LEARNING COMMUNITIES

GENERAL EDUCATION DESIGN FOR A PREMIER METROPOLITAN UNIVERSITY

PHASE II PROPOSAL
FOR

Baccalaureate Reform through Integrated Design of General Education

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EXECUTIVE SUMMARY

The Learning Communities Design is based on the belief that social interaction between the learner, teachers, and other students is a critical part of the learning process. In a learning community environment, interacting with instructors and other students provides the social context necessary to check perceptions and ideas, to develop necessary language and self-regulatory skills, and to broaden understanding of cultural norms. Learners develop a frame of reference comprised of knowledge, beliefs, and values that influence who they are and how they behave.

The Learning Communities Design incorporates two separate types of Learning Communities in the first three terms. As students progress through the General Education Program, additional courses build community within a student's degree program. Courses that become linked or integrated will embed the stated objectives for each course, so that they continue to serve the University as requirements for general education, major, or minor coursework.

SIUe has a history of offering courses, which fit the learning community model. The Interdisciplinary Studies requirement has been in place for more than 30 years. At least one Culture, Ideas and Values (CIV) course has been offered each fall for nearly a decade.

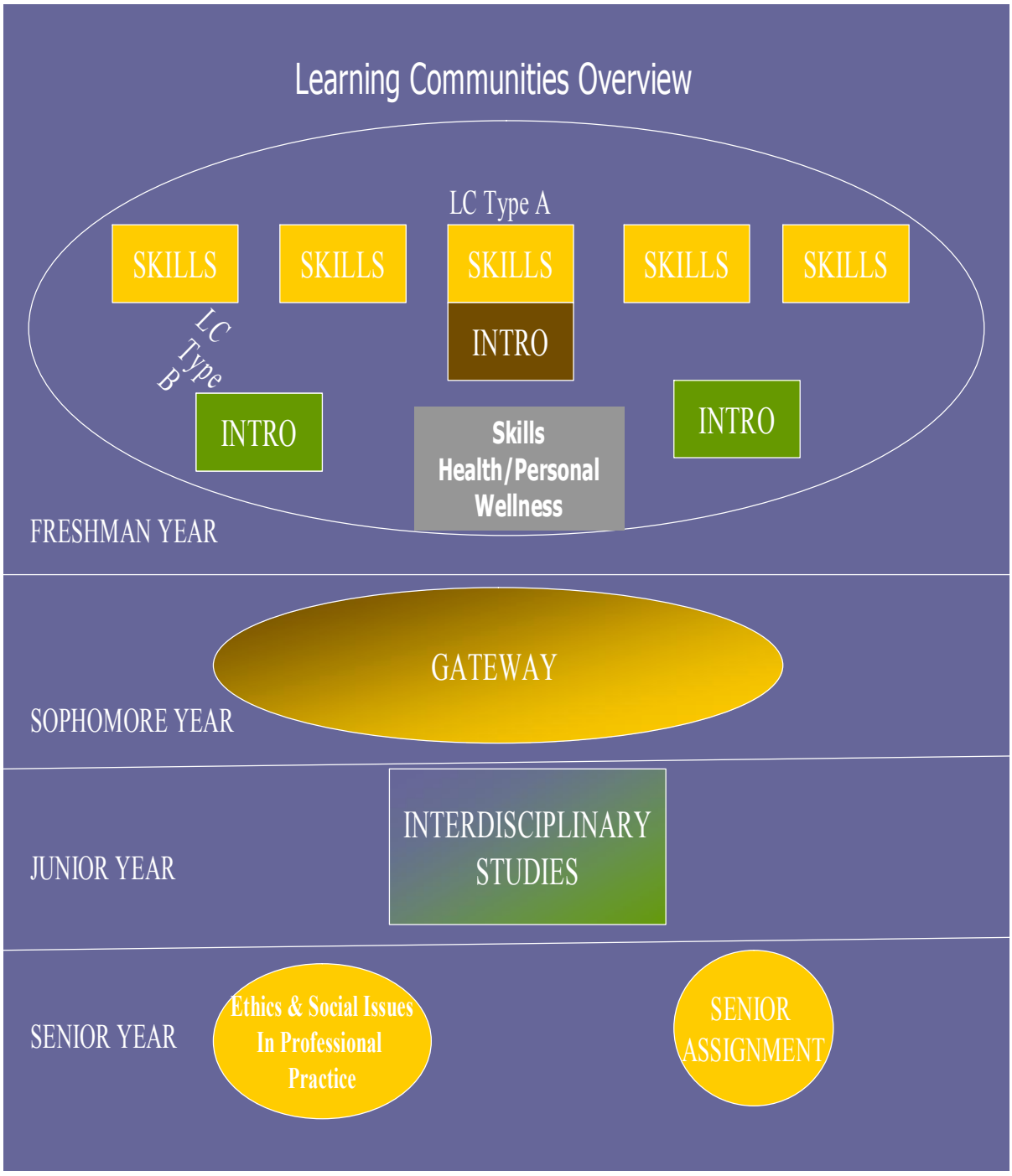
The Learning Communities Design requires that the freshman seminar be a course that integrates content with skills, which emulates the CIV model. This approach makes this design unique by building a foundation for integration and discourse. The design further enhances SIUe's commitment to learning communities by incorporating a learning community experience in each of the student's four years.

The Learning Communities Proposal suggests various types of learning communities. One, which we have termed Type A, will be taken as the Freshman Seminar. A second more loosely linked set of courses, which we have termed Type B, will reinforce integration in the first or second year. Other types of learning community experiences are introduced at the junior and senior level.

The "Gateway" Course will create community among majors or similar majors. It will be offered by various departments and taught in a seminar format and will introduce concepts, processes and theoretical framework for upper level coursework in particular content areas. This skills intensive course engages students in a series of research-based written and/or oral assignments to introduce them to ways of knowing and communicating as a practitioner within a disciplinary area. Students will apply the reasoning, written, and oral communication skills learned at the introductory level to work that will be required in the discipline. Students take the "Gateway" course in their 4^{th} or 5^{th} semester.

