ACC 270 and ACC 370

Course Catalog Description:

Accounting 270: Focused exploration of varied topics in accounting or related fields not currently offered in the curriculum. Topics vary depending on student interest and faculty expertise. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Prerequisite: ACC 212 or consent of instructor. *Offered occasionally.*

Accounting 370: In depth examination of selected advanced topics in accounting or related fields not currently offered in the curriculum. Topics vary depending on student interest and faculty expertise. Two or more may be taken concurrently or repeated for credit if the topic matter is different. Prerequisite: ACC 212 or consent of instructor. *Offered occasionally.*

Rationale:

The Department of Accounting and Financial Services (ACC/FIS) was divided into two departments in the spring of 2022, the Department of Accounting (ACC) and the Department of Finance (FIS). The (ACC/FIS) department offered special topics courses at the 200 and 300 level under the FIS rubric. However, the catalog description allowed for accounting faculty to teach accounting topics in both of these courses. When the department was split the special topics courses followed the FIS department and ACC was left without any. We are asking for the creation of two courses ACC 270 and ACC 370 in the (ACC) department to replace the special topics courses lost in the split.

Both courses will be offered with the potential of a range of CU credit from .5CU to 1CU. We are requesting the flexibility to offer a half unit course to match up with the large number of elective courses we are offering at the .5 CU level. Doing so allows us to increase the breadth of our offerings and balance student course loads and faculty teaching loads.

Special topics courses allow our majors to complete courses of study in accounting that can't be offered regularly in our curriculum because there isn't sufficient student demand or we don't have the resources to offer a course related to a current topic. ACC 270 will cover topics at a survey or introductory level while ACC 370 will allow for a more in depth or advanced study of various accounting topics. These courses will allow for more flexibility in teaching in May term.

Staffing

Full time faculty in the Department of ACC will teach the courses.

Resources

No additional library, computer, or media resources will be required.

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 23, 2023

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

From: (Name) Gerald Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/> Change title from	Accounting and Auditing Concepts & Theory	,316	,1.0
to	Intermediate Accounting/Auditing I	,316	,1.0
<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 type="checkbox"/> Revised Major/Minor/Concentration	_____		
<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? _____

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) _____

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.

The presentation of the traditional framework of financial accounting, including such topics as principles of revenue recognition and asset valuation; surveys the role of audits in market economies, including such topics as legal liability and materiality; contrasts the uses of financial and internal accounting, discussing such topics as the use of current cost information and the analysis of the overall value-chain. Prerequisite: ACC 212 and 218. Offered each fall.

5. Please list any prerequisites: ACC 212 and 218

6. When will this course first be offered? (*cannot be current or past term*) Fall 2024

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input checked="" type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:



Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 23, 2023

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

From: (Name) Gerald Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/>	Change title from	<u>319</u>	<u>1.0</u>
	to	<u>319</u>	<u>.5</u>
<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 type="checkbox"/>	Revised Major/Minor/Concentration		
<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? _____

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) _____

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.

The course emphasizes the role of cost information in assisting managers in designing and implementing firms strategic plans; adopts a decision-oriented approach to such cost topics as budgeting, variances, controls, and cost allocations. Prerequisite: ACC 212. Offered each fall. (.5CU)

5. Please list any prerequisites: ACC 212

6. When will this course first be offered? (cannot be current or past term) Fall 2024

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input checked="" type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:

Signature of Faculty Member Primarily Responsible for This Proposal



Signature of the Head of the Department, School or Program

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 23, 2023

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

From: (Name) Gerald Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/>	Change title from Specialized Topics in Financial Reporting	,317	,1.0
	to Intermediate Accounting II	,317	,1.0
<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 type="checkbox"/>	Revised Major/Minor/Concentration		
<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? _____

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) _____

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.

Theory and problems related to stockholders equity, dilutive securities, investments income determination, preparation and analysis of financial statements and other selected topics.

Prerequisite: grade of C or higher in ACC 316. Offered each spring.

5. Please list any prerequisites: ACC 316

6. When will this course first be offered? (*cannot be current or past term*) Spring 2024

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input checked="" type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:

Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 23, 2023

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

From: (Name) Gerald Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/> Change title from	<u>Accounting and Auditing Processes</u>	<u>318</u>	<u>1.0</u>
to	<u>Intermediate Accounting/Auditing II</u>	<u>318</u>	<u>1.0</u>
<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 type="checkbox"/> Revised Major/Minor/Concentration	_____		
<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? _____

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) _____

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.

The presentation of a number of systems and auditing topics, structured primarily around transaction cycles; offers an overview of information systems from an accounting perspective and covers such auditing subjects as internal controls and statistical sampling. Prerequisite: ACC 316. Offered each spring.

5. Please list any prerequisites: ACC 316

6. When will this course first be offered? *(cannot be current or past term)* Spring 2024

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input checked="" type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:

Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 23, 2023

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

From: (Name) Gerald Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/> Change title from	<u>Cost Management</u>	<u>,319</u>	<u>,1.0</u>
to	<u>Intermediate Management Accounting</u>	<u>,319</u>	<u>,.5</u>
<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 type="checkbox"/> Revised Major/Minor/Concentration	_____		
<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? _____

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) _____

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.

The course emphasizes the role of cost information in assisting managers in designing and implementing firms strategic plans; adopts a decision-oriented approach to such cost topics as budgeting, variances, controls, and cost allocations. Prerequisite: ACC 212. Offered each fall. (.5CU)

5. Please list any prerequisites: ACC 212

6. When will this course first be offered? (cannot be current or past term) Fall 2024

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:

Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 23, 2023

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

From: (Name) Gerald Olson

(Department) Accounting

Email Address: golson@iwu.edu

- 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.
- 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 checked="" type="checkbox"/>	Change title from	Advanced Accounting	416
	to	Advanced Accounting	416
			1.0
			.5
<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 type="checkbox"/>	Revised Major/Minor/Concentration		
<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? _____

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) _____

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.

Accounting theory applicable to consolidations, partnership organization and operation, liquidation, and joint ventures.

Prerequisite: ACC 317. Offered each fall.

