

Integrated Core
BRIDGE Proposal
8 January 2007

“For the purposes of this document, the term “instructor” refers to any person responsible for course instruction (including tenure-track and tenured faculty, professional staff, lecturers and instructors, those with term or continuing appointments, and part or full time employees.”

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1. Executive Summary

The Integrated Core (IC) team believes there is a core of knowledge that is indispensable for every college graduate, and that this core involves substantial integration of learning across traditional departmental boundaries. Accordingly, the team proposes a new General Education program for SIUE designed to present knowledge as a multi-faceted *web*. Central to this plan are four new integrated core courses to be required of undergraduates.

The four integrated courses include: Investigation and Expression of the Human Experience (FAH 101); Science and Human Endeavor (NS 101); Social Construction of Individuals and Society (SS 101); and one 300-level, writing intensive course, Diversity, Global Engagement and Social Responsibility (Global Citizenship 301). The central objective in these courses is to explore themes or networks of essential ideas that *connect* the subject matter of departments. These will be team-taught courses that introduce students to multiple disciplines within a major area and to the relationships between these disciplines. Faculty from related disciplines will work together to create the content of the integrated courses, much as instructors currently do for Interdisciplinary Studies classes.

For example, FAH 101 will investigate how disciplines within the Fine Arts and Humanities are related; it will emphasize the *connections* between poetry, for instance, and music; between the ideas of a fiction writer and those of a philosopher. All of the Fine Arts and Humanities foreground the *individual*: each looks at how individual human beings make sense of their experiences and express their understanding of their experiences. Each discipline may have its own “language”—music, sculpture, literature, theater, philosophy—but they are linked by their study of varieties of expression. Given their own specializations, professors in this team-taught course could concentrate on sculpture and dance, or texts and textiles, for example, after introducing students to the Fine Arts and Humanities.

We propose linking each of the 100-level integrated courses to a skills course in order to enhance student learning. The linked skills courses in the Integrated Core plan are: Written Expression II; Critical Thinking; and Communication Studies. Students would be able to choose from among various linked courses. For example, a student who chose to take a section of NS 101 (Science and Human Endeavor) linked with a Written Expression II section might later select a section of FAH 101 paired with Critical Thinking and SS 101 with Communication Studies. As a minimum, one major assignment in the skills course will be based on the content of the integrated course. Instructors in the linked courses will manage their classes and assign grades independently. The content course will provide subject matter to practice the skill, and the skills course will provide an opportunity to develop a deeper understanding of the content.

In addition to the three linked skills courses, all students will complete two independent skills courses: Written Expression I and Quantitative Reasoning I. The first written expression course will be a prerequisite for the linked Written Expression II. The quantitative reasoning course will not be required for students who complete both a higher level mathematics and statistics course. Any skills requirement may be satisfied by proficiency testing. Students will also be able to satisfy all general education requirements by transfer except the Global Citizenship course. Ideally all students would complete the program of linked courses as

outlined here, but reasonable policies for accepting transfer credit and allowing students to take only one of the linked courses are outlined in the full proposal.

All students must also complete a Balance requirement of six credit hours to insure additional breadth in the degree program. For example, a student majoring in engineering would be required to take one additional social science course and one fine arts or humanities course.

The Integrated Core proposal retains the New Freshman Seminar requirement. This requirement may be fulfilled by a required skills course. All students are also required to complete one laboratory science course, either by a course required in their major or as a Balance course.

The proposed general education program is identical for both the Bachelor of Arts and Bachelor of Science degrees. The Integrated Core proposal supports initiatives for additional all University graduation requirements such as a health and wellness course or a foreign language sequence; however, it does not propose these as part of the General Education curriculum.

The Integrated Core team believes the new general education program it proposes will foster awareness of the interrelationships among fields of human knowledge, and, indeed, among human beings—a goal of increasing importance for SIUE as the University prepares students for global citizenship in the 21st century.

2. Design of the Proposed Curricular Structure (36 hours)

- I. Integrated Liberal Arts and Sciences/Skills (18 hours)
All students will complete three pairs of linked courses combining one of three Integrated LAS course with one of three Skills courses.
 - a. Integrated LAS courses (3 hours each)
 - i. [FAH 101] Investigation and Expression of the Human Experience
 - ii. [SS 101] Social Construction of Individuals and Society
 - iii. [NS 101] Science and Human Endeavor
 - b. Skills courses (3 hours each)
 - i. [WE II] Written Expression II
 - ii. [CT] Critical Thinking
 - iii. [CS] Communication Studies
- II. Independent Skills (6 hours)
 - a. Written Expression I (3 hours)
 - b. Quantitative Reasoning I (3 hours)
- III. Global Citizenship 301 (3 hours)
Diversity, Global Engagement and Social Responsibility
Writing intensive, Mission critical
- IV. Intergroup Relations (3 hours)
 - a. Satisfies State of Illinois requirement
 - b. Selected from an approved list of courses
- V. Balance (6 hours)
Students must complete two courses in addition to other General Education requirements based on their major. Recommendations are given below. Departments may modify balance requirements with the approval of the general education committee.
 - a. Engineering and Physical Science – one Fine Arts and Humanities, one Social Science
 - b. Education, Fine Arts, Humanities, and Social Sciences – one Natural Science, one Mathematics course
 - c. Mathematics and Business – one Liberal Arts, one Natural Science course
 - d. Nursing, Pre-health, Life Sciences – one Liberal Arts, one Mathematics course

3. Support for Objectives of the Baccalaureate Degree

		Core Component										
		Integrated LAS/Skills						Independent Skills		Global	IGR	Balance
		LAS			Skill			Written I	Quantitative			
		FAH	SS	NSM	Written II	Critical	Speech					
Front Matter	Citizenship		X							X	X	
	Art Appreciation	X										
	Self Reflection	X	X							X	X	
	Health			X						X		
	Life-Long Learning	X	X	X	X	X	X	X	X	X	X	X
Abilities and Knowledge	Analytic	X	X	X	X	X			X	X		X
	Communication				X		X	X		X		X
	LAS Foundation	X	X	X								
	Diversity		X							X	X	
	Science		X	X					X			X
	Ethics	X								X		
	Discipline	X	X	X	X	X	X	X	X	X	X	X

4. Response to Current Weaknesses

Specific Weakness	Core Response
<p>No Quantitative Literacy</p>	<p>Our program requires all students to pass one skills course in Quantitative Reasoning. Students in majors with no other math requirement must take a second math course under the Balance requirement.</p>
<p>Drift in 111's (no longer necessarily 'ways of knowing' or writing intensive)</p>	<p>Traditional 111 courses will no longer be required. New integrated core courses will be managed by a faculty committee, and a reinvigorated general education committee will be responsible for assessing these classes.</p>
<p>IS drift (size and no pre-reqs)</p>	<p>All required skills and 100-level core courses must be completed before taking the 300-level, writing intensive Global Citizenship course.</p>
<p>Upper –division distributions de-linked from intro's (111)</p>	<p>Individual departments will be responsible for setting and enforcing prerequisite requirements after reviewing the new courses developed under the proposed system.</p>
<p>Sequencing (basic skills can be taken late)</p>	<p>Individual departments will be responsible for setting and enforcing prerequisite requirements. For example, the second Written Expression course should be a prerequisite for courses where this skill is expected.</p>
<p>Existing structure does not encourage student intentionality</p>	<p>Most of the proposed program is prescribed for the student. They will choose sections of the integrated courses based on the topics and assigned instructors.</p>
<p>Existing gen ed program now lacks a central unifying idea that can clearly be stated</p>	<p>The Integrated Core approach offers interdisciplinary and linked courses that tie together knowledge and content throughout students' general education experience.</p>

5. Draft of Proposed Catalog Copy

General Education

Objectives for the Baccalaureate Degree

The purpose of baccalaureate education at Southern Illinois University Edwardsville is to provide students with a solid foundation for intellectual development and an ability and desire to make contributions to society. As a public institution, SIUE strives to develop students who are well-informed, effective citizens; who provide leadership in civic and community affairs; who appreciate the arts; who have increased capacity for self-reflection, self-assessment and healthy living; and who will pursue life-long learning.