Once students reach upper level coursework, the Learning Communities Design will challenge students to continuously develop an ethical perspective. Students completing the baccalaureate degree should not only posses a level of achievement within an academic or professional discipline, but also the ability to make reasoned and informed value judgments and appreciate the diversity among cultures with respect to traditional standards of conduct. Ethics and Social Issues in Professional Practice (ESI) courses are designed to introduce students to ways in which the broad societal context impacts the standards of conduct and practices of particular disciplines. These courses are also designed to explore the dynamic relationship between the societal backdrop and scholarly and creative activities. Students will cultivate a broad-lens perspective, which will allow for critical examination and analysis of the main values, issues, and arguments relative to research and professional practices, as well as implications for external social, legal, economic, political environments. As a result of the ESI course, students will be better prepared to assume the role of effective citizens as well as to pursue research-focused upper level coursework, especially the Senior Capstone Experience.

The proposed Learning Communities Model reduces the number of General Education credits required and distributes coursework throughout the degree program. The model emphasizes connections and reinforces knowledge and skill development through a logical sequence. In addition to achieving the baccalaureate objectives, the Learning Communities Design is administratively manageable; the numbers of students needing particular courses at various stages of their programs can be anticipated and section needs addressed. The sequencing, integration, and student-focused nature of the Learning Communities Design are ideal for a premier, metropolitan university.


Learning Communities Overview
LC Type A
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FRESHMAN YEAR
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SOPHOMORE YEAR
INTERDISCIPLINARY STUDIES
JUNIOR YEAR
Ethics & Social Issues In Professional Practice
SENIOR ASSIGNMENT
SENIOR YEAR

Response to Specific Weaknesses in Current General Education Program

Specific Weakness of Current Program	**Learning Communities' Response**
Drift in 111's (no longer necessarily 'ways of knowing' or writing intensive)	Introductory (111) courses are restored to form of original intent. Departments are asked to evaluate courses and renumber those that meet criteria (110)
IS drift (size and no pre-requisites)	Implements class limits and prerequisites for IS courses
No **Quantitative Literacy**	Quantitative literacy course introduced at skills level
Upper –division distributions are de-linked from intro's (111)	Gateway course and ESI courses have prerequisites
Sequencing (basic skills can be taken late)	Skills courses are required before taking the Gateway
Existing structure does not encourage student **intentionality**	Learning Communities engage students
Existing General Education Program now lacks a **central unifying idea** that can clearly be stated	Students are engaged in sequenced and integrated learning experiences

LEARNING COMMUNITIES
PHASE II PROPOSAL

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ABSTRACT

General Education under the Learning Communities Design builds on key SIUe competencies and values. It embraces essential skills, attitudes and behaviors whereby students achieve the goals for the baccalaureate. New freshman are introduced to the University experience through a freshman seminar, which integrates a skills course with a content area course. Students continue their General Education Program in a subsequent linked course experience. As students pursue a major, two new general education requirements emerge, which strengthen and reinforce skills and complement learning at the junior and senior levels. Transfer students will also benefit from the Learning Communities Model regardless of their point of entry. As a result, the General Education Program extends throughout the baccalaureate program, continuously building upon prior knowledge and skills for all students.

INTRODUCTION

The Learning Communities Design offers SIUe students a unique opportunity to systematically build on prior knowledge and skills through an integrated, sequenced general education program. Furthermore, it gives faculty a unique setting to design curriculum and learning activities to fully achieve institutional goals for baccalaureate education. Both faculty and students will become part of a learning community where SIUe values are shared and explored.

This model suggests that activities often identified as co-curricular become a key part of the learning process. For example, Learning Communities fosters the active participation, collaborative climate, and development of responsibility that are key to the SIUe value of **citizenship**. Civic engagement allows students to apply knowledge to promote the common good and fuels the creation and sharing of knowledge that serves society. Civic engagement/service learning projects that allow students to understand and address community-identified needs while exploring concepts will be a requirement that may be met through a particular course, or through participation in other co-curricular activities. Strong links to the broader community will lead to better scholarship and public service. **Excellence** will be achieved through the deliberate sequencing and integration of the General Education Program. As students progress through the program, coursework builds on prior skills and knowledge. **Integrity** is enhanced by a University-wide investment in the delivery of general education. For students, the general education sequence will facilitate development of personal ethics and responsibility. Assessment and monitoring will encourage innovation and ensure program delivery. The Learning

Communities Model will enhance **openness**, through the interaction with others, the exposure to new ideas, cultures, and values. The service learning component will incorporate the broader community into the educational process. Because this General Education Program promotes reflection and critical thinking and encourages the connectivity of content areas, it fosters the development of **wisdom.** Ultimately, students will be better able to become lifelong learners and community and professional leaders.

MODEL DESCRIPTION

The Learning Communities Design is based on a social constructivist approach to learning, the belief that social interaction between the learner, teachers, and other students is a critical part of the learning process. According to Vygotsky and other social constructivist theorists, social interaction allows learners to construct, share, reconstruct, test and ultimately build knowledge within a context. Social constructivists share commitment to student-centered, experiential learning, wherein the instructor and the community play a critical role in developing knowledge by extending the construction of meaning beyond the individual's frame of reference. In a learning community environment, interacting with instructors and other students provides the social context necessary to check perceptions and ideas, to develop necessary language and self-regulatory skills and to broaden understanding of cultural norms. Learners develop a frame of reference comprised of knowledge, beliefs and values that influence who they are and how they behave. This frame of reference is then used to interpret and integrate new knowledge that builds on prior knowledge. Translating experience into meaningful understanding happens through social interaction in a context where students explore, analyze, evaluate, and synthesize knowledge (Vygotsky, 1978).

According to Gabelnick, et al., a learning community is "Any one of a variety of curricular structures that link together several existing courses – or actually restructure the material entirely – so that students have opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise" (1990). The Learning Communities Design will define and employ two separate types of Learning Communities in the first three terms. As students progress through the general education, additional courses will build community within a student's degree program. Courses that become linked or integrated will embed the stated objectives for each course, so that they continue to serve the University as requirements for general education, major, or minor coursework.