5. Please list any prerequisites: ACC 317

6. When will this course first be offered? (cannot be current or past term) Fall 2024

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:

Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 23, 2023

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

From: (Name) Gerald Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/>	Change title from	<u>Accounting Theory & Practice I</u>	<u>417</u> / <u>1.0</u>
	to	<u>Governmental Accounting</u>	<u>417</u> / <u>.5</u>
<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 type="checkbox"/>	Revised Major/Minor/Concentration		
<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? _____

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) _____

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.

Intensive study of a range of topics including governmental, non-profit and fund accounting.
Prerequisites: ACC 317. Offered each spring. (.5 CU)

5. Please list any prerequisites: ACC 317

6. When will this course first be offered? (cannot be current or past term) Spring 2024

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.

- | | | |
|---|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:

Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

Print

Reset

Request for Curriculum Council Action (page 1 of 2)

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

Date Submitted: March 23, 2023

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

From: (Name) Gerald Olson

(Department) Accounting

Email Address: golson@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 checked="" type="checkbox"/>	Change title from Accounting Theory & Practice II	/418	/1.0
	to CPA Exam Review	/418	/.5
<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 type="checkbox"/>	Revised Major/Minor/Concentration		
<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? _____

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) _____

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.

Advanced study of a range of topics, including, but not limited to, professional and ethical responsibilities of accountants; auditing problems, financial reporting problems. Prerequisites: ACC 315, 317, 318, BUS 355. Offered each spring.

5. Please list any prerequisites: ACC 315, 317, 318, BUS 355.

6. When will this course first be offered? (cannot be current or past term) Spring 2024

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each fall semester | <input type="checkbox"/> Offered in alternate years, fall semester | <input type="checkbox"/> Offered annually |
| <input checked="" type="checkbox"/> Offered each spring semester | <input type="checkbox"/> Offered in alternate years, spring semester | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each May Term | | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered occasionally | | <input type="checkbox"/> 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:

Signature of Faculty Member Primarily Responsible for This Proposal

Signature of the Head of the Department, School or Program

Request for Curriculum Council Action – Academic Certificates

To: Associate Dean of Curricular and Faculty Development, Mellon Center, melncntr@iwu.edu

Date submitted: 2/26/2023

From: (Name) Pennie Gray/Jen Crider/Leah Nillas

(Department) Educational Studies

(Name) _____

(Department) _____

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>

2. Proposed CC Action:

New Academic Certificate. Please list all required courses with corresponding IWU Shared Curriculum attributes if any, and credit units:

REA 272 (LIT, 1.0)

REA 323 (1.0)

REA 322 (1.0)

Change in title

Deletion of Academic Certificate

New course(s) within an existing Academic Certificate

Revised Academic Certificate

Other (please specify)

3. Please include the proposed catalog description in your rationale.

4. When are you planning to start offering the Academic Certificate?

Fall Spring May Term Summer Term 2023 Year

5. If your proposal is approved, would you be willing for the Mellon Center to use it as an exemplary submission in the online CC Handbook?

Yes No

6. Is/are there any other department(s), school(s), or program(s) affected in any way by this request?

No Yes – In what way? _____

Signatures of the Head(s) of the Affected Department(s), School(s) or Program(s)

7. The CC assumes that the faculty members of your department, program, or school 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: 2023.02.26 19:44:55 -06'00'

Signature of Faculty Member(s) 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: 2023.02.26 19:45:11 -06'00'

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

Motion: The Curriculum Council moves that the faculty approve a new Reading Intervention Academic Certificate.

Reading Intervention Academic Certificate Description and Rationale

A. Catalog Description and Intended Student Learning Outcomes:

Students completing this certificate will acquire a wide range of literacy skills and content knowledge that will position them to address student reading difficulties in the K-8 classroom. For instance, students will learn about a wide selection of children's literature that can be used to increase student engagement in the classroom by reflecting the lived experiences of the students. Additionally, students will engage in robust assessment practices of a wide range of literacy skills. They will learn how to administer the assessments to identify students' strengths and struggles and then will work directly with school-aged students to administer those same assessments. Finally, students will explore the very nature of reading and the intricacies of the decoding process. They will then apply multi-sensory practices that can be used to help students unlock the reading code.

B. Three required courses.

1. REA 272 (LIT): Child and Adolescent Literature
2. REA 322: Advanced Assessment and Diagnosis of Reading
3. REA 323: Advanced Interventions for Struggling Readers

REA 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.*

REA 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.*

REA 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.*

C. Response to Questions

Are any of the required courses new to the curriculum? If yes, please submit the appropriate written rationale for New or Significantly Revised Courses.

None. All three required courses are already being taught and regularly offered in the existing curriculum.

Do any of the required courses carry credit in the General Education, Encountering Diversity, or Physical Education Programs?

Yes, REA 272 has a literature general education credit.

How frequently are the courses offered? Are these courses intended to be taken in a sequence?

All three courses, REA 272, REA 322, and REA 323, are offered in alternate years. REA 272 may be taken at any time, but REA 322 and REA 323 should be taken in sequence, with REA 322 taken first followed by REA 323.

How is this new certificate distinct from any existing minor or concentration?

Elementary and secondary education majors are currently able to earn a Reading Teacher Endorsement¹, which is added to a Professional Educator's License, upon completing a four-course sequence including REA 272 (1 unit), 322 (1 unit), 323 (1 unit), and EDUC 320 (1.5 units). Licensure students can take the Reading Teacher Endorsement (4 courses) and other students (IWU or non-IWU) can take the Reading Intervention Certificate (3 courses).

¹ Endorsement is the terminology used by the Illinois State Board of Education (ISBE), which is the body that licenses teachers in Illinois. An endorsement for ISBE typically consists of 18 credit hours, or 4.5 units at IWU. Thus, an endorsement is most closely correlated to a concentration here at IWU. This academic certificate will comprise three courses (i.e., 12 credit hours or 3 units at IWU).

How does it align, if at all, with your academic unit's student learning goals? How does it reflect faculty/student interest?

There has been strong interest in the Reading Teacher Endorsement program since it was launched a number of years ago, with mostly consistent strong enrollment numbers that have been increasing in recent years. There is definite student interest in the Reading Teacher Endorsement from both elementary education majors and secondary education majors. One faculty member and one instructional staff member have considerable expertise in this area.