The undergraduate curriculum encourages students to set the events of the world in broad perspectives and to bring a reasoned approach to the challenges students may face.

To achieve these purposes, the University seeks to impart the following abilities and knowledge to its students through their general education and study in their academic majors and minors:

Analytic, Problem-Solving, and Decision-Making Skills

All students will develop skills in information literacy and quantitative literacy, develop the ability to understand and interpret written and oral texts, and to recognize, develop, evaluate, and defend or attack hypotheses and arguments. These skills are to be developed throughout all undergraduate programs in all courses.

Oral and Written Communication Skills

All students will develop skills in expository, argumentative, and creative writing, and in effective speaking and listening through extensive and regular writing assignments, oral presentations, and participation in discussions.

Foundation in Liberal Arts and Sciences (LAS)

All students will acquire a solid base of knowledge in liberal arts and sciences and of the contribution of these fields to civilization and to the quality of life. All undergraduate degree programs at SIUE, including professional programs, are rooted in the liberal arts and sciences through the integration of each major program with the general education program.

Value of Diversity

All students will gain an understanding of the traditions that influence individuals and communities in order to develop a respect for and a sensitivity to human diversity. Students will gain a deeper understanding of global interdependence.

Scientific Literacy

All students will have experience in the methods of scientific inquiry in laboratory and field investigation and gain knowledge of scientific and technological developments and their influence on society.

Ethics

All students will understand the nature of value judgments, will have an ability to make reasoned and informed value judgments, and will appreciate the diversity among cultures with respect to mores and traditional standards of conduct.

Preparation in an Academic or Professional Discipline

Students completing the baccalaureate degree will have attained a level of achievement within an academic or professional discipline which will enable them either to begin a career in the discipline or to pursue graduate work in that or an appropriately related discipline.

General Education Program

The general education program plays a significant role in preparing students to meet the standards contained in the above Objectives for the Baccalaureate Degree. The specific objectives of the general education program are:

- to develop skills in logic, computation, and written and oral communication.
- to introduce students to the principles, substance, and methodology of disciplines outside their major field of study. These courses are distributed across three general education areas: fine arts and humanities, natural sciences and mathematics, and social sciences.
- to promote understanding of our relationships and responsibilities as citizens of a global community.
- to foster awareness of the interrelationships among fields of human knowledge by requiring interdisciplinary study.

Requirements

General education requirements at SIUE include four categories of courses: skills, integrated, balance and intergroup relations. The purposes of these courses are summarized below.

Skills courses develop proficiency in basic competencies necessary for success in University study as well as for success in employment and in personal living. All students must complete six credit hours (two courses) in written expression. The first writing course is an independent skills course and must be completed before the second course, a course that will be linked with an integrated Liberal Arts and Sciences (LAS) course. Three credit hour skills courses in critical thinking and communication studies must also be completed and paired with a linked, integrated LAS course. The LAS courses, described below, will provide topical content to use when developing and practicing the skill. As a minimum, one major assignment in the skills course will be based on the content of the integrated course. A fifth skills course in quantitative reasoning will be required of all students except those who complete college algebra or a higher math course and a statistics course.

Integrated courses are designed to provide a rigorous foundation in the liberal arts and sciences by presenting multiple disciplines from a major area in a single, team-taught course. The integrated classes are intended to make students aware of the elementary theory, principles and methods of the disciplines as well as the interrelationships between them. Three 100-level courses will be required in Fine Arts and Humanities, Natural Sciences, and Social Sciences. Each of these courses will be paired with one of three skills courses (Written Expression II, Critical Thinking, and Communication Studies). All students in one section of the skills course will be enrolled in the same section of the integrated course, and topical content from the integrated course will be used to develop the skill. The smaller skills sections may also provide a forum to discuss the content of the integrated course.

A fourth three credit hour integrated course in Global Citizenship will be required of all SIUE graduates including transfer students. This course will be offered at the 300 level and include a writing-intensive component to insure that all graduates demonstrate the required level of competency in written expression.

The **balance requirement** is intended to provide additional instruction outside a student's major field of study to enhance the breadth of University experience. Requirements are tailored to each major. These requirements are in addition to other general education requirements and may meet other degree requirements. Departments may modify balance requirements with the approval of the General Education Committee. Students majoring in Engineering or Physical Science must complete one Fine Arts and Humanities and one Social Science course. Those majoring in Education, Fine Arts, Humanities, and Social Sciences must complete one Natural Science and one Mathematics course. Students in Mathematics or Business take one Liberal Arts and one Natural Science course. Nursing, Pre-health and Life Sciences students must complete one Liberal Arts and one Mathematics course. Liberal arts courses include those in the fine arts, humanities and social sciences. Natural sciences include both physical sciences and life sciences. The physical sciences are physics and chemistry. Biological science is the life sciences major. A second quantitative reasoning course will be developed to build on the skills course discussed above that is expected to be the choice for most students fulfilling the Mathematics requirement.

The State of Illinois requires that public institutions of higher education include, "in the general education requirements for obtaining a degree, course work on improving human relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment on their campuses." (Section 9.21 of the Board of Higher Education Act.) Students are required to complete one course that examines **intergroup relations** in order to meet the state requirement. Courses that may be taken to satisfy these requirements are listed at the end of this section of this catalog. These courses may also be used to fulfill major, minor, elective or general education requirements.

Each of the three 100-level integrated courses should be linked with one of the three designated skills courses; however, students transferring one of the courses or a student who fails one linked course while passing the other will be allowed to take courses individually. A student with credit in one of the integrated courses (FAH 101, NS 101 or SS 101) must select a section of a skills

course linked to that integrated course. The required major assignment linking the two courses should be based on the content of the course that was transferred or passed previously while failing the skills course.

Other Requirements

New Freshman Seminar Requirement

The University requires that all new freshmen complete a new freshman seminar during their first year. The seminar requirement may be met by completing UNIV 112; Culture, Ideas and Values 115, Deans' Scholars 120; any approved learning community (linked courses), or any section of a Skills course that has been approved as a new freshman seminar. New freshman seminar courses that meet this requirement have common goals: to assist new freshmen in making the transition to college-level work and expectations; to orient students to the services and culture of the University, and to engage students in an intellectual community of students and faculty.

A course meeting the new freshman seminar requirement also may be used to fulfill major, minor, elective, or General Education requirements.

Laboratory Science

All students must complete a laboratory science course in fulfilling their balance requirement or through a course in their major.

Entry Competencies for General Education Courses

Students enrolling in general education courses are required to have competencies necessary for successful completion of those courses.

The following policies apply to newly entering freshmen.

1. Students who have been identified as needing developmental instruction in English composition must successfully complete Basic Writing (Academic Development [AD] 090, or 092) before enrolling in general education courses requiring writing skills.
2. Students who have been identified as needing developmental instruction in reading must have completed College Reading I (Academic Development [AD] 080) or have concurrent enrollment in or completion of College Reading II (Academic Development [AD] 082) when enrolling in general education courses.
3. Students who have been identified as needing developmental instruction in mathematics must successfully complete the equivalent of Intermediate Algebra (Academic Development [AD] 075, or 095) before enrolling in general education courses in the area of natural science and mathematics.

Proficiency Examinations for General Education Credit

Proficiency examinations are available for all skills courses in the general education curriculum. Some of the examinations are administered through the Instructional Services Testing Office. Students who want to take proficiency examinations should contact Instructional Services in Peck Hall, room 1404, (650-2295) for information and instructions. Credit hours earned from successful completion of a proficiency examination in a skills course will be applied toward fulfillment of the general education requirement for that skill.

Re-entering Students

Former students, who have not attended SIUE for three or more terms, including summer, must apply for readmission. Re-entering students who have not attended in seven years are advised that they may not graduate under the general education major or minor requirements published in a catalog more than seven years old without the written permission of the dean of the school/college in which the student's major or first major is housed. Such written permission shall be submitted to the Office of the Registrar with the application for graduation. Academic work for students who re-enter the University after a seven-year period will be re-evaluated according to the current catalog. Once students have been readmitted to the University, they will be instructed to make an appointment with an adviser to determine the most efficient means of completing degree requirements.