SIUe has a history of offering courses which are suitable as learning community models. The Interdisciplinary Studies requirement was established more than 30 years ago. At least one Culture, Ideas and Values (CIV) course has been offered each fall for nearly a decade. SIUe continues to support the development of these kinds of experiences, as evidenced by the new freshman seminar requirement. Beginning Fall 2007, all entering traditional freshman students will be required to enroll in a freshman seminar, a type of learning community designed to help incoming freshmen develop connections with other students and faculty as well as to introduce them to the culture and resources of the University.

The Learning Communities Design requires that the freshman seminar be a course that integrates content with skills, which emulates the CIV model. This approach makes this plan unique by building a foundation for integration and discourse. Our blueprint further enhances SIUe's commitment to Learning Communities by incorporating a learning community experience in each of the student's four years.

The Learning Communities Proposal suggests various types of learning communities. One, which we have termed Type A, will be taken as the Freshman Seminar. A second more loosely linked set of courses, which we have termed Type B, will reinforce integration in the first or second year. Other types of learning community experiences are introduced at the junior and senior level.

The Freshman Seminar serves as the introduction to a student's academic experience. Within this seminar, freshmen experience learning opportunities that facilitate the transition to university level work and expectations. They profit from learning opportunities that orient them to the services and culture of the University and that engage them in an intellectual community of students and faculty. As has been the experience with the freshman seminars on the SIUe campus, additional values include greater involvement in campus life, increased knowledge and use of support services, increased level of out-of-class interaction with faculty, and increased overall satisfaction with the college experience. These types of experiences brought valued attention to the University.

Because students who become positively immersed in campus life have a more positive academic experience, they are more likely to persist toward degree completion. According to the 2006 SIUe fact book, new freshmen entering SIUe persist to their sophomore year at a rate just under 75%. By making a freshman seminar mandatory for all new freshmen, SIUe hopes to increase this retention. The Learning Communities Model takes the freshman seminar initiative a step further by providing a means for students to become more engaged in academic discourse in addition to involvement in the campus community, thereby creating more capable students and graduates.

SIUe receives national recognition for its Senior Assignment. In a report from The Association of American Colleges and Universities, SIUe's Senior Assignment Program was heralded as an indicator of the effectiveness of the academic programs offered. The 2006 issue of U.S. News and World Report named the University among America's Best Colleges because of the program, which engages students and enriches their lives ("SIUE Senior Assignment Program Nationally Recognized," 2005). The Learning Communities General Education Model will enhance this experience by creating a logical sequence of courses that lead up to the assignment, leveraging prior experiences and assignments so that by the time students graduate, they are truly prepared to get the most from this culminating senior experience. While all students are currently required to complete a Senior Assignment, according to SIUe 2006 Fact Book, only 76 percent of seniors report having or planning to have a senior culminating experience. Even fewer report having course work that emphasizes

synthesizing and organizing ideas or making judgments about the value of information, arguments or methods. In terms of educational practice, only 20 percent of SIUe seniors surveyed as part of the National Survey of Student Engagement 2005 reported discussing ideas from readings or classes with faculty members outside of class, only 20 percent reported working with a faculty member outside of class on activities other than coursework, and only 14 percent participating in a community-based project as part of a course.

The SIUe Fact Book also reports on surveys of graduates, one year out from graduation. According to the 2003 survey, 53 percent of baccalaureate graduates reported that their SIUe undergraduate education was moderately, slightly or not helpful in developing their ability to make informed decisions as citizens. Seven percent said their undergraduate education was not helpful in developing a sense of ethics, and 46 percent said it was only moderately to slightly helpful. These two categories consistently get lower rankings when our graduates report on their learning results, and these results seem inconsistent with SIUe's value of citizenship

LEARNING COMMUNITIES DESIGN GENERAL EDUCATION COMPONENTS

FRESHMAN SEMINAR

The Learning Communities Freshmen Seminar is composed of a skills course integrated with an introductory course in one of the following discipline areas: the physical and life sciences, the humanities and fine arts, or the social and behavioral sciences. This is an initial learning community course taken by freshman during their entry semester at SIUe.

Freshman seminar courses will be developed using the existing Culture, Ideas and Values model: a multi-disciplinary core course for freshmen, integrating introductory and skills course contents through lecture, discussion groups, group projects and individual assignments. The Learning Communities Proposal designates these as Type A Learning Communities, each focusing on a specific topic.

Type A Learning Communities

CIV-115 Freshman Seminar

- A six-hour seminar with a distinctive title
- Integrates a skills course with an introductory course
- Co-taught by two full-time faculty members
- Enrollment limited to 40 students
- Example: CIV115 Radicals and Revolutions ART111/SPC103 offered Fall 2006

SPC 103
~~~~~~~~~~
"The 60s: When right was wrong – Outtasight radicals 'n revolutions"
~~~~~~~~~~
ART 111

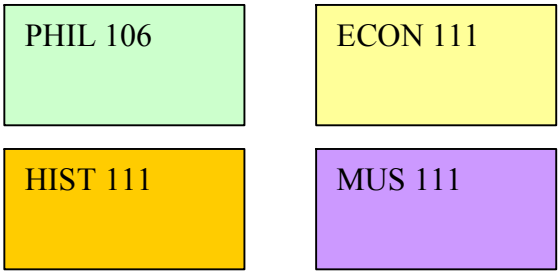
CIV112 Freshman Seminar

- UNIV112 integrated with Basic Writing
- Introduces culture and resources

UNIV 112
~~~~~~~~~~
The University Experience and Basic Writing
~~~~~~~~~~
AD090 or AD 092

Type B Learning Communities

- A skills course linked with an introductory course, or two linked introductory courses.
- Courses meet separately, faculty coordinate content where appropriate
- All students are enrolled in both courses



SKILLS COURSES

Through **Skills courses,** students develop basic competencies necessary for success in University study, employment, and personal living. All students must complete six credit hours (two courses) in written expression, a course in communication, a course in critical thinking, and a course in quantitative reasoning. Students who are completing the Bachelor of Arts degree will waive the communication requirement and take two semesters of the same foreign language. Skills courses will comprise 21-22 credit hours of the General Education Program. Units and departments may require additional skills courses outside these General Education requirements.