The goal of the certificate is for educators to be responsive to student needs by being equipped with the information/skills needed to meet those needs. Many teachers begin teaching in the classroom and have no idea how to help a student who is struggling with reading. This certificate gives teachers the needed skills. Because the practice of reading is so prevalent in schools and many students struggle to read, we know that many educators pursue advanced degrees in reading in order to more effectively meet the needs of all students. While an entire graduate program in reading is certainly beneficial to educators, for those unable to complete a graduate degree, this certificate will address the most significant concerns regarding students' literacy development. We anticipate that many local educators and perhaps educators from a wider area will be interested in honing their literacy pedagogy through this series of courses.

Who will teach in the new Academic Certificate? How will this certificate affect departmental course offerings and staffing?

Dr. Pennie Gray teaches REA 272 and REA 323 as part of her regular course loads. Jennifer Crider, instructional staff, teaches REA 323 as part of her instructional responsibilities. There will be no changes in planned staffing because these courses are already part of the usual departmental teaching load.

How do you foresee this new certificate generating new revenue for the university?

With the current and ongoing shortage of teachers in the state of Illinois, we anticipate that school districts will be seeking educators who can not only teach in a self-contained classroom but also provide specific interventions for students who struggle with reading, especially on the heels of the pandemic when many students have fallen behind in basic skills. This certificate, which is currently in the form of an endorsement for IWU Educational Studies majors, has already been desirable for current students, but will

also be desirable for local educators who are interested in acquiring the knowledge and skills to help students who are struggling with literacy development. While there are other options for taking coursework in reading at Illinois State University, Illinois Wesleyan offers a number of appealing options for local educators: We have an excellent reputation in local school districts due to the strength of the IWU interns and student teachers we place in local schools every semester; We offer smaller class sizes and a more hands-on approach; We present a research-based curriculum that is effective for students with dyslexia, which is not offered at ISU. These factors combined make the proposed reading certificate highly desirable to local educators, and their enrollment would create an additional line of income for the university.

Do you need new resources to offer this certificate? (e.g., hiring adjunct faculty) If yes, did you get approval from the Provost's office?

No. We have two faculty members who currently teach these courses. These courses are part of our regular course offerings.

Do you need funds to develop this new certificate? (e.g., curriculum development funds for new courses, course fees of any kind)

There may be additional materials or training required as class sizes increase, but we will pursue appropriate grant funding if further purchases are warranted.

Is this certificate cross-departmental? If yes, what other departments, programs or schools are involved in delivering this certificate?

It is not cross-departmental.

Who is your intended audience? D. matriculated IWU students, non-degree seeking students (both post-baccalaureate and high school)

a. matriculated IWU students only

b. matriculated IWU students and non-degree seeking students (post-baccalaureate)

c. matriculated IWU students and non-degree seeking students (high school junior and senior)

d. matriculated IWU students, non-degree seeking students (both post-baccalaureate and high school)

If c and/or d, are you planning on offering dual credit for high school students?

(b) **Matriculated IWU students and non-degree seeking students (post-baccalaureate).** *High school students will not be included at this time. We anticipate interest from working professionals, reading and/or teacher aides, and alumni.*

How do you intend to assess the effectiveness of the Academic Certificate?

We will use a variety of metrics to assess the effectiveness of this certificate. First, we will monitor enrollment to determine the desirability of the certificate. We will also survey enrollees following their completion of each course and the entire certificate to assess the effectiveness of the certificate in classroom applications. We also hope to remain in communication with the educators who complete the certificate to further strengthen course collaborations with local school district personnel.

**Promotion and Tenure Committee
Committee Report
Faculty Meeting – April 5th, 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 eight times since the March 8th faculty meeting. The Committee completed the major pre-tenure and the 5th-year instructional staff reviews as well as a tenure-upon-hire case. It is now reviewing athletic cases.

At the November 2 faculty meeting, the Committee presented to the faculty **Motion 3** intended to bring some clarification and specificity to the *Evaluation Calendar for Tenure and Advancement* (Chapter IV, Section C part 4). Today we bring the revised motion to you for a vote. See the attachment.

The current agenda for PAT is to complete the 2022-23 academic reviews and resume its work on the Instructional Staff carry-over agenda item.

The “Making a Case” workshop is scheduled for **April 27th (Reading Day) at 4:00 p.m.** in Beckman Auditorium (Ames library). PAT encourages all colleagues who are scheduled for evaluation next year to attend the workshop.

Respectfully submitted,
Zahia Drici

Motion 3 to revise the section of the *Evaluation Calendar for Tenure and Advancement* (in Chapter IV, Section C part 4) to bring some clarification and specificity.

Current handbook language is insufficiently specific about the timing and importance of due dates for the external letter process (submission of names and receipt of letters). The deadline for submitting candidate names is “fuzzy,” creating an impression that they can be handed in at any point during the summer. Late submissions of referees’ names to the Office of the Provost cuts short the time external reviewers have to write their letters.

The proposed changes are to help ensure the candidate and the external reviewers make a strong and timely case.

Motion 3: To change the current handbook language to read as follows: (changes are in red)

- **1 March (or the Monday following if 1 March falls on a weekend):** Provost/Dean sends letters to faculty notifying them that they are scheduled to come up for tenure or major pre-tenure review in the next academic year.
- **1 April (or the Monday following if 1 April falls on a weekend):** Deadline for department chairs to notify the Provost/Dean of faculty they wish to support for promotion in the next academic year.
- ~~May or early June:~~ **15 June (or the following Monday if 15 June falls on a weekend):** Faculty members send the names and contact information of external referees to the Office of the Provost.
- **1 July (or the following Monday if 1 July falls on a weekend):** The Office of the Provost sends a request for a letter to the external referees of all faculty coming up for tenure and/or promotion.
- **15 September (or the following Monday if 15 September falls on a weekend):** Receipt date for external letters in the Office of the Provost.

Rationale:

Firm deadlines of **15 June** for the submission of names and contact information of external referees to the Office of the Provost and **1 July** for the release of the letters to external referees will ensure the following: the external referees will have ample time to write the letters and they all will have the same receipt date (**15 September**) to complete that task.

PAT acknowledges that establishing firm deadlines and an earlier receipt date for the external letters might present a drawback for some colleagues who would like to send their research narrative to the referees in late July or even in August/September. However, it is unreasonable to expect unpaid referees, who need time to write the letters, to provide thoughtful commentary on a candidate’s work in so little time. It is also unfair to the members of PAT, who frequently must wait for late letters.