Transferring Students

Transfer students may satisfy SIUE's general education program by:

1. satisfying the written expression requirement with grades of "C" or better, and
2. completing the Global Citizenship course, and
 - a. satisfying the Illinois Articulation Initiative (IAI) general education core curriculum (via an associate of arts, associate of science, or associate of science and arts from a participating IAI institution or by a transcript statement indicating IAI general education core met), or
 - b. fulfilling all required course work in SIUE's general education program.

No credit will be accepted for remedial or developmental courses or for any course work completed at unaccredited institutions.

Transcript Evaluations

Transcript evaluations will be completed for course work earned at regionally approved institutions. A course-by-course evaluation of transfer credit determining equivalency and/or general education requirements is provided to all freshman/transfer students upon admission, and to returning/continuing students upon receipt of official transcripts. Students seeking a second bachelor's degree do not receive an evaluation.

Questions relating to the transfer credit evaluation should be directed to Credit Articulation and Degree Audit, Rendleman Hall, room 1207, (618) 650-5699. Questions relating to how a course may transfer to SIUE should be directed to an admission counselor, Rendleman Hall, room 2120, (618) 650-3705.

Summary of Requirements and Courses

The total number of general education credit hours required is 36. A summary of these requirements is provided in the following pages.

The Design of Proposed Curricular Structure (Section 2) will be inserted here.

6. Narrative

a) *Governing Philosophy*

Philosophy for Integrated Learning

In *Integrated Learning: Mapping the Terrain*, published by the Association of American Colleges and Universities (AAC & U), Mary Huber and Pat Hutchings write that “to participate responsibly as local citizens, people must also be ‘citizens of the world,’ aware of complex interdependencies and able to synthesize learning from a wide array of sources, to learn from experience, and to make productive connections between theory and practice” (Huber and Hutchings 2004: 3). We members of the Integrated Core Team agree. We have designed a new program for general education that endorses this philosophy and presents a curriculum that prioritizes *integrated learning*.

The SIUE Mission statement declares a desire to create a democratic learning community that fosters global citizenship, openness, integrity and wisdom among both its students and faculty. Such a lofty goal requires that students and faculty recognize the similarities they have as citizens and as lifelong learners. We have different religions and abilities and are different ethnicities, genders, and sexualities. Yet, as citizens we share a similar challenge when we try to embrace thinking that encourages intellectual, physical and spiritual growth. The challenge is to move beyond the rigid and bounded approaches to understanding realities so that we see the connections between each other and our varied ways of knowing. Only through establishing connections can we hope to build a University environment in which students view the unfolding of the world as relevant to their own lives.

The dilemma exists, however, of how to create an SIUE community that fosters connections. Can we place students into distinct schools and departments, ask them to use writing styles more appropriate for this discipline or that, and expect them to develop a respectful understanding of shared knowledge? It is the contention of the Integrated Core Team that one creates global citizenship neither through persuasive argument nor through trying to convince students that it is “good” for them, but by carefully crafting the *structure* of the University’s programs to reflect the values it wishes to instill. To that end, we propose a general education program based on an integrated learning approach.

Connections: The Integrated Learning Approach

In *Integrated Learning: Mapping the Terrain* the AAC & U’s authors assert that “at the heart of liberal education lies the idea that learning should be greater than the sum of its parts” (Huber and Hutchings 2004:1).

This philosophy of integrated thinking suggests that students are less likely to think of themselves and more likely to act upon their responsibilities as global citizens if they are able to discover how their University experiences relate and connect. Students who view their classes as

discrete events, events that are completely unrelated, are likely to treat their coursework as undesirable chores that they are happy to complete and discard. The goal of integrated learning, then, is to shape the structure of the University so that General Education presents knowledge to students much as a spider makes a web: complicated, multi-faceted, yet connected. Integrated learning critiques traditional University structures that organize General Education by requiring students to sample a certain number of departments for a certain amount of hours. This traditional structure problematically assumes that students can easily move from one department to the next and make sense themselves of how discipline-specific content connects together (Menkowski and Associates 2000). In practice, then, integrative learning develops and assesses curriculum across disciplines and classes so that information is organized by *themes* rather than by departments.

Research shows that students are much more likely to retain and use their knowledge when learning moves from fragmentation to integration (Menkowski and Associates 2000). Cognitively, empirical studies find that people are much more likely to retain and act upon information when they are able to place the information in familiar and related cognitive schemas (Ellis and Fouts 2001). An integrated approach fosters connections, not boundaries. Further, it enhances higher-level thinking skills by requiring that students gather and understand information from complex and multiple view-points (Ellis and Fouts 2001).

SIUE has already embraced the philosophy and some practices of integrated learning. Philosophically, the mission of the University aligns perfectly with the mission of integrated learning; both desire to create a holistic learning environment so that students have a safe place to become intelligent, compassionate and active participants in the world. In practice, SIUE already offers its students two types of courses that fit with the philosophy of Integrated Learning: Senior Assignment and Interdisciplinary Studies classes. The senior assignment class asks that students make sense of previous courses in their major by taking the knowledge from those classes and re-shaping it into a culminating project. Interdisciplinary classes ask that students participate in the discovery of how one theme can be understood from multiple perspectives. *The new General Education program offered by the Integrated Core Team simply suggests that the structure of students' liberal arts education should be built around the philosophies of these two successful types of courses: learning through integration and connection.*

To illustrate how an Integrated Learning approach might organize General Education, we will use the example of the social sciences field. Currently, our General Education requirements ask students to sample a few courses in the social sciences. They can take sociology, anthropology, geography, political science and/or historical studies classes. With this approach, the connections between social science disciplines and the complexities of the social world are left unexplored. Yet, in truth, all disciplines within the social sciences study the relationship between individuals and society. For example, in order to understand the development of the present U.S. economy, we must uncover the historical and contemporary organization and geography of international nation-states, families, culture and religions. Further, we must deconstruct the way that gender and race/ethnicity are used as organizing principles to generate and justify the oppressions that emerge from such societal constructs. The economy is just one example of how the social sciences are connected. Our connections also reach to other themes

such as space, inequality, families, nation-states and spirituality. The purpose of the Integrated Core will be to reveal to students how individuals and societies are actually complex systems that rise above socially constructed academic boundaries.

b) Intention of the Integrated Core Approach

The main intention of the Integrated Core approach is to provide a significant improvement over the existing General Education component of SIUE's baccalaureate degree requirement. Some improvements are targeted at the overall objectives of higher education such as citizenship, capacity for self-reflection, health, and lifelong learning while the others are on more specific goals dealing with communications skills, foundation in liberal arts, literacy in science and technology, analytic problem solving and decision making skills as well as the value of diversity and ethics.

Our approach focuses on an integrated core set of skills and values each student should acquire upon completion of his or her General Education and at the same time recognizes the differences between study areas and provides flexibility to accommodate diverse needs. Since the Integrated Core approach is designed around a set of multi-purpose integrated content and skills courses, most of the encompassing objectives of General Education are incorporated into these courses either directly or indirectly. Students will be reminded of the relevance and importance of the overall objectives of college education by frequently relating the course material to citizenship, lifelong learning, etc., thereby ensuring a lasting effect. In addition, the more specific objectives of a sound General Education program are covered in explicit courses dedicated to desired skills and attributes such as communication skills, scientific literacy, etc.

The proposed General Education plan is developed to produce graduates whose discipline-specific skills *and* attitude towards society, life, and learning are at or above the expectations of prospective employers. After completing the Integrated Core-based General Education program, students should possess the necessary skills to be able to acquire in-depth knowledge in their specific study area and meet the expectations of faculty members who are going to build upon those skills and attributes to convey knowledge. The end product of this process will be a well-rounded graduate who can effectively function in today's fast paced ever-changing environment.

c) Response to Emerging Faculty Concerns Identified by the Objectives Steering Committee

In January of 2003, an Objectives Steering Committee was charged with reviewing the Statement of Objectives for General Education and the Baccalaureate Degree and the Goals of the SIUE General Education as described in the university's catalogue at that time. The committee concluded that the University should preserve its objectives statements in SIUE's catalog (except for minor changes to improve clarity) but in its final report it listed "emerging concerns" about the content of University's General Education program.