English 101 & 102

Because ENG 101 and ENG 102 share the purpose of expanding critical thinking and writing skills, they are sequenced courses. In ENG 101, students will learn how to write essays utilizing a number of writing strategies that facilitate critical thinking and writing, such as exemplification, causal analysis, process analysis, compare/contrast, argument, classification, and definition. Students will learn how to tailor essays to a given audience, to develop a writing voice, and to define and to develop a theme or thesis. Finally, students will learn how to invent, draft, revise, and edit their work at a pace governed by an assignment's requirements: short in-class essays written during the course of one or two class periods are as commonly assigned as longer essays written over the course of several weeks.

ENG 102 is a continuation of ENG 101. Assignments in courses will still be designed to help students focus upon a theme, develop a thesis, organize ideas, control tone, and express ideas in clearly communicated language. Students will learn formal argumentation techniques and terminology. In addition, researched essays, reports, and papers will be assigned. Students will learn how to research topics, incorporate researched material into papers, and properly cite and document papers or Web projects (Student Handbook, 2006).

Communication

Students pursuing the Bachelor of Science degree will complete one communication course, either an interpersonal communication, oral argumentation, or public speaking course, which combines communication theory with the practice of oral communication skills. Through this course, students will develop awareness of the communication process, demonstrate inventional, organizational and expressive strategies, understand and adapt to a variety of communication contexts, and expand their critical skills in

listening, reading, thinking and speaking. In addition students will develop a theoretical understanding of communication, understand the relationships among self, message and others, and understand the process of effective listening (Illinois Articulation Initiative, 2006).

Foreign Language
Students pursuing the Bachelor of Arts degree will continue to meet the communication skills requirement by taking two semesters of the same foreign language. The foreign language sequence is designed to increase knowledge of the language and culture of the country or countries speaking the language, through listening, speaking, reading and writing activities. The first semester is a skills course and the second semester fulfills the BA requirement.

Laboratory Science
Students completing the Bachelor of Science degree must complete one laboratory science course. These courses are designed to extend understanding of the scientific method gained in the Critical Thinking course by applying the scientific method to real world problems.

NOTE: This requirement should not place additional strain on SIUe's laboratory resources. The majority of students seeking the Bachelor of Science degree already take at least one laboratory science course. All BS degrees that currently do not require a lab science also offer the BA option.

Critical Thinking
Critical thinking involves the use of basic logic to distinguish good reasoning from bad reasoning in what individuals read, hear, and experience. Critical thinking helps individuals decide what to believe, and on that basis, how to act. It also involves good reasoning in solving problems, and presenting one's views in a clear and convincing way. Students will develop the skills of critical thinking through a study of the rules of valid judging and reasoning, both inductive and deductive, and through the scientific method. Logical analysis of both formal and informal fallacies and of the consistency and logical consequences of a given set of statements is included. Logical analysis is applied to concrete problems dealing with one's knowledge of reality. Students may elect to take MATH 106, PHIL106, or another course specified to satisfy the critical thinking requirement.

Quantitative Reasoning
The Mathematics and Statistics department at SIUe has assessed students in various levels of mathematics courses (developmental through calculus) for quantitative literacy. Findings suggest that a significant number college students lack sufficient quantitative literacy, which is the ability to apply math skills in a problem solving capacity, such as determining the quantity of paint needed to cover a room (K. M. Jarosz and E. C. Sewell, personal communication, July 27, 2006). Courses that place a strong emphasis on applying theories or concepts to practical problems are necessary in order to develop quantitative skills. In addition, cumulative learning is enhanced by a logical sequence of

coursework that builds intellectual skills and insights. Cumulative learning requires a knowledge base, intellectual skills and capabilities that may be applied to study in the major and beyond the classroom.

The objectives of this course (in development) complement the goal of developing quantitative literacy. The objectives include mathematical reasoning and real-life problems, management science, coding, social choice and decision-making, size and shape, and modeling (Jarosz and Sewell, 2006).

Health and Personal Wellness Objective
The *Statement of Objectives for the Baccalaureate Degree* lists "health and well being" among the characteristics desired for its students. **Health education** as defined by professional health associations is "the science and art of preventing disease, prolonging life, and promoting health and efficiency of the human system" (AAHE's Interest Areas, 2006). It involves consumer, environmental, emotional, and sexual health; first aid, safety and disaster preparedness; substance abuse prevention; human growth and development; exercise and nutrition; and eating issues.

The Department of Kinesiology and Health Education has given valuable input and is prepared (given appropriate resources) to implement a two-credit hour course wherein students gain the knowledge and skills of personal wellness. The course will combine activity with instruction about personal wellness (see Appendix E).

Alteration of current General Education Program: This proposal removes CMIS 108, CS 108, or STAT 107 from the requirement of General Education. These courses may, however, continue to be required by certain programs. Students will be assessed for computer competency during Springboard (which is required for incoming Freshman) or TRANSFERmation (which will be required for transfer students). See "Entry Competencies for General Education Courses" for a description of policies regarding students who do not meet the required competencies (see page 18).

INTRODUCTORY COURSES

The Learning Communities Design addresses the observation that current introductory (111) courses have drifted from their original intent. As described in the proposal for General Education, October 28, 1982, the purpose of an introductory course is to focus on fundamental theory, principles, and methodology of a discipline; in showcasing the essence of the subject, the introductory course need not present all elements of an entire discipline. Departments will be asked to evaluate current course offerings to determine whether they meet these criteria. Departments that identify courses that qualify as introductory courses will submit the appropriate paperwork for approval. Approved courses, which meet the introductory requirement, will be assigned the number 110.

Introductory courses provide beginning study in three disciplines outside a student's major field. These courses focus on the theory, principles and methods that are traditionally central to the liberal arts and sciences. All introductory courses bear the

number 110, except for those that may be selected as substitutions in general education in the area of natural science and mathematics.