Committee Report
Faculty Development Committee
Faculty Meeting April 5, 2023

FDC has been working on the details of its Scholarship Renewal Program scheduled for May 8, 2023, and the Committee is here sharing the full program as well as the link to register for the event.

Respectfully submitted,
Kristine Nielsen, FDC Chair

Scholarship Renewal Program

Monday, May 8, 2023, 9:00 a.m. - 4:00 p.m.

State Farm Hall & Thorpe Center

[Registration via Faculty Development Committee](#)

9:00 AM

The Changing Landscape of Digital Publication Processes SFH 102
Lisa Janicke Hinchcliffe, Professor and Coordinator of Research and Teaching Professional Development, University of Illinois at Urbana-Champaign*

10:00 AM

Prospecting Prospective Proposals: Perspectives on the Landscape for Federal Grants SFH 102
Frank Boyd, Vice President, Higher Education Practice, McAllister & Quinn*

11:00 AM

Individual & Group Grant Opportunities in Music, Visual Arts, Dance, & Performing Arts SFH 101
George W Tarasuk, Director of Communications, Illinois Arts Council

11:00 AM

Newberry Grants & Residential Fellowships and Tips on Grant Writing for Humanities Institutions SFH 103
Keelin Burke, Director of Fellowships and Academic Programs, Newberry Library*

11:00 AM

Interactive Session with a Program Officer from the National Science Foundation, Division of Undergraduate Education SFH 102
Mike Davis (IWU Class of 1998)*

Noon (lunch provided with registration)

Introducing Scholarship Circles and the Two-Year ASD Grant SFH 102
FDC Committee and 2022-23 participants in the Pre-Tenure Scholarship Circle and Sabbatical Scholarship Circle

1:00 PM

Thorpe Center

What We've Learned about Grant Writing with McAllister & Quinn

Michelle Gibbs (Theatre Arts), Will Jaeckle (Biology), Narendra Jaggi (Physics), Abby Mann (Digital Humanities), Carolyn Nadeau (WLLC), Lisa Nelson (Music), and Mike Theune (English)

2:00 PM

Thorpe Center

Creating a Research and Writing Plan and Sticking To It

Carolyn Nadeau (WLLC), Ram Mohan (Chemistry), Jim Plath (English), Jim Simeone (Political Science), Brad Sheese (Computer Science), and Mandy Vicary (Psychology)

*Speaker will be virtual only for *marked* events

Illinois Wesleyan University
Faculty Meeting April 5, 2023
Assessment Committee Meeting Report

At the Assessment Committee meeting on March 21, 2023, committee members reported their reviews of Assessment Reports for LSL and LSI . The task of reviewing a Strategic Assessment Report for Finance was assigned to committee members.

The chair provided an update of Spring 2023 participants for General Education.

Respectfully submitted,

Franklin Larey,
Chair of the Assessment Committee

URAC report for April 5, 2023 Faculty Meeting

The JWP conference schedule is now live on this [page](#). An overview of the conference schedule is [here](#). We are still making some small changes. Poster sizes should be 32x 40 and templates can be found [here](#).

I would also remind faculty to let me know ASAP if you have a nomination for next year's JWP Keynote speaker.

Respectfully submitted,
Bill Hudson
URAC Chair

Writing Program Committee Report April 5, 2023

Members: Pennie Gray (Writing Program Director), Billie Jarvis-Freeman (Writing Center/Tutoring Services Director), Linda Kunce, Allison Serraes, Jim Simeone

The Writing Program Committee met once since the last faculty meeting. Topics discussed included:

I. Gateway

A. The Best Gateway Essay Contest winners were selected by the Writing Center Tutors. Winners included:

1. 1st Place: Bishop - "Fight Him with His Own Weapon: The Fluctuating Role of the Holmesian Detective"
2. 2nd Place: Alderman - "A Dangerous Neutrality: Howard Campbell in *Mother Night*"
3. 3rd Place: Song - "The Manga *Attack on Titan* as a Literary Medium"
4. Honorable Mention: Engel - "Overzealous: The Harm Caused by Parental and Administrative Censorship of Books in an Intellectually Free Education"

B. All Fall 2023 Gateway instructors will be offered the opportunity to participate in a Gateway cohort through which they can collaborate, plan together, and/or conduct norming sessions. All Fall 2023 Gateway instructors should have received a survey about their experiences teaching Gateway and their interest in participating in an optional cohort. If you are interested in teaching a Gateway or have questions, please reach out to Pennie Gray.

II. Summer Reading: All faculty members should have received an email regarding this year's Summer Reading Program, which has been reshaped around multiple texts focused on both the Annual Intellectual Theme and the liberal arts. More information can be found [here](#) and below. Please consider submitting a text for the Summer Reading Program by emailing Pennie Gray or adding your suggestions to this [folder](#). Reminder emails with increasingly desperate pleas will be forthcoming.

III. Writing Intensive Courses: A survey will be sent soon to all instructors who teach Writing Intensive courses to gauge how well the courses are meeting the WI goals and to ascertain the kinds of resources that are needed to improve the teaching of writing on campus.

Summer Reading Program Re-envisioned

Introduction: For a number of years, Illinois Wesleyan has implemented a Summer Reading Program (SRP), the goal of which is to provide incoming students an opportunity to “participate in a shared intellectual conversation about a common text with their Gateway Colloquium classmates and the University community (faculty, staff, alumni, and student leaders)” (<https://www.iwu.edu/summer-reading/>).

Benefits of SRP: There are a number of laudable aspects to this program, including giving our newest Titans opportunities to engage with texts they might not have otherwise. Likewise, students are able to meet their Gateway classmates prior to the first day of classes while also collaborating with faculty, staff, and alumni. Another added benefit is that students are provided a soft entry into the intellectual and academic conversations that will characterize their tenure at IWU. All of these aspects of the SRP are important and serve a meaningful function for our students, faculty, and staff. Indeed, survey data from 2014 through 2019 indicate that most students (84%) recommend that the SRP continue.