One of the Steering Committee's four areas of concern was "**integration.**" "How do we link one area of knowledge with another?" is asked in the appendix. Our team proposes a very direct answer to that question: create a General Education program with a core of integrated courses.

Our Integrated Core design will increase (in the words of the Steering Committee’s final report) “horizontal and vertical integration of general education around themes or networks of essential ideas and skills.” At the very heart, or core, of the program we propose are three integrated Liberal Arts and Sciences 100-level courses. Students would be required to take three of these integrated courses, one in each of the following areas: 1. Fine Arts and Humanities; 2. Social Sciences; 3. Natural Sciences. In each of these courses, the approach would be to explore *themes or networks* of essential ideas that *connect* the subject matter of departments in each of three stated areas.

In Section 6(a) of this document, we provided an illustration of how this might work in the Social Sciences area. Here, we will provide a further example, this time in the area of Fine Arts and Humanities. This wide area includes departments as diverse as Music, Visual Arts, English, and Philosophy. We propose, however, that the similarities between these areas are more important than their differences. An *integrated* course in the “Fine Arts and Humanities” would emphasize the *connections* between painting, for example, and poetry; between the ideas of a fiction writer and those of a philosopher. All of the Fine Arts and Humanities foreground the *individual*: each field of study looks at how individual human beings *make sense of* their experiences and *how they express* their understanding of these experiences. These essences link Beethoven’s symphonies; Picasso’s paintings; Joyce’s *Ulysses*; Heidegger’s philosophy; and so on. Our three integrated courses emphasize such *webs*, showing the individual areas of study to be complicated, multi-faceted, yet connected. In the language of the Objectives Steering Committee, the Integrated Core design fosters “awareness of the interrelationships among fields of human knowledge.”

In putting the integrated courses at the very heart of its program, the Integrated Core Team also addresses another of the Steering Committee’s concerns: “facilitation of more frequent and effective cross-departmental communication and collaboration among faculty in regard to curricular and pedagogical issues.” The integrated courses would be *team-taught*. Each would be led by two faculty members from different departments working together.

Another of the Steering Committee’s areas of concern was “**information.**” In its report, the Steering Committee asked, “What do students need to know? What are the basic areas of knowledge, values, and skills that students need to succeed in the 21st century world?” The Integrated Core Team answers these questions by proposing that every student take 15 hours of basic skills courses: 6 hours of Written Expression; 3 hours of Quantitative Reasoning; 3 hours of Critical Thinking; and 3 hours of Communication Studies. The second of the Written Expression courses, as well as the courses on Critical Thinking, and Communication Studies, would be *linked* to a student’s course work in the integrated courses in FAH, Social Sciences, and Natural Sciences; thereby reinforcing for a student the idea that connections exist between all fields of human knowledge. This precept, as we have suggested, informs, indeed inspired, the Integrated Core Team’s proposal.

A further concern of the Steering Committee was “**application.**” “Can students use what they know, in cooperation with others, to improve the world as we know it?” asked the Steering Committee. We respond by incorporating a new course on “Global Citizenship” that would be required for all SIUE students. (This would be in addition to Illinois’ mandate for an Intergroup

Relations course, which would continue to be a university requirement.) This new Global Citizenship course would draw from such areas as Geography, History, Ethics, Economics, Foreign Languages and Cultures to help prepare our students for their roles as responsible citizens--in their local communities, state, country, and world. This requirement at the 300-level would also respond to the Objectives Steering Committee's concern for skill development by being a writing intensive class. This would ensure that our students had writing practice beyond the two courses in Written Expression required in our Integrated Core program.

A final concern was “**communication.**” “Can students read, write, think, speak, listen, compute?” the Steering Committee also asked. This area has been largely addressed above in our paragraphs on “integration”; “information” and “application.” But to be emphatically clear: our team has paid great attention to this area in creating a program that requires vital courses in Quantitative Reasoning; Written Expression; Critical Thinking; and Communication Studies. It also includes 6 more hours (listed as “Balance” courses in our design) that vary based upon a student's major. Our team created this Balance area to ensure that students in such fields as Math, Science, Business, Engineering, and Nursing had one or more Liberal Arts courses in addition to the requirements we have described above. Likewise, we addressed a possible deficit of Science and Mathematics courses among our Fine Arts, Humanities, Social Sciences, and Education majors by requiring of them one more Natural Science *and* one more Mathematics course beyond the integrated course in Natural Science and the course in Quantitative Reasoning required of everyone in our design.

d) Preparing Students for the First Half of the 21st Century

The Integrated Core Team proposes an integrated General Education core curriculum structured to graduate *intentional* learners. An “intentional learner” as defined by the Association of American Colleges and Universities (AAC &U) is one who develops self-awareness about the reason for study, embraces and values the learning process, and understands how education is used (“*Greater Expectations*” 21). This deliberate, purposeful approach to education will, we believe, cultivate lifelong learners and prepare our students for the first half of the 21st century.

As we have stated earlier, SIUE's Objectives Committee concluded that the Statement of Objectives for the Baccalaureate Degree is “timely, relevant, and effective” for today's graduates. SIUE's baccalaureate strives to “provide students with a solid foundation for intellectual development and an ability and desire to make a contribution to society.” Fundamental abilities and knowledge were identified as essential: analytic, problem-solving, and decision-making skills, oral and written communication skills, a foundation in liberal arts and sciences, valuing diversity, an understanding of scientific literacy, appreciation of ethics, and preparation in an academic or professional discipline.

These objectives align with those identified as “Key Learning Outcomes” by Liberal Education and America's Promise (LEAP) of the Association of American Colleges and Universities. We would like to point out, though, that LEAP adds to its list of objectives one that is missing in SIUE's Objectives: that is “integration of learning.” Our Integrated Core proposal commits to providing our graduates with a design for learning that will enhance *educational coherence* by integrating fields of study. The Integrated Core's vision structures a curriculum that

purposefully connects ideas to content areas; deliberately integrates and encourages discussion across disciplines; intentionally emphasizes skill development in written and oral expression, critical thinking, and quantitative reasoning; provides for balanced liberal arts and sciences background; and explores issues of global citizenship reinforced through social action.

By design, the Integrated Core proposal promotes this description of a liberal education:

A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities. (*“General Education in an Age of Student Mobility”* 37)

The Integrated Core program’s architecture will provide our graduates with the integrated knowledge and foundational skills necessary to adapt to an increasingly diverse and complex world and to navigate intentional pathways intended to foster fulfillment in their personal, work, and community lives. We share the Association of American Colleges and Universities’ vision of graduating “intentional learners” who are “integrative thinkers”:

Intentional learners are integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions. They adapt the skills learned in one situation to problems encountered in another: in a classroom, the workplace, their communities, or their personal lives. As a result, intentional learners succeed even when instability is the only constant.

For intentional learners, intellectual study connects to personal life, formal education to work, and knowledge to social responsibility. Through understanding the power and implications of education, learners who are intentional consciously choose to act in ethical and responsible ways. Able to place themselves in the context of a diverse world, these learners draw on difference and commonality to produce a deeper experience of community. (*“Greater Expectations”* 21-22)

e) Support for SIUE’s Objectives for the Baccalaureate Degree

The proposed program was designed with the SIUE Statement of Objectives for the Baccalaureate Degree as the primary evaluation criteria. Each of the seven objectives is addressed in our final plan. Students should develop the desired attitudes referred to as “front matter” through a high quality General Education, but certain components of the program will focus on these concerns. Our plan is designed to achieve the objectives more consistently than the current General Education program by integrating knowledge and skills, enforcing breadth and strengthening assessment so every graduate accomplishes all objectives. Section 3: Support

for Objectives of the Baccalaureate Degree illustrates the required connections between the objectives and the requirements.