Introductory courses are distributed among the three current general education areas: fine arts and humanities, natural sciences and mathematics, and social sciences. Students select one course from each of the three areas. If a student has a second major or minor, which requires a 110, it will count toward the student's General Education credit. If the student desires more than three introductory classes, a 110 may be chosen as an elective only if it is a prerequisite for an upper level class the student will be taking in the future.

Introductory courses are aimed at developing a student's writing ability. As such, a substantial portion of the course grade should come from assignments in which the student uses formal writing to construct informed, critical positions about themes or issues related to course content. These assignments should involve out of class writing and allow opportunities for revision. Other assignments or examinations should emphasize, wherever possible, verbal or numerical communication. Prerequisite: ENG 101 or concurrent enrollment.

GATEWAY COURSE

A 200-300 level course, offered by various departments and taught in a seminar format, will introduce concepts, processes and theoretical framework for upper level coursework in particular content areas. This skills intensive course engages students in a series of research-based written and/or oral assignments to introduce them to ways of knowing and communicating as a practitioner within a disciplinary area. Students will apply the reasoning, written, and oral communication skills learned at the introductory level to work that will be required in the discipline. Students will take the Gateway course in their 4^{th} or 5^{th} semester.

The Gateway course will be unique to SIUe and required of transfer students as well. In addition to building a community among a discipline's majors, the course will assess and fortify the skills needed to proceed through upper division courses.

Prerequisites:
Completion of all skills courses with a grade of C or better and completion of both types of learning communities.

Course Objectives:

- To illustrate the importance of the ability to apply and integrate the knowledge and skills gained through liberal education with the knowledge and skills developed in the area of the student's major
- To enhance the student's abilities to define issues, engage in problem solving, acquire, sort and evaluate information, perform analysis, make decisions, and communicate orally and in writing using methodology appropriate to the discipline
- To demonstrate the ability to work with and to interpret data by using data to support or refute an argument in the context of the discipline

- To introduce students to cross-disciplinary connections, especially the impact that changes in the external environment, including cultural, global, and historical dimensions, may have on the discipline
- To establish performance expectations for the student who is entering an upper-division curriculum at SIUe

INTERDISCIPLINARY STUDIES COURSE

All students will be required to take a three-hour, 300-level Interdisciplinary Studies course team taught by at least two faculty from two different academic disciplines. Current IS courses will be reviewed to ensure interdisciplinary, rather than multidisciplinary content, which will enhance integration throughout the General Education Program. Furthermore, enrollment limits of no more than 30 students per faculty member should be restored. IS courses should be assessed and identified as to the degree to which they meet the state Intergroup Relations and International Issues or International Culture requirement.

Changes to the current IS course include:

1. Instituting a Gateway course as a prerequisite for any IS course
2. Requiring a grade of C or better in the Gateway course as a prerequisite
3. Establishing appropriate prerequisites for IS courses
4. Limiting enrollment to allow more opportunity to build community and to structure assignments that integrate skills
5. Requiring a co-curricular activity (may require an activity fee)
6. Assessing learning through a final product that demonstrates integration of skills with interdisciplinary content

ETHICS AND SOCIAL ISSUES IN PROFESSIONAL PRACTICE

The Learning Communities Design challenges students to continuously develop an ethical perspective. Students completing the baccalaureate degree should not only posses a level of achievement within an academic or professional discipline, but also the ability to make reasoned and informed value judgments and appreciate the diversity among cultures with respect to traditional standards of conduct. **Ethics and Social Issues in Professional Practice (ESI)** courses are designed to introduce students to ways in which the broad societal context impacts the standards of conduct and practices of particular disciplines. These courses are also designed to explore the dynamic relationship between the societal backdrop and scholarly and creative activities. Students will cultivate a broad-lens perspective, which will allow for critical examination and analysis of the main values, issues, and arguments relative to research and professional practices, as well as implications for external social, legal, economic, political environments. As a result of the ESI course, students will be better prepared to assume the role of effective citizens as well as to pursue research-focused upper level coursework, especially the Senior Capstone Experience**.** This course is a prerequisite to the Senior Assignment.

The ESI requirement may be met by an existing course. Examples of courses that departments and professional schools that have recognized as fulfilling the need for students to develop their own sense of ethics, and for contextualization of the major in the

real world include PHIL 320-Ethics, PHIL 481-Media Ethics, PHIL 323-Engineering, Ethics and Professionalism, and GBA 400-Business and Society.

In order to meet the demand that all students meet this requirement, it will be necessary to develop new courses that utilize a selection of issues illustrating the ethical considerations one typically encounters as a professional. Meeting the objectives of the ESI course will require levels of cooperation among the faculty consistent with the Learning Communities Design.

OTHER REQUIREMENTS

Intergroup Relations and International Issues or International Cultures

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." (Board of Higher Education Act [110 ILCS 205/9.21]). The University requires that students complete one course that examines intergroup relations, i.e. cultural pluralism in the United States, in order to meet the state requirement. In addition to an intergroup relations course, students are required to take a second course that examines either international issues or international cultures. Courses to fulfill Illinois requirements for International Issues or International Culture will not only focus on international content but will address non-U.S. perspectives, perhaps including how the United States is perceived by others.

Service Learning

Service Learning integrates meaningful community service with reflection to enrich the learning experience. To fulfill general education requirements, students may meet this requirement in one of two ways. They may complete one course with a designated service-learning component, or they may complete the Student Leadership Development Program (SLDP) through the Kimmel Leadership Center. This is a requirement for all undergraduate students.

Courses meeting the intergroup relations, international issues and international cultures, and service learning requirements may also be used to fulfill major, minor, elective or general education requirements.

Information Literacy

The current focus on information literacy competencies reflects society's awareness of the rapidly changing information environment. "By 2020, the available body of information will double every 73 days" (Breivik, 1998). Today's users are confronted with an excess of information as well as the constant change in methods of accessing and storing information. Kelly Russell notes that half of the pages on the Internet disappear every month while at the same time the Web continues to double in size each year (Russell, 1999). This suggests users will not be able to use a body of knowledge they acquired in college throughout their professional careers. Users need to continuously seek out new information to update their knowledge base, acting as lifelong learners.