Drawbacks of SRP: Nonetheless, there have also been some drawbacks to the SRP:

- It is difficult to ensure that all students have read the common text, typically a full length book, prior to arrival on campus;
- International students do not receive the text until they make their way to campus, which does not allow them sufficient time to read the text and often leaves them feeling unsure and uncomfortable in their first college-level discussion;
- According to our most recent survey data, only 57% of respondents reported reading the book in its entirety. The reasons cited by incoming Titans for not reading the book were lack of time (47%) and lack of interest in the topic (21%);
- Choosing only one text ensures that at least some students will be uninterested in the text and thus unwilling to engage;
- For students who do read the text and engage with it deeply, there is a concern that their engagement and time investment are shortchanged with a brief, ungraded, one-hour discussion prior to the start of classes;
- The SRP is somewhat expensive, both financially and in terms of workload:
 - Ordering, purchasing, and delivering books to students’ home addresses is an expensive and time-consuming endeavor;
 - Faculty and staff give very generously of their time as they read, discuss, and select the summer reading text, an endeavor that, while perhaps enjoyable, is nonetheless expensive in terms of time and energy.

In light of these benefits and drawbacks, a question arises: ***How do we maintain the benefits of the SRP while mitigating the drawbacks?***

A Proposal from the Writing Program Director

As Writing Program Director, I propose a re-envisioning of the SRP by first redefining what we mean by the word *text*. I invite us to consider seeing texts as manifested in a wide range of forms and modes. An image, for instance, is a text, as is a song, a video, or a dance in that all are attempting to communicate with the reader/viewer, to move them, to persuade them. Each—an image, a song, a video, or a dance—is a rhetorical text as much as more traditional texts like books or academic articles.

With this re-defining of a text in mind, I propose that, rather than selecting one text for the SRP, we select a wide range of texts instead. Perhaps, similar to the types of texts mentioned above, we collect a meaningful poem, a compelling short story, an academic article, a work of visual art, an audio recording of a song. Connecting these texts to the Annual Intellectual Theme gives the varied texts consistency or a common thread to bind them together. At the same time, the variety of texts opens up opportunities for interpretations that could yield the kinds of critical thinking and engagement we expect of our students and showcases the holistic nature of a true liberal arts education.

I acknowledge that we want students to be readers—to read deeply and to engage in meaningful ways with traditional, academic texts. I likewise acknowledge that, as scholars such as Wolf (2018) and Sullivan, Tinberg, and Blau (2017) indicate, today's students are generally less inclined to read and read deeply. Thus, I suggest requiring all students to read and perhaps re-read deeply one [anchor text](#), such as an academic article, a short story, or another text that is a more “traditional” academic text. This anchor text will be shorter than a novel but will lend itself well to multiple re-readings and rich discussion. The additional texts for the Summer Reading Program will be composed of other kinds of texts that connect with the anchor text and Annual Intellectual Theme.

Logistics:

I envision this program structured along these lines:

1. Once the Annual Intellectual Theme is announced ([The Power of Place](#) for this coming year), faculty, and perhaps staff if they are so inclined, submit texts that connect to the Annual Intellectual Theme along with one or two sentences giving context to their selected text.
2. Once the texts are submitted, curated, and briefly annotated, the texts will be cleared for use through copyright protocols and then shared with incoming students through the university's LMS. Included on the LMS will be an introduction to the Annual Intellectual Theme. The sharing of the texts will be shaped around both the theme and as a reflection of the liberal arts. An explanation of a liberal arts education will be included along with an invitation to engage with a certain number of the provided texts (i.e. the anchor text along with, for instance, six of the ten additional texts). Students will be invited to be mindful of the ways in which different texts from different disciplines allow the viewer/reader to see the same theme in new and nuanced ways.
3. As students engage with the texts over the summer, with gentle reminders throughout the months leading up to their arrival on campus, they will also be invited to consider what text they might bring with them to campus to further complement the Annual Intellectual Theme. In this way, we as a university will be sharing with students the value of the liberal arts, but we will also be inviting them to share a bit of themselves with us, thus further enriching everyone's understanding of the Annual Intellectual Theme. In a sense, we as a university will set the metaphorical liberal arts table and invite students to join us there, but the students will also bring their own ideas and identities (i.e., side dishes, if you will) to further complement the table.
4. The summer reading discussion, then, will center on the texts students chose to engage with and why those particular texts resonated with them. Perhaps students will bring a written reflection of what the process was like for them and how they understand the liberal arts now after engaging with the theme and texts. Further, by asking students to engage with a minimum number of suggested texts, we ensure that they engage with some texts that align with their own disciplinary interests and propensities, but we also ask them to engage with disciplines or texts outside their initial interests.

5. Students will also use the summer reading discussion to share the texts that they brought with them to campus. We might even be able to establish a physical and virtual space for students to share their own texts as a way of celebrating the incoming class. Perhaps the Center for Engaged Learning will be an appropriate venue for this endeavor. Students could even share their own texts with their academic advisor to enrich the Reflective Advising experience.

Note: The submission of texts from faculty will be entirely voluntary, but if no one submits texts, the Writing Program Director (I) in consultation with the Summer Reading Committee and the Writing Program Committee will curate the texts.

How this re-envisioning of Summer Reading addresses prior concerns:

- Because these texts will be housed as links on the LMS rather than in paper form, all students—including international students—will have access to them at almost no cost (excluding any copyright fee);
- Students will have some autonomy and choice in the texts they read and engage with, which could lead to higher overall participation;
- The amount of time invested for students will be lessened, but the engagement in the discussion might increase;
- The amount of time invested by faculty and staff to select a text will be shared more broadly across campus and across disciplines.

How this re-envisioning of the Summer Reading Program maintains the original benefits:

- The description and goals of the program as a whole will change only slightly with this new initiative. Rather than asking students to participate in a shared intellectual conversation about a common text, we will be asking them to engage in a shared intellectual conversation about a collection of common texts;
- Students will still engage in an intellectual conversation and be introduced to the nature of classroom discourse on campus.

How this re-envisioning of the Summer Reading Program opens up new possibilities:

- This gives us an opportunity to highlight our greatest strength: our liberal arts foundation. Before ever arriving on campus, students will be asked to consider how the liberal arts provide them with a range of lenses through which to consider and understand the nuances and complexities of ideas;
- This approach could ensure that more faculty and staff are comfortable engaging in the SRP discussion. Some faculty, staff, and alumni have been hesitant to be involved because they are uncomfortable facilitating a discussion of a book, but with this proposal, they could also bring their own texts to the discussion and therefore feel more comfortable facilitating the discussion;
- As texts are chosen from across campus, there could be increased faculty involvement with the Annual Intellectual Theme.