Front Matter

The Statement of Objectives says, “As a public institution, SIUE strives to develop students who are well-informed, effective citizens.” Entering students should already have begun this lifelong process. Their education at SIUE must significantly advance their development and provide them with the skills and motivation to continue as they enter their careers. The Integrated Fine Arts and Humanities course will insure that all students are given a foundation on which to build an *appreciation for the arts*. The study of the humanities and the development of communication and critical thinking skills should initiate the pursuit of a desire for *self-reflection*. This will be enhanced as students consider their place in our society and the global community in the Intergroup Relations, Integrated Social Science, and Global Citizenship courses. These courses will also develop an awareness of the responsibilities of *citizenship* to understand and contribute to the communities we live in – both local and global. By exposing students to a wide-range of disciplines through the integrated Liberal Arts and Sciences courses, the proposed general education program is designed to spark an interest in further study beyond the focused area selected for a major to promote *lifelong learning*.

Abilities and Knowledge

Analytic, Problem-solving, and Decision-making Skills

The Skills requirements for the proposed program provide the foundation for achieving the Analytic, Problem-solving, and Decision-making Skills objective. Individual departments must insure that students continue to develop these skills throughout the remainder of the undergraduate curriculum. The objectives and assessment of the Written Expression, Critical Thinking and Quantitative Reasoning courses must insure that all components of this objective are addressed. The integrated LAS courses will provide content for developing and practicing the skills.

Oral and Written Communication Skills

Oral and Written Communication Skills that will be developed in Written Expression and Communication Studies skills General Education courses are a foundation for additional training and experience in advanced courses in the student’s major.

Foundation in Liberal Arts and Science

Our proposal calls for the development of three integrated Liberal Arts and Sciences courses in each of the traditional General Education categories used at SIUE. These courses should be designed to introduce students to all major fields within these categories and develop an understanding of the relationships between these disciplines and with other areas of endeavor. The Global Citizenship course will add to this foundation. Students in technical majors will pursue further study in some of these disciplines in fulfilling the Balance requirement.

Value of Diversity

The primary vehicle for accomplishing the Value of Diversity objective is the Intergroup Relations requirement that focuses on groups in the United States. The Global Citizenship course will provide an additional dimension. SIUE students are expected to develop cross-cultural understanding as informed citizens of the world through their experiences in all parts of the General Education program.

Scientific Literacy

The Integrated Natural Science course and the Quantitative Reasoning skills course will provide the foundation for scientific literacy. The Integrated Social Science course will add the application of scientific principles to field investigations. The requirement for experience in laboratory investigation will ultimately be the responsibility of each major. If the major does not require a laboratory course, students can fulfill this as part of the Balance requirement.

Ethics

While ethics will be addressed in the Global Citizenship course, individual programs should also incorporate this topic in other parts of their curriculum. A course in ethics may still be required by a department, but ethics must be taught across the curriculum so students are exposed to ethical issues in their chosen discipline.

Preparation in an Academic or Professional Discipline

While this objective may appear to be outside the realm of General Education, the link between General Education and preparation for a profession to create an educated citizen cannot be ignored. Our graduates must understand that, as they will want to be considered to be “professionals” in their careers, more is required for that designation than mere technical competence. The General Education requirements provide them with the skills and experiences to distinguish them from “technicians.”

f) Support for the Mission of the University

SIUE’s Mission Statement reads: “Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative and research activity of its faculty, staff and students; and through public service and cultural and arts programming in its region.”

Our team’s proposal, as has been demonstrated above, makes its priority “excellent undergraduate education.” Furthermore, we have taken the Mission Statement’s phrase “integration of knowledge” and made it the centerpiece, the *core*, of our proposal for a new program to improve General Education at Southern Illinois University Edwardsville.

g) References

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Appendix A. Anticipated budgetary effects

The Integrated Core program is designed for minimal budgetary impact. The Quantitative Reasoning I requirement along with the second math course required for all majors through the Balance requirement will require an expansion of the Mathematics and Statistics department. Since our program exempts students taking higher level math and statistics courses, the impact is expected to be similar to the budgetary implications predicted by Professor Jarosz for the Distribution proposal – 3 new tenure track and 7 new continuing full time instructors. Requirements for other skills courses are not significantly different from the current general education program.

The 100-level core courses, FAH 101, SS 101 and NS 101, will be team taught to lectures of 100 students – 50 students per instructor. Resources for these courses will come from current 111 sections taught by the individual departments. An analysis of enrollments in Calendar Year 2006 indicates that the average enrollment in these courses was 41 in the Fine Arts and Humanities disciplines, 47 in the Natural Sciences and 61 in the Social Sciences with an average of 52 students in all 111's. Based on 1700 new freshmen each year, we would expect about 19 sections of each of these core courses to be offered each year (9 each in Fall and Spring and 1 Summer). These nineteen sections would require the resources from 38 sections of 111 courses. The Fine Arts and Humanities departments offered 77 sections in 2006, Natural Science departments 30, and Social Science departments 100 sections. Obviously, the Natural Sciences may require more resources but this deficiency may also be satisfied with larger sections or using qualified instructors from other departments. The Fine Arts and Humanities and Social Science departments will have the flexibility to continue to offer 111 courses or new introductory courses for majors. In the long term, resources may be reallocated among departments. The Global Citizenship course will replace current Interdisciplinary Studies courses with little budgetary impact.

Appendix B. Affected units

If adopted, the Integrated Core approach will affect all departments in the College of Arts and Sciences that currently teach 111 courses and will have to staff the new integrated 101 courses. The format for the integrated core courses is discussed in Appendix C. If the Integrated Core approach is adopted, these courses will be fully developed by faculty in the three fields (FAH, NS and SS) and faculty interested in teaching the Global Citizenship course. The requirement to integrate skills courses with these core courses will also affect departments that offer the linked skills courses. The Integrated Core team has discussed this proposal with the affected departments.

The Written Expression courses will be offered by the English Department. The first course will be the current English 101 course, but the second course will be linked to one of the integrated courses. During our discussions with the English Department the overall feeling was that they could implement the Integrated Core approach without major changes. Dr. Sharon James McGee, co-director of Expository Writing, recommended that instructors be given planning time each semester to accommodate the linked portion of our design. After the departmental meetings this fall we revised and clarified the definition of the link between the integrated and skills courses to minimize the requirement for coordination between the courses. The Integrated Core team feels that the planning aspect will be greatly reduced since the linking will only require an overall understanding of the topic being discussed in the lecture class.

Critical Thinking is an important component of the Integrated Core proposal. This course will be linked with a 100-level integrated course. The Department of Philosophy developed a draft document, *Proposed Learning Outcomes for courses in Reasoning and Argumentation*, to provide guidance for developing courses that will satisfy this requirement. A primary concern expressed by Department of Philosophy faculty about linking the critical thinking course to an integrated course was that the Philosophy 106 instructor may be unfamiliar with the subject matter of the course they are linked to. Our proposal addresses this concern in two ways: encouraging other departments to offer critical thinking courses and allowing a flexible link between the courses. Other departments will offer critical thinking courses as is the case under the current general education program. This flexibility will improve the likelihood that a critical thinking instructor will be more comfortable with the content of the integrated course. These courses will have to be designed to address the required learning outcomes for critical thinking. Secondly, this proposal defines the required linkage between the two courses as a minimum of one major assignment in the skills course based on the content of the integrated course. The main objective of the critical thinking course is to construct forceful inquiries and arguments and to better evaluate the reasoning and evidence in other's arguments. The critical thinking instructor can evaluate the students' proficiency on at least one assignment that is based on a topic outside their area of specialty.

The Communication Studies courses will be offered by the Department of Speech Communication. As envisioned by the Integrated Core Team, three current Speech Communication courses: SPC 103 – Interpersonal Communication, SPC 104 – Oral Argumentation Skills, and SPC 105 – Public Speaking will be linked to the new integrated

courses. In our discussions with the Department of Speech Communication, the faculty indicated that SPC 103 might be the most appropriate course to link. This course also satisfies the intergroup relations requirement. Because some degree programs require the other two courses (104 and 105), the IC team recommends that the three courses that satisfy the Option A requirements of the current general education program continue to be offered and linked to the integrated courses.

The Mathematics and Statistics department has discussed the addition of a Quantitative Reasoning/Literacy course and is prepared to implement this with additional resources.