Information literacy encompasses various skills relating to:

- The ability to determine the nature and extent of the information needed.
- The ability to access needed information effectively and efficiently
- The ability to evaluate information and its sources critically, and to incorporate selected information into one's existing knowledge and value system
- The ability to use, individually or as a member of a group, information effectively to accomplish specific purposes
- The appreciation and understanding of economic, legal, and social issues surrounding information use

Information literacy is more than familiarity in using computer applications, knowledge of the services and resources of a particular library, or skills in using particular electronic resources. Information literacy education requires real partnership between library and disciplinary faculty to ensure that all students develop the necessary skills. These skills are not an absolute, which one either possesses or lacks, but are a continuum of skill levels that are best developed throughout sequential phases of a student's academic experience. There are varying formats integrating information competencies into the curriculum. Examples are provided in Appendix J.

TRANSFER STUDENTS

Transfer students may satisfy the Learning Communities General Education Program by

1. Satisfying the written expression requirement with grades of C or better, **and**
2. Completing a one-hour transfer student seminar (see Appendix M) a Gateway course, an Ethics and Social Issues in Professional Practice course, an Interdisciplinary Studies course, a Service Learning component, **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 core met), **or**
    b. Fulfilling all required *course work* in the Learning Communities General Education Program

This proposal encourages transfer students who have not completed IAI requirements to select Type B integrated courses to fulfill remaining requirements. No credit will be accepted for remedial or developmental courses or for any course work completed at unaccredited institutions

BA/BS DISTINCTION

Bachelor of Arts—Students will complete a second semester of the same foreign language taken to satisfy the communication skills requirement.

Bachelor of Science—Students will complete an additional science course with a lab component.

SUMMARY OF GENERAL EDUCATION COURSE REQUIREMENTS

Students who complete General Education Requirements under the Learning Communities Design Plan will complete the following requirements, including one Type A Freshman seminar and a Type B Learning Community. Students must complete a service learning unit and meet state requirements for IGR and II/IC.

Bachelor of Arts		Bachelor of Science	
ENG 101	3	ENG 101	3
ENG 102	3	ENG 102	3
FL 101	4	SPC 103, 104 or 105	3
FL 102	4	Critical Thinking	3
Critical Thinking	3	Quantitative Literacy	3
Quantitative Literacy	3	Health/Personal Wellness	2
Health/Personal Wellness	2	Intro FAH	3
Intro FAH	3	Intro NSM	3
Intro NSM	3	Intro SocSci	3
Intro SocSci	3	Lab Science	4
Gateway Course	3	Gateway Course	3
Interdisciplinary Studies	3	Interdisciplinary Studies	3
Ethics and Social Issues in Prof. Practice	3	Ethics and Social Issues in Prof. Practice	3
	40		39

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 introductory general education courses. These students will enroll in CIV112, a Type A Learning Community/Freshman Seminar, which integrates developmental writing skills with an introduction to the culture and resources of the institution.
2. Students who have been identified as needing developmental instruction in reading must have completed College Reading I (Academic Development [AD] 080) or concurrent enrollment in or completion of College Reading II (Academic Development [AD] 082) when enrolling in introductory 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, with the exception of courses numbered 110.
4. Students will be assessed for minimum competencies in computer skills via placement test or transfer credit evaluation. Students who are identified as

needing to develop computer skills must successfully complete recommended remediation prior to enrolling in the Gateway course (see Appendix K).

ASSESSMENT, ADMINISTRATIVE STRUCTURE, AND ADMINISTRATIVE SUPPORT

The *Thornton Report* (1980) and *Puro Report* (1994) recognized the importance of a formal systematic review of general education. We concur with this recommendation and suggest furthermore that assessment be a continuous process with a full inquiry every five years. Assessment can be accomplished through various mechanisms primed for its occurrence. For example, the roles of the Faculty Senate General Education Committee and the Director of Undergraduate Program Review are two viable avenues that should be strengthened to enhance review. The details in an assessment plan should remain in the cooperative efforts of the Provost, Dean of CAS, the Director of Undergraduate Program Review and Assessment, and the Faculty Senate General Education Committee.

Administrative support for general education is essential because there should be opportunities for (1) providing training for faculty; (2) ensuring that faculty who teach in interdisciplinary and integrated formats receive the full support of their departments and are recognized for such efforts during retention, tenure, promotion, and salary reviews; (3) mandating that classes which require intensive writing, for example, are maintained at a size commensurate with such activity, and (4) maintaining adequate numbers of sections of required courses for students to smoothly transition through their programs require administrative support. These factors are not alone but provide a basis for the rationale of inclusion in strengthening management of the General Education Program.

We further recommend that student portfolios (consisting of course papers, taped speeches, reflective essays, essay exams, etc.) be among the materials for inclusion in the program review. Our proposal incorporates three points at which such items can be collected for the student's portfolio: the Freshman Seminar, the Gateway Course, and the Interdisciplinary Course. This sequence affords the opportunity to generally assess how students are developing from their freshman through junior year.

CONCLUSION

The current General Education Program at SIUe places major burdens on CAS units as each student must complete 42-44 credit hours of coursework from those units. Approximately half of all undergraduate students declare a major outside CAS. Because students must take eight courses that are typically unrelated to their major or skill development, these requirements are often regarded as disconnected. Furthermore, the demand for courses to fulfill general education requirements leads to closed classes. As a result, students that need particular courses for major requirements are displaced, leading to retention issues and extending time to degree.

The proposed model for learning communities aims to lessen this burden by reducing the number of general education credits required and by distributing general education coursework throughout the degree program. This model will emphasize connections and reinforce knowledge and skill development through a logical sequence. This starts with

the student's first semester freshman seminar and continues with a writing intensive introduction to the discipline in the sophomore year. At the upper level, an interdisciplinary studies course and an Ethics & Social Issues course ultimately enrich the capstone Senior Assignment. In addition to achieving the baccalaureate objectives, the Learning Communities Model is administratively manageable; the numbers of students needing particular courses at various stages of their programs can be anticipated and section needs addressed. The sequencing, integration, and student-focused nature of the Learning Communities Model are ideal for a premier, metropolitan university.