In short, I'd like to recast the purpose of our Summer Reading Program so that it opens up possibilities and interpretations that extend far beyond one text. By broadening the way we deliver the SRP, we likewise broaden the possibilities.

4/5/23 President's Report

The matters before the faculty this spring are critical for the future success of the university. CUPP (and especially Stephanie Davis-Kahl) deserve credit for the effort to revise an unwieldy faculty committee structure. As well, the Provost has put forward creative ideas to make meaningful steps toward addressing our chronic over-reliance on the endowment. In listening sessions, faculty have offered thoughtful suggestions as well. Enacting some of these ideas should enable us to escape the cycle of budget cuts which, while sapping energy and morale, do not make the substantive change needed to put us on sound financial footing.

The financial problem that IWU has faced for a decade and more (drawing approx. \$10M in excess annually from the endowment) is called a "structural deficit" for a good reason. It doesn't result from an individual or program overspending in a particular year: it's built into the structures of the organization.

The provost has presented creative plans to address this problem in academic affairs. Why in academic affairs? Because that is the heart of what we do, and it is very much running at a structural deficit. To address this, a three-pronged approach has been presented to the faculty, with multiple opportunities for discussion and input. Academic Affairs has presented several variants of these ideas, and faculty input will continue to be solicited. I offer here some personal reflections on the proposals.

Sabbaticals

Generally, a budget—whether for a household or an institution—benefits from predictability. (Perhaps many of you, like me, opt for energy costs to be spread out evenly over the year, to avoid seasonal budget shifts.) The proposal to put the sabbatical budget on such a rational, predictable basis seems to me highly desirable. We have fluctuated considerably in this regard (from 5 sabbaticals in a given year to 24), and this can be a detriment to our students. Introducing a consistently budgeted sabbatical line, while it will not reduce faculty opportunities for a sabbatical, will increase reliability both financially and academically.

Deans Model

This more collaborative structure is increasingly favored among colleges of our type, as it has become clear over recent decades that interdisciplinary studies are the areas of greatest intellectual excitement. In our case, moving to more of a "college" model is somewhat ironic, because our self-description to the Higher Learning Commission (our accrediting body), already accords considerably with the proposed model. HLC regards IWU as being comprised of: a college of liberal arts, a college of fine arts, and a school of nursing.

There are many benefits to this proposal, in addition to a more supportive environment for interdisciplinary study. The current structure of siloed departments takes too many full time faculty out of the classroom, through course releases. Our promise, to students and families, is

that students will have the benefits of small classes with full-time faculty. Yet, in recent years, very few full-time faculty have taught, for example, in the Gateway courses—all-important for entry into the college environment. This proposal aims to diminish reliance on adjuncts and visiting faculty by utilizing the teaching of our full-time faculty more, hewing more closely to faculty members' contracts for a 3/3 teaching load.

Course Load

Increased teaching load is particularly difficult to contemplate. Yet—as in any organization—the majority of our costs are personnel costs. Currently, at IWU, there are many organizational structures that enable faculty members to be paid and also relieved of their teaching duties. These are structural issues that need to be addressed. Substantial absence from the classroom of full time faculty risks undermining our promise to students and families.

[The history of course load at Illinois Wesleyan may not be known by many of our newer faculty members and deserves some explication. In October of 1993, the IWU faculty voted to decrease its teaching load from 7 courses to 6. There was no corresponding diminution in compensation. The faculty declared that the traditional 3 hours of classroom time would now be counted as 4 hours—a system that we have to the present day. The anomaly has contributed to some of our difficulty in accommodating transfer students. This arrangement was sufficiently unusual that in 2011 the then-provost, anticipating an HLC accreditation visit (and, presumably, some raised eyebrows over how 3=4) sent a memo to all faculty, urging them to provide explicit language in their syllabus, indicating that IWU standards for student work were sufficiently higher than elsewhere to justify the unusual math.]

Some faculty have put forward the suggestion of a new teaching track, which would carry a 4/4 teaching load, without the expectation of published research or. This would be an option for future faculty hires. But some current faculty have even expressed interest in such a role. This may be the least disruptive way to address a significant aspect of our structural deficit.

Decisions

No decision has been made on the multiple options brought forward. Faculty will receive a survey which provides another opportunity for input, in addition to the presentations and listening sessions which have already taken place.

5 April 2023
Faculty Meeting

Provost's Report

Gateway Instructors needed!

We currently have only 13 GW sections identified (7 confirmed in the course schedule and another 6 to be added), but we need 28-32 depending on the incoming class. Please check whether your GW offering is listed in the course schedule, and reach out to Amy if it's not. Also, if you are able to add a GW section, please let me know!

Thorpe Center Events

As the spring semester winds down, please keep an eye out for events in the Thorpe Center (Ames 300)! We will be hosting Canvas introductory events and other opportunities for communal snacking. As ever, you are welcome to come to the Thorpe Center for coffee, tea, and snacks or just for a change of scenery as you finish your semester's work!

Online Instruction Update

Our HLC Accreditation review for Level 2 Distance Education (online courses and up to 3 programs) has passed its panel review with a solid recommendation of approval! Our application will undergo final review at a full HLC Institutional Actions Council meeting (the next three are scheduled for late April or early June). If we are approved for Level 2, we will need to establish the processes that we promised in the application before applying for Level 3 (courses and multiple programs). As you develop new program ideas with online components, please keep Amy in the loop! The next application will need to outline our plans to expand distance learning beyond 3 programs.

LMS Update

We have begun the process to implement Canvas for Fall 2023. See [this LibGuide](https://libguides.iwu.edu/canvas) for the evolving schedule, announcements, and resources. We will add information as it becomes available!
<https://libguides.iwu.edu/canvas>

New Program Status Update

See the attached chart showing the curricular implementation progress for the academic initiatives Georgia mentioned in the January 13, 2023 All Faculty and Staff Meeting. Let Amy know of any needed changes or programs that should be added. An updated version of this chart will guide the budget projections for the Board of Trustees May meetings

Also, please note that new programs will not be posted to the IWU website until they go through the full Curriculum Council process, which includes passage of the new program by the full faculty. It is only at that point we have absolute certainty that new program is part of our curriculum.