Appendix C. New courses

Five new courses must be developed to implement the Integrated Core proposal: the new Quantitative Reasoning (QR) course and the four integrated courses. The Mathematics and Statistics department has prepared a draft course description for a Quantitative Reasoning course with the following Catalog Description:

Focuses on mathematical reasoning and real-life problems. Including management science, coding, social choice and decision making, size and shape, and modeling.

This course would cover about half of the topics in the suggested textbook. Since a second math or statistics course will be required for all SIUE graduates, the Integrated Core team recommends that a second QR course be developed for majors with no other math requirements that would cover the remaining topics.

The integrated courses will be taught by two faculty members from different disciplines within the field. The course design will be managed by committees of interested faculty. Conceptually, each course will be divided into thirds. The introduction to each course will discuss the array of disciplines in the field. Instructors will explore the distinctive approaches of the various areas as well as what those disciplines have in common. The introduction will stress the thematic links between the areas. The two instructors will then each take a third of the course to discuss their field of interest. Instructors should be paired to work together on a common theme displaying how scholars from different disciplines apply their expertise in studying an issue. Staffing for each section of these courses will be published before enrollment so students can choose the disciplines represented.

Fine Arts & Humanities: Investigation & Expression of the Human Experience

- Current Depts: Art & Design, Dance, English/Language/Literature, Foreign Languages & Literature, Music, Philosophy, Speech Communication, Theater & Dance
- Objective: Explore the ‘languages’ of disciplines – music, sculpture, painting, theater, literature, philosophical expression and individual ways of expressing what it is to be human.
- Themes: visual arts; sculpture; music; literature; philosophy; theater; film; journalism dance, speech -- explores the human experiences of love, loss, death, birth, joy, trauma, etc.
- Example: Philosophy/English examining the ways individual philosophers have influenced the thinking of specific fiction writers on the subject of death.

Social Sciences: Social Construction of Individuals & Society

- Current Depts: Anthropology (cultural), Economics, Geography (social), History, Political Science, Psychology, Sociology, Social Work, Women’s Studies
- Objective: Illustrate the connections between social science disciplines and the complexities of the social world – study the relationship between individuals and society.

- Themes: economy, nation-states, families, spirituality, culture – explores development of systems, relationships, and change.
- Example: Show relationship between the development of nation-states and the economy including issues of colonization and imperialism, social movement and resistance towards state oppression, etc.

Natural Sciences: Science and Human Endeavor

- Current Depts: Biology, Chemistry, Environmental Sciences, Mathematics, Physics, Science (OSME), and incorporates physical Anthropology, physical Geography
- Objective: Relevance of science to today's world and the physical processes of life/universe – explores what we know and how we know it.
- Themes: Parallel developments of ideas in philosophy, literature, politics, art, humanism, and science.
- Example: Necessity for future world leadership to understand science. Understanding why science is necessary for world citizenship in the 21st century.

Global Citizenship: Diversity, Global Engagement & Social Responsibility

- Areas: history, ethics, economics, geography, technology, foreign languages and culture.
- Objective: Challenge and require students to examine the questions of meaning and value associated with the theme of 'citizenship' within today's 'global' world, and to provide students with the tools to think and act with international competency.
- Themes: Justice and democracy, human rights and the arts of democracy, global/domestic security and peacekeeping, sustainable economic/technological development (environment, public health, food supply, nutrition, etc), equality and global/domestic inequity.
- Example: Current IS 336: Global Problems and Human Survival

Humanities and Fine Arts Core Course (FAH 101)

Investigation and Expression of the Human Experience

Course Description

The Humanities and Fine Arts focus on the experiences of individual human beings *and* the ways individuals express their understanding of their experiences. Each discipline has its own “language”—music, sculpture, painting, theater, literature, philosophical expression—but they are all linked by their study of varieties of expression. They explore, in the words of poet Gregory Orr, “our individual encounters with the mysteries of love, death, and the body in time.” This course will focus on the shared human experiences investigated in the Humanities and Fine Arts.

Learning Outcomes

FAH 101 will introduce students to the Fine Arts and Humanities. It will increase their understanding of the multiplicity of voices and visions across disciplines expressing, in their highly individual ways, what it is to be human.

Conceptual Units

1. Introduction: Varieties of Expression

Each class will be team-taught by a pair of professors from different departments within the Fine Arts and Humanities. The pair will introduce students to the array of disciplines included in FA/H. They will explore the distinctive approaches of the various areas as well as what the following disciplines have in common: visual arts; sculpture; music; literature; philosophy; theater; film; journalism; dance; speech. The introduction will stress the thematic links between the areas: how they explore the human experiences of love, loss, death, birth, joy, trauma, etc.

2. Focus: Mind and Art

Here the two professors teaching a section of this integrated core course will have the opportunity to focus on their specific disciplines and the thematic connections between them. They can be as creative as they’d like in designing this part of the course. For example, if a painting professor were paired with one from English, their emphasis would likely be on how the languages of the visual arts and fiction/poetry/drama express universal human experiences. Given their own interests, however, they could concentrate on whatever forms they wanted: poetry and painting, for example, or texts and textiles, or the ways particular artists and writers have influenced one another. A sculptor paired with a professor of dance might explore the ways the two arts celebrate the body. Colleagues from Philosophy and English might examine the ways individual philosophers have influenced the thinking of specific fiction writers on the subject of death. Colleagues in Music and Film might look at musical scores in film; a professor in the Theater Department and one in Literature could discuss dramatic literature and its staging. The content of this part of the course would depend entirely upon the interests and expertise of the professors teaching it.

Social Science Core Course (SS 101)

Social Construction of Individuals and Society

Course Description

The social sciences study the relationship between individuals and society. While the U.S. academy divides such studies into discreet disciplines, the purpose of the core will reveal to students how individuals and societies are actually complex systems that rise above socially constructed boundaries. For example, in order to understand the development of the present U.S. economy, we must also uncover the historical and contemporary organization and geography of international nation-states, families, culture and religions. Further, we must deconstruct the way gender and race/ethnicity are used as organizing principles to generate and justify the oppressions that emerge from such societal constructs.

Learning Outcomes

This course will deepen students' understanding of the connections between social science disciplines and the complexities of the social world.

Conceptual Units

1. Economy

The class will cover various economic systems in both Western and Non-Western societies. Great care will be needed not to over-emphasize Western History. Market and pre-market systems will be discussed. Questions about oppression, power and inequality will also be addressed. The economy will be defined as any way societies organize to attain subsistence and reproduction. Hence, paid labor will only be a minor topic of discussion. Further, when contemporary market economies are discussed, attention will be paid to issues of social reproduction (how care taking is fundamental to a society's survival).

2. Nation-States

The class will show the relationship between the development of nation-states and the economy. When did states emerge? How do they change? What is the relationship between oppression, power and inequality and governments? How do gender, race/ethnicity, religion, and age affect the way the states views its citizens. Here, especially, issues of colonization and imperialism will be used to discuss domestic and global racism. Further, attention will be paid to social movements and resistance towards state oppression.

3. Families

The class will show how family forms correspond with economic organizations and nation-states. Here, attention will be paid to how, as families have moved more towards nuclear family forms, gender oppression emerged. What did gender relations look like prior to nuclear families? What characteristics about nuclear families create oppression?

4. Spirituality

Most societies, historically and presently, are organized around spiritual beliefs. The class will discuss the rise of spirituality in Western and Non-Western cultures. Further, special emphasis will be paid to the relationship between spirituality and gender and race/ethnic oppression or freedom. What is the relationship between economic organizations and spirituality? How does institutionalizing religion change the way spirituality is defined?

5. Culture

Each society establishes a set of norms, beliefs, values and ideologies that become codified in law and within social organizations. The class will explore how culture emerges and changes over time. How does language and space affect the creation and reproduction of culture? Who controls culture? Further, what happens to culture when different societies meet, voluntarily or involuntarily?

Natural Science Core Course (NS 101)

Science and Human Endeavor

Course Description

Unifying concepts of science will be presented and applied to explain real-world situations. Concepts from physics, chemistry, biology, earth science and astronomy will be introduced to study the course themes.