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Learning Communities Design

General Education Requirements for Learning Communities Design
Students who complete General Education Requirements under the Learning Communities Design Plan will complete the following requirements, including one Type A Freshman seminar and a Type B Learning Community. Students must complete a service learning unit and meet state requirements for IGR and II/IC.

Bachelor of Arts		Bachelor of Science	
ENG 101	3	ENG 101	3
ENG 102	3	ENG 102	3
FL 101	4	SPC 103, 104 or 105	3
FL 102	4	Critical Thinking	3
Critical Thinking	3	Quantitative Literacy	3
Quantitative Literacy	3	Health/Personal Wellness	2
Health/Personal Wellness	2	Intro FAH	3
Intro FAH	3	Intro NSM	3
Intro NSM	3	Intro SocSci	3
Intro SocSci	3	Lab Science	4
Gateway Course	3	Gateway Course	3
Interdisciplinary Studies	3	Interdisciplinary Studies	3
Ethics and Social Issues in Prof. Practice	3	Ethics and Social Issues in Prof. Practice	3
	40		39

The Learning Communities Freshmen Seminar is composed of a skills course integrated with an introductory course in one of the following discipline areas: the physical and life sciences, the humanities and fine arts, or the social and behavioral sciences. This is an initial learning community course taken by freshmen during their entry semester at SIUe.

Freshman seminar courses will be developed using the existing Culture, Ideas and Values model: a multi-disciplinary core course for freshmen, integrating introductory and skills course contents through lecture, discussion groups, group projects and individual assignments. The Learning Communities Proposal designates these as Type A Learning Communities, each focusing on a specific topic.

Type A Learning Communities
CIV-115 Freshman Seminar

- A six-hour seminar with a distinctive title
- Integrates a skills course with an introductory course
- Co-taught by two full-time faculty members
- Enrollment limited to 40 students
- Example: CIV115 Radicals and Revolutions ART111/SPC103 offered Fall 2006

SPC 103
~~~~~~~~~~
"The 60s: When right was wrong – Outtasight radicals 'n revolutions"
~~~~~~~~~~
ART 111

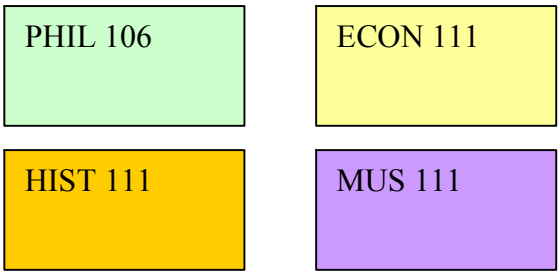
CIV112 Freshman Seminar

- UNIV112 integrated with Basic Writing
- Introduces culture and resources

UNIV 112
~~~~~~~~~~
The University Experience and Basic Writing
~~~~~~~~~~
AD090 or AD 092

Type B Learning Communities

- A skills course linked with an introductory course, or two linked introductory courses.
- Courses meet separately, faculty coordinate content where appropriate
- All students are enrolled in both courses



General Education Program
Catalog Description

The General Education Program plays a significant role in preparing students to meet the standards contained in the objectives for the Baccalaureate Degree. The specific objectives of the General Education Program are:

- To develop skills in critical thinking, quantitative reasoning, and written and oral communication
- To introduce students to the principles, substance, and methodology of the disciplines in addition to their majors. These courses are distributed across three general education areas: fine arts and humanities, natural sciences and mathematics, and social sciences
- To introduce concepts, processes and theoretical framework of the discipline of the student's major and to ways of knowing and communicating as a practitioner within a disciplinary area.
- To foster awareness of the interrelationships among fields of human knowledge by requiring interdisciplinary study
- To provide a foundation in the ethics, research and professionalism of a disciplinary area
- To introduce meaningful service learning experiences which cultivate civic engagement
- To promote the knowledge and skills necessary to develop a life long commitment to personal wellness

Requirements

General Education Requirements for Learning Communities Design

Students who complete General Education Requirements under the Learning Communities Design Plan will complete the following requirements, including one Type A Freshman seminar and a Type B Learning Community. Students must complete a service learning unit and meet state requirements for IGR and II/IC.

Skills courses develop proficiency in basic competencies necessary for success in University study as well as for success in employment and personal living. All students must complete six credit hours (two courses) in written expression, a course in communication, a course in critical thinking, a course in quantitative reasoning, and a course in health and personal wellness. Students who are completing a Bachelor of Arts will waive the communication requirement and take two semesters of the same foreign language. Skills courses will comprise 17-21 credit hours of the General Education Program. All skills courses, and only skills courses are numbered between 100 and 109.

Introductory courses provide beginning study in three disciplines outside a student's major field. These courses focus on the theory, principles and methods that are traditionally central to the liberal arts and sciences. All introductory courses bear the number 110, except for those that may be selected as substitutions in general education in the area of natural science and mathematics.

The introductory course in a student's major field does not count towards fulfillment of the general education introductory course requirement. However, a student with a double major may use the introductory course in one major field to fulfill the general education introductory course requirements. A student majoring in a foreign language may count a foreign cultures course as an introductory course in fine arts and humanities if it is in a culture other than the language chosen for the major.

Introductory courses are distributed among the three general education areas: fine arts and humanities, natural sciences and mathematics, and social sciences. Students select one course from each of the three areas.

Laboratory Sciences courses are offered by various departments and have a separate lab section. These courses may be offered at the introductory or more advanced level. Students completing the Bachelor of Science degree are required to complete one laboratory science course

Gateway courses are offered by various departments and taught in seminar format. These courses provide common ground for majors and introduce concepts, processes and theoretical framework of the discipline. Students will apply the reasoning, written, and oral communication skills learned at the freshman level to work that will be required in the major discipline. All students must take one gateway course. All gateway courses are numbered 200. Students must have completed their skills courses with a C or better before taking a Gateway course.

Interdisciplinary courses provide opportunities to observe and participate in the interaction of two or more disciplines. All students are required to take at least one such course among their general education courses. All interdisciplinary courses (IS) are numbered 300 or above and are open only to juniors and seniors. Students must earn a C or better in their Gateway course, and may have to meet other prerequisite requirements before taking the IS course.