Hiring Summer Students

If you will be hiring a student for research or internship purposes this summer, please contact Deborah Halperin, Director of CEL. Deborah is working to centralize some aspects of the student

experience over the summer including payroll and housing. If you have not already, please contact Deborah to let her know the name of the student you will be hiring.

Scholarship Renewal Program:

On May 8, FDC will host their second annual Scholarship Renewal Program to help kickstart your summer scholarly and creative work. Sessions include information on publishing, division-specific grant seeking, and creating and sustaining a research plan. Please keep an eye out for information from FDC regarding the program schedule and registration.

IWU New Program Implementation Status

Updated 3/23/23

Program Name	Program Status at IWU in March 2023	Feasibility Study Shows Growth Potential	Curriculum Under Development by Faculty	Curriculum Council Reviewing Proposal	Faculty Approved New Curriculum	Curriculum Implemented in Catalog	Further Development
Entrepreneurship	major in catalog; minor in catalog	X	X	X	X	X	Petrick Idea Center bolsters recruitment
Data Science & Data Analytics	DS major in cat.; DS minor in cat.; DA certificate in catalog	X	X	X	X	X	Needs strong Admissions push for Data Science; new opportunities in Data Analytics are possible with support
Quantitative Finance	major approved	X	X	X	Jan 2023	Aug 2023	Needs strong Admissions push
Public Health	minor in catalog; major approved	X	X	X	Feb 2023	Aug 2023	Needs strong Admissions push
Kinesiology and Allied Health	name change for the existing HPFM major	X	X	X	X	Aug 2023 under new name	Needs strong Admissions push
Professional Sales *Uses LCMC	major under review	X	X	X			
Criminology	minor in catalog; major under development	X	X				Summer working group to bring to CC in fall. Faculty line requested.
Film	minor in catalog; major under development	X	X				Goal to submit to CC by end of semester. Advancement working on endowed line in Film.
Supply Chain Management / Logistics *Uses LCMC	major to be developed	X					
HR Management *Uses LCMC	major to be developed	X					
RN-BSN	On hold as Nursing program clears its probation and further studies the success/failure of similar regional programs						



Dates:

Today (April 5th) is the Last day to complete [this form](#) to let Julie Anderson know you are participating in graduation and if you need regalia. Please note if regalia is needed or not needed.

Class Registration for Fall - April 5 – 12

Faculty Colloquium Fall 23 Proposals due 4-10

University Excellence Award Applications due 4-10, 4pm

Chairs and Directors Meeting, Monday, April 10 · 4:00 – 5:30pm

All In - Annual Giving Day at IWU, Tuesday, April 11-2023

All In Celebration - Destihl Brewery - Tuesday, April 11 · 5:00 – 7:00pm

NFO New Faculty Orientation - Tea and Donuts, Wednesday, April 12 · 9:00 – 10:00am

Faculty pick up Faculty Grad Regalia in Bookstore, April 14 – 21, 2023

Faculty Colloquia: Dr. Todd Fuist, Friday, April 14 · 4:00 – 5:30pm

Kemp Foundation's Teaching Excellence Award Ceremony - Wed., April 19 · 11:00am – 12:00pm, Westbrook Auditorium

Kemp Award Reception, Wednesday, April 19 · 4:00 – 6:00pm, Joslin Atrium

Fac Scholarship Circle Proposals due, Thursday, April 20

Faculty Meeting, Wednesday, April 26 · 11:10am – 12:40pm

Reading Day, Thursday, April 27

Finals, April 28 – May 3rd at noon

Senior and graduate grades due, Wednesday, May 3

Commencement - Sunday May 7

FDC's annual Scholarship Renewal Program, Monday, May 8 · 9:00am – 4:00pm

Non senior and non graduating grades due, Tuesday, May 9

Notices:

Hart Career Center Spring 2023 Programs

Wednesday, April 5th or April 12th, Time TBD

John Camardella

Tuesday, April 11, 7pm - Welcome Center Auditorium

Financial Literacy Program

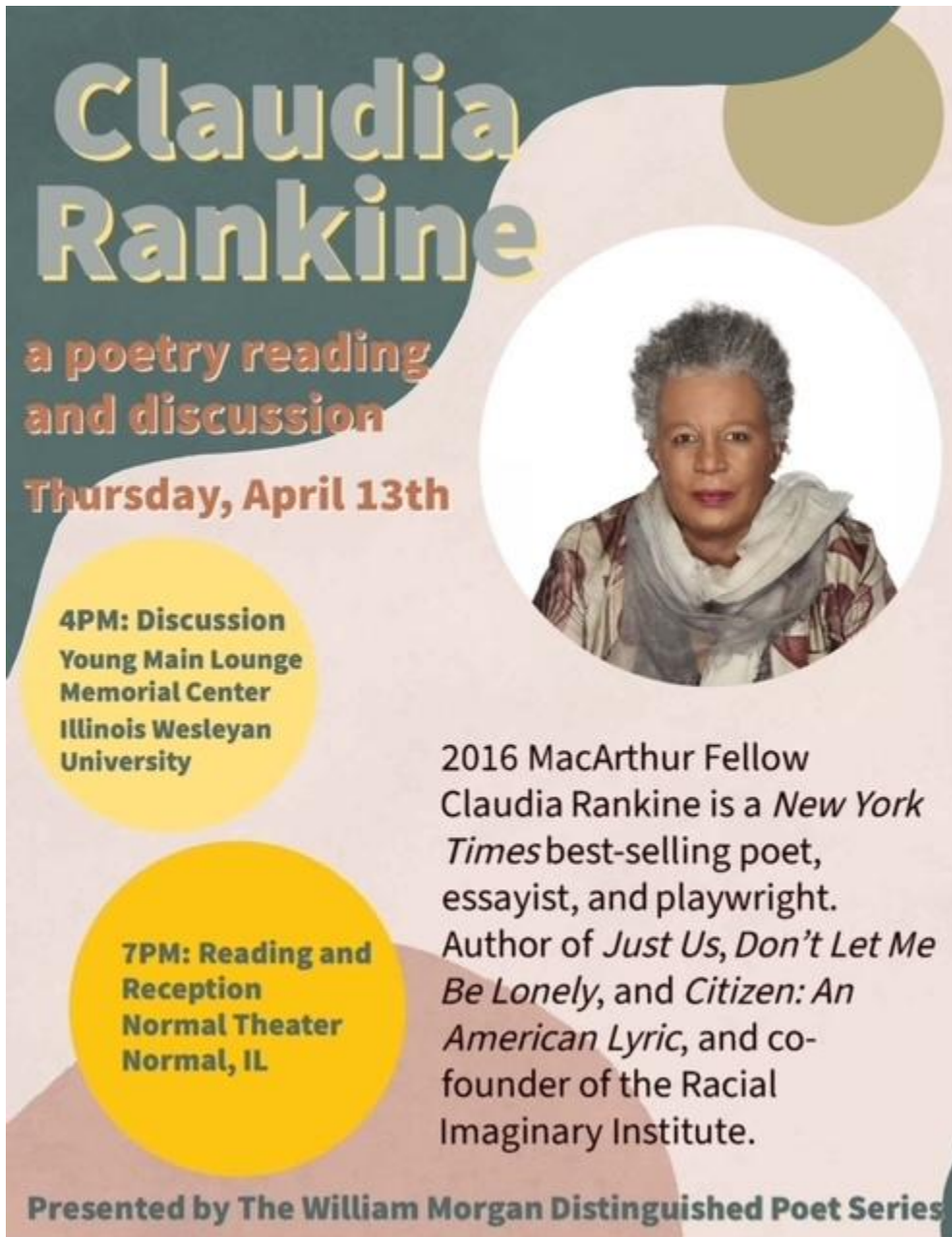
Questions about how to manage student loan debt, renting vs. buying, investing for your future, planning early for retirement? Questions like these will be answered by Kevin Kuebler, CPA CFP New Perspectives Financial Services. Learn more about what college students can be thinking about to get started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