Learning Outcomes

This course will help students develop an understanding of how scientific principles are applied to the study of issues of public concern and interest.

Conceptual Units

1. Introduction

In *Conceptual Integrated Science* by Hewitt, Lyons, Suchocki and Yeh (Pearson Education Inc. 2007), the authors list Unifying Concepts of Science that will form a basis for the introduction to the course. Some examples are: density, friction, Newton's laws, and conservation of energy and momentum.

2. Focus

Instructors will select a theme for the course and will demonstrate how the concepts presented in the course's introductory unit are applied in the study of that topic.

For example, a physicist and biologist may teach a course entitled *How We Know*. They would explore how we determine astronomical distances, how we know about the building blocks of all matter and the building blocks of life, how we can determine the age of the solar system and of ancient artifacts, and how we know about biological evolution and the role of DNA.

Another example would be a chemist and biologist teaching a course about alternative fuels. This common theme would be used to illustrate scientific principles such as the biological and chemical processes that created fossil fuels, how petroleum is processed into various fuels, and biological and chemical processes used in the corn-to-ethanol process.

Global Citizenship Core Course (Global Citizenship 301)

Diversity, Global Engagement and Social Responsibility

Course Description

This course draws its strength primarily from history, ethics, economics, technology, and foreign languages and culture. It is intended to address diversity, global engagement, and social responsibility as compelling educational and institutional priorities that

- help students and faculty engage the social, civic, economic, and technological challenges of a diverse, interdependent and unequal world,
- foster students' understanding of the intersection between domestic and global issues and their sense of responsibility as local and global citizens, and
- help all undergraduates understand and engage the diversities and commonalities among the world's peoples, cultures, nations, and regions.

An interdisciplinary course on complex and controversial issues inevitably involves multiple and alternative viewpoints. It is not assumed that the student will concur with any of the viewpoints presented. Rather it is intended that the student will critically analyze the information and commentary presented in the course in order to develop sound arguments in support of his/her own position.

Learning Outcomes

The course will challenge students to examine the questions of meaning and value associated with the theme of **citizenship** within today's **global** world, and provide students with the tools to think and act with international competency.

Conceptual Units

Faculty will introduce students to the broader issues of globalization, democracy, and cultural diversity and explore the intersection of democratic ideals around such themes as

- justice and democracy,
- human rights and the arts of democracy,
- global/domestic security and peacekeeping,
- sustainable economic/technological development pertaining to, but not limited to the environment, public health, food supply, and nutrition,
- equality and global/domestic inequity.

Appendix D. Typical courses of study

Curriculum guides, obtained from SIUE Academic Counseling and Advisement, have been adjusted to reflect, to the best of our ability, how the Integrated Core Proposal overlays current expected course selection. These guides will be finalized in consultation with each program. The guides are available as separate files located at CoreCoursesOfStudy.pdf.

The Design of the Proposed Curricular Structure (Section 2) should be used in conjunction with the guides to interpret abbreviation designators.

The discipline specific balance requirement may also need adjustment after consultation with each discipline.

In a typical program the Written Expression I course will be completed in the first semester. Students will complete one pair of linked courses in each of the second, third and fourth semesters. Quantitative Reasoning I will be completed in one of the first four semesters. The global citizenship course will be completed in the fifth or sixth semester. New Freshman Seminar will be completed in the first year. Courses meeting the balance requirement can be taken any time once prerequisites are met. The intergroup relations course can be completed at any time, but students should be encouraged to complete it early in their program of study.

Appendix E. IAI mapping

The SIUE Fact Book¹ states that over one half of our graduates come to us as transfer students. Seniors outnumber each of the other classes because of this high transfer rate into SIUE. Freshmen are the next largest class, with sophomores the smallest.

Our transfers come to us in a variety of ways: 2 year and 4 year, public and private, state and out of state institutions. Students currently enrolled at SIUE also transfer credit for courses taken elsewhere and some students bring non-traditional credits such as AP, CLEP, DAN TES (Defense Activities for Non-Traditional Education Support), and military credit. Our re-entering students bring back transfer credit after an absence of more than one year from the University.

AAC&U discusses the transfer phenomenon in their publications^{2,3} citing that the term ‘transfer’ implies linear movement between institutions and should be replaced by the notion that students ‘swirl’ between and among community colleges and four-year institutions often using various institutions within a metropolitan area as a system. The National Center for Education Statistics⁴ indicates 59.2 percent of baccalaureate degree recipients attended two or more institutions as undergraduates.

SIUE’s transfer situation is further complicated by the large number of institutions of higher education in Illinois (48 community colleges, 12 public universities, and 124 independent institutions) and our neighbors across the Mississippi such as the St. Louis Community College system.

The Illinois Board of Higher Education Policies on Undergraduate Education (reiterated in the IAI Policies and Procedures Manual) states ‘associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs’ and are ‘expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality and intellectual rigor.’ It goes on to say that students admitted in transfer... ‘should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen.’ Finally, ‘colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.’

The Patterns of Undergraduate Transfer, IBHE Fall 2005 Data (Figure F.1) emphasizes the importance and complexity of our transfer population. Bottom line is to streamline transfer to SIUE as much as possible and allow for automated tracking of degree requirements. Figure F.2 demonstrates transfer mapping for the Integrated Core Proposal.

¹Southern Illinois University Edwardsville. Fact Book, 2006 Edition. Institutional Research and Studies.

²General Education in an Age of Student Mobility.

Association of American Colleges and Universities, 2001. 23-24.

³General Education and Student Transfer.

Association of American Colleges and Universities, 2005. 7-8.

⁴Adelman, C., Daniel, B., and Berkovits, I. (2003). Postsecondary Attainment, Attendance, Curriculum, and Performance: Selected Results From the NELS:88/2000 Postsecondary Education Transcript Study (PETS), 2000 (NCES 2003-394).