We invite you to participate in the faculty procession **Commencement** on Sunday, May 7, 2023 at 1:00 p.m.

Weather permitting, we will be holding the ceremony on Kemp Commencement Plaza in front of State Farm Hall, otherwise the ceremony will be held inside the Shirk Center Activity Center.

Today, April 5th is the last day to complete [this form](#) to indicate if you plan to participate. Please note if regalia is needed or not needed. Thank you! Julie Anderson.

Rankine Event Information - (Click for bio and more information)



Claudia Rankine
a poetry reading and discussion
Thursday, April 13th

4PM: Discussion
Young Main Lounge
Memorial Center
Illinois Wesleyan
University

7PM: Reading and Reception
Normal Theater
Normal, IL

2016 MacArthur Fellow
Claudia Rankine is a *New York Times* best-selling poet, essayist, and playwright. Author of *Just Us*, *Don't Let Me Be Lonely*, and *Citizen: An American Lyric*, and co-founder of the Racial Imaginary Institute.

Presented by The William Morgan Distinguished Poet Series

Language Courses

WLLC would like to remind faculty and especially those advising now and in the summer that IWU and Bradley University have a language consortium so that students can take Arabic and Chinese as a hybrid course for their basic sequence and LA shared curriculum requirement. Currently the IWU language offerings are Arabic, ASL, Chinese, French, Japanese, and Spanish. For questions or further information, please contact Dr. Jessie Dixon at (jdixonmo@iwu.edu).

SoTA Presents the Faculty Choreographed Dance Concert 2023

Bolivian folkloric dance to ballet to hip hop! Come see the Faculty Choreographed Dance Concert! We also have tap, contemporary jazz, dance-film, and modern. The show features the work of 8 faculty and guest choreographers. And it's our first live FCDC in 4 years!

Details:

Family friendly!

4/12-4/15 7:30pm, 4/16 2pm

Jerome Mirza Theatre

\$5 students/faculty/staff

\$12-\$16 general admission

Box Office <https://www.iwu.edu/theatre/box-office.html>

Nursing Position

The search committee in the School of Nursing and Health Sciences would like to share the announcement for a tenure line assistant or associate professor. Candidates with expertise in community/public health nursing will be highly considered. We are asking all faculty to reach out to any academic nurses they may know to share the [announcement](#) in their professional and social circles.

The Merwin and Wakeley Galleries

The 36th Annual Juried Student Art Exhibition and BFA/BA Exhibitions

March 27 - April 26 , 2023

Galleries will be closed Sunday, April 9th

Public reception for both exhibitions:

Saturday, April 15 from 1-3PM with awards ceremony at 2PM

The 36th Annual Juried Student Art Exhibition and BFA/BA Exhibitions

Join us for the 36th annual BFA / BA Senior Art Exhibit and the Juried Student Art Exhibitions. All aspects of the IWU art program will be represented: painting, drawing, printmaking, photography, graphic design, ceramics, sculpture and glass.

This year's exhibition was juried by Santiago Cal, a sculptor from Lincoln, Nebraska. Cal was incredibly impressed with the work ethic and productivity of our IWU artists. He specifically mentioned the ambition he saw in the freshman work as it sets a precedent for future years of excellence. Cal also chose "Best in Show" and that award will be announced on April 15th at 2PM during our awards ceremony.

Faculty Announcements 4-5-2023

In the Senior Art Exhibit graduating BFA/BAs will display their finest works produced during their senior year. The exhibition, held in the University's Galleries, will include works from following eight seniors:

Alexis Boehnke BFA

Luisa Chung BA

Nomin Chuluunbaatar BFA

Evy Markis BA

Elizabeth Palacios BFA

Gabby Rogers BA

M Sloan BFA

Meghan Uppinghouse BFA

At the reception on Saturday, April 15th at 2PM, many awards will be presented, to name a few; The Ames Library Purchase Award, The CLA Social Sciences Art Purchase Award, The Office of Residential Life "Hall of the Year Award", The Office of Inclusion and Diversity Award, The Hispanic Studies Award, and the SOA Art Purchase Award, The Sipich and Mayo Alumni Awards, and The President's Award.

Refreshments will be served, and both these events are free and open to the public.

Gallery Hours

Monday - Friday 12-4PM

Tuesday Evening 7-9PM

Saturday & Sunday 1-4PM

Carmen Lozar

Director, Merwin and Wakeley Galleries

309-556-3391