Patterns of Undergraduate Transfer

IBHE Data Book on Illinois Higher Education
Fall 2005 Data

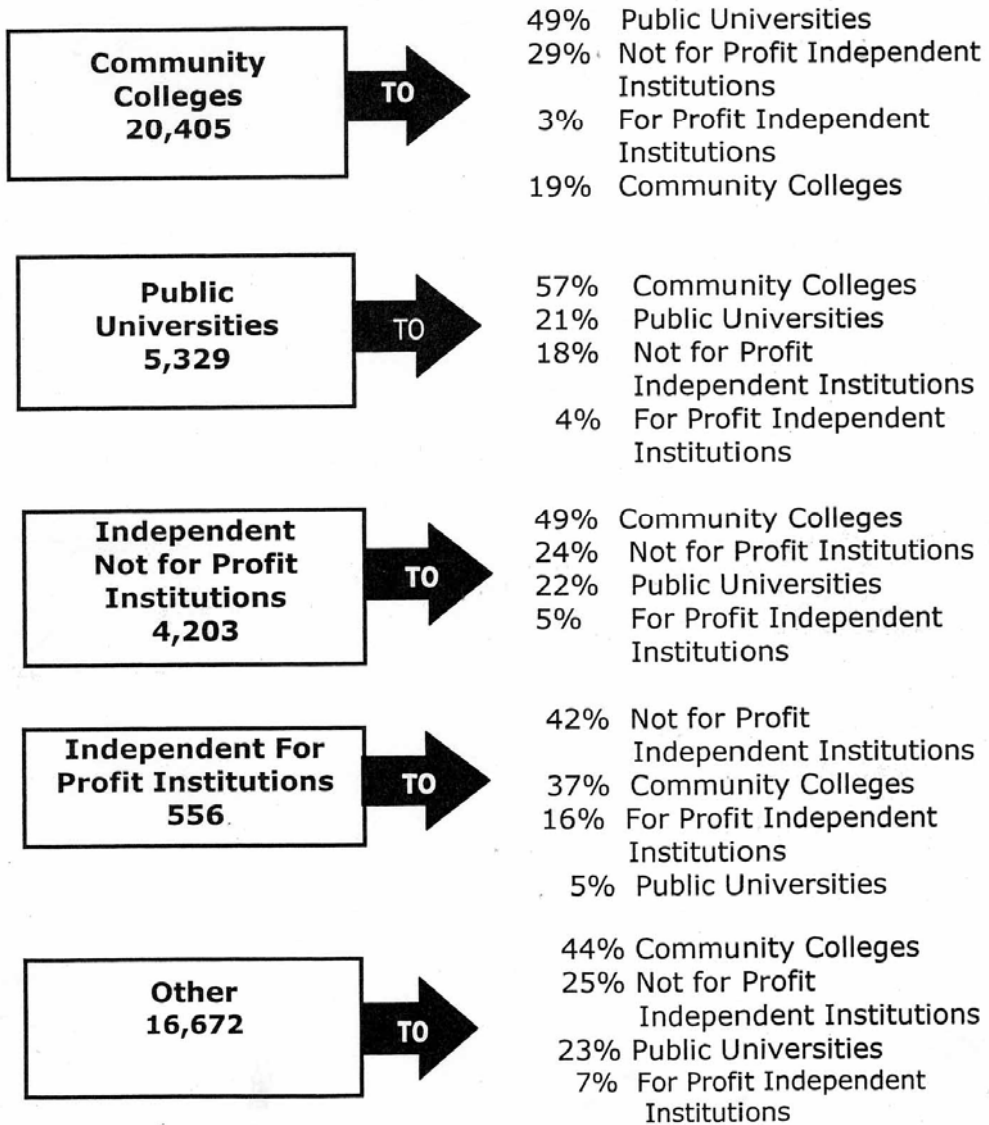


Figure F.1. Patterns of Undergraduate Transfer

Figure F.2a. Transfer Mapping

INTEGRATED CORE (36 crh)	PROFICIENCY	IAI	NON-IAI
WE I	<ul style="list-style-type: none"> • Approved AP • In/Out of Class SIUE Proficiency 	<ul style="list-style-type: none"> • C1 900 & C1 901 	<ul style="list-style-type: none"> • Equivalent course
FAH 101	N/A	approved F or H IAI prefix	F or H IAI equivalent
<ul style="list-style-type: none"> • WE II 	<ul style="list-style-type: none"> • Approved AP • In/Out of Class SIUE Proficiency 	<ul style="list-style-type: none"> • C1 900R & C1 901R 	<ul style="list-style-type: none"> • Equivalent course
<ul style="list-style-type: none"> • CT 	<ul style="list-style-type: none"> • Approved AP • In/Out of Class SIUE Proficiency 	<ul style="list-style-type: none"> • H4 906 	<ul style="list-style-type: none"> • Equivalent course
<ul style="list-style-type: none"> • CS 	<ul style="list-style-type: none"> • Approved AP • In/Out of Class SIUE Proficiency 	<ul style="list-style-type: none"> • C2 900 	<ul style="list-style-type: none"> • Equivalent course
SS 101	N/A	approved S IAI prefix	S IAI equivalent
<ul style="list-style-type: none"> • WE II • CT • CS 	same as above	same as above	same as above
NS 101	N/A	approved L or P IAI prefix	L or P IAI equivalent
<ul style="list-style-type: none"> • WE II • CT • CS 	same as above	same as above	same as above
QRI	<ul style="list-style-type: none"> • Approved AP • In/Out of Class SIUE Proficiency • Advanced course 	<ul style="list-style-type: none"> • M1 900 (1-3, B, O) • M1 901, 902, 904, 905, 906, 907 	<ul style="list-style-type: none"> • Equivalent or advanced course
IGR	Met through approved menu of courses	Course numbers followed by D (designed specifically to examine aspects of human diversity within US)	<ul style="list-style-type: none"> • Course examining aspects of human diversity within US

Balance Requirement (may be met by approved AP and/or In-/Out-of-class proficiency)			
Engineering & Physical Sciences	Two Liberal Arts (FAH & SS)	F, H, HF, H, S IAI designators	Courses in approved FAH & SS areas
Education, Fine Arts, Humanities, & Social Sciences	One Natural Science QRII	L, LP, P IAI designators M1 900, 901-907 series	Courses in approved NS areas Math course at approved level
Mathematics & Business	One Liberal Arts (FAH or SS) One Natural Science	F, H, HF, H, S IAI designators L, LP, P IAI designators	Courses in approved FAH or SS areas Courses in approved NS areas
Nursing, Pre-health, Life (Biology) Sciences	One Liberal Arts (FAH & SS) QRII	F, H, HF, H, S IAI designators M1 900, 901-907 series	Courses in approved FAH & SS areas Math course at approved level
Laboratory Requirement	Laboratory Science	IAI course numbers followed by L (designates laboratory course)	Laboratory science course
		IAI GECC completed (37-41 crh) or earned Associate of Arts (AA), Associate of Science (AS) Associate of Science & Arts (ASA) Lower division general education considered complete (excludes any mission related requirements)	Equivalent transfer degree Lower division general education considered complete (excludes mission related requirements)
GC 301 (upper division, mission related, and writing intensive)	N/A	N/A	N/A

Figure F.2b. Transfer Mapping

Appendix F. Benchmark program

A true benchmark university would be one in which SIUE's shares common Carnegie Classifications, i.e.: similar size and settings, undergraduate instructional programs, enrollment profiles, and undergraduate profiles. In addition, similar control (public/private) is also important. SIUE's current Carnegie classification is:

Level: 4-year or above

Control: Public

Enrollment (Fall 2004): 13,493

Classification	Category
Undergraduate Instructional Program:	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	Postbac-Comp: Postbaccalaureate comprehensive
Enrollment Profile:	HU: High undergraduate
Undergraduate Profile:	FT4/S/HTI: Full-time four-year, selective, higher transfer-in
Size and Setting:	L4/R: Large four-year, primarily residential
Basic:	Master's L: Master's Colleges and Universities (larger programs)

After an exhaustive internet search, the Integrated Core team discovered many institutions share the common *goals* of integration across disciplines and intentionality of curriculum structure in their general education programs. Some institutions offer such a program to a select few, but not to the entire undergraduate population such as the University of North Dakota's Integrated Studies emphasizing a cross-disciplinary approach around a central theme. Others emphasized learning outcomes through integration focusing on a common core of knowledge while developing essential skills in critical thinking/problem solving and effective written/oral communication such as Illinois State University's General Education Program. Many tout the added value of an integrated approach to learning yet their general education programs are distribution in nature. Finding a benchmark institution offering a CORE general education program with linked courses, however, proved difficult.

We believe the Integrated Core proposal to be structurally feasible and designed to enhance student learning, to foster connections across traditional discipline boundaries, and to cultivate an appreciation for and an understanding of general education in a baccalaureate degree. If the Integrated Core proposal is adopted, perhaps SIUE will become the benchmark for other institutions seeking similar objectives.

Appendix G. Oversight mechanism

The General Education Committee (GEC) of the Curriculum Council has responsibility for continuing review of the General Education program. The committee will continue in this role under the proposed general education program. Paragraph C.12. of the Curriculum Council operating papers allows for the creation of a Subcommittee for Evaluation. This subcommittee is responsible for implementing the 5-year reapproval of General Education courses. In the proposed program, this committee will review each component of the program on a five year, rotating basis. The nine components are the four integrated courses, the four skills areas, and intergroup relations. One member of this committee, appointed by the Provost, will be given responsibilities as an administrative liaison in order to provide continuity as regular members of the committee rotate through those positions. A second subcommittee will be established to coordinate each component of the Integrated Core program. These duties are currently performed by a member of the responsible departments for some skills courses. Members of the Subcommittee for Coordination will be given 1 to 2 course releases per year to perform the required duties. Coordinators for the integrated courses will supervise committees of faculty responsible for developing and teaching those courses.

Subcommittee for Coordination

- Chair
 - Chosen by coordinators
- Core Coordinators
 - FAH coordinator
 - SS coordinator
 - NS coordinator
 - GC coordinator
 - Will chair faculty committee responsible for developing courses
- Skills Coordinators
 - WE – English Language and Literature
 - CT – Philosophy
 - CS – Communication Studies
 - QL – Mathematics