Ethics and Social Issues in Professional Practice courses are designed to introduce how the broad societal context impacts the standards of conduct and practices of particular disciplines. These courses are also designed to explore the dynamic relationship between the societal backdrop and scholarly and creative activities. This course provides a foundation for traditional standards of conduct and practices. A significant component of these courses provides the preparation necessary to pursue research-focused upper level coursework, especially Senior Capstone Experience.

The Health and Personal Wellness Objective facilitates the development of knowledge and skills of personal wellness through a one-credit hour courses that combines activity with instruction regarding personal wellness. The course will be taken during the student's first or second semester.

Other Requirements

Intergroup Relations and International Issues or International Cultures

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." (Board of Higher Education Act [110 ILCS 205/9.21]). The University requires that students complete one course that examines intergroup relations, i.e. cultural pluralism in the United States, in order to meet the state requirement. In addition to an intergroup relations course, students are required to take a second course that examines either international issues or international cultures. Courses to fulfill Illinois requirements for International Issues or International Culture will not only focus on international content but will address non-U.S. perspectives, perhaps including how the United States is perceived by others.

Service Learning

Service Learning integrates meaningful community service with reflection to enrich the learning experience. To fulfill general education requirements, students may meet this requirement in one of two ways. They may complete one course with a designated service-learning component, or they may complete the Student Leadership Development Program (SLDP) through the Kimmel Leadership Center. This is a requirement for all undergraduate students.

Courses meeting the intergroup relations, international issues and international cultures, and service learning requirements may also be used to fulfill major, minor, elective or general education requirements.

Information Literacy

The current focus on information literacy competencies reflects society's awareness of the rapidly changing information environment. "By 2020, the available body of information will double every 73 days" (Breivik, 1998). Today's users are confronted with an excess of information as well as the constant change in methods of accessing and storing information. Kelly Russell notes that half of the pages on the Internet disappear every month while at the same time the Web continues to double in size each year (Russell, 1999). This suggests users will not be able to use a body of knowledge they acquired in college throughout their professional careers. Users need to continuously seek out new information to update their knowledge base, acting as lifelong learners.

Information literacy encompasses various skills relating to:

- The ability to determine the nature and extent of the information needed.
- The ability to access needed information effectively and efficiently
- The ability to evaluate information and its sources critically, and to incorporate selected information into one's existing knowledge and value system
- The ability to use, individually or as a member of a group, information effectively to accomplish specific purposes
- The appreciation and understanding of economic, legal, and social issues surrounding information use

Information literacy is more than familiarity in using computer applications, knowledge of the services and resources of a particular library, or skills in using particular electronic resources. Information literacy education requires real partnership between library and disciplinary faculty to ensure that all students develop the necessary skills. These skills are not an absolute, which one either possesses or lacks, but are a continuum of skill levels that are best developed throughout sequential phases of a student's academic experience. This proposal provides varying formats for integrating information competencies.

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 introductory general education courses. These students will enroll in CIV112, a Type A Learning Community/Freshman Seminar, which integrates developmental writing skills with an introduction to the culture and resources of the institution.
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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, with the exception of courses numbered 110.
4. Students will be assessed for minimum competencies in computer skills via placement test or transfer credit evaluation. Students who are identified as needing to develop computer skills must successfully complete recommended remediation prior to enrolling in the Gateway course.

Proficiency Examinations for General Education Courses
Proficiency examinations are available for some skills and introductory courses in the general education curriculum. Proficiency examinations are offered at the discretion of the department.

Re-entering students (from the current catalog)
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 first 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 the Learning Communities General Education Program by

1. Satisfying the written expression requirement with grades of C or better, **and**
2. Completing a one-hour transfer student seminar, a Gateway course, an Ethics and Social Issues in Professional Practice course, an Interdisciplinary Studies course, a Service Learning component, **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 core met), **or**
    b. Fulfilling all required *course work* in the Learning Communities General Education Program

This proposal encourages transfer students who have not completed IAI requirements to select Type B integrated courses to fulfill remaining requirements. No credit will be accepted for remedial or developmental courses or for any course work completed at unaccredited institutions.

Summary of General Education Requirements

Students who complete General Education Requirements under the Learning Communities Design Plan will complete the following requirements, including one Type A Freshman seminar and a Type B Learning Community. Students must complete a service learning unit and meet state requirements for IGR and II/IC.

Bachelor of Arts		Bachelor of Science	
ENG 101	3	ENG 101	3
ENG 102	3	ENG 102	3
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FL 102	4	Critical Thinking	3
Critical Thinking	3	Quantitative Literacy	3
Quantitative Literacy	3	Health/Personal Wellness	2
Health/Personal Wellness	2	Intro FAH	3
Intro FAH	3	Intro NSM	3
Intro NSM	3	Intro SocSci	3
Intro SocSci	3	Lab Science	4
Gateway Course	3	Gateway Course	3
Interdisciplinary Studies	3	Interdisciplinary Studies	3
Ethics and Social Issues in Prof. Practice	3	Ethics and Social Issues in Prof. Practice	3
	40		39

APPENDICES

APPENDIX A

Learning Community

Definition

Any one of a variety of curricular structures that link together several existing courses – or actually restructure the material entirely-so that students have opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise [Gabelnick, MacGregor, Matthews, and Smith, 1990, p. 19].

Constructivism – Philosophy of learning. The fundamental assumption of constructivism is that knowledge is actively built by learners as they shape and build mental frameworks to make sense of their environments (Cross, 1998).

Curricular Components for Learning Communities

- Organizing faculty and students into smaller groups
- Encouraging integration of the curriculum
- Helping students establish academic and social support networks
- Providing a setting for students to be socialized to the expectation of college
- Bringing faculty together in more meaningful ways
- Focusing faculty and students on learning outcomes
- Providing a setting for community-based delivery of academic support programs
- Offering a critical lens for examining the first-year experience

Effectiveness

The work by Chickering & Gamson (1987) "Seven Principles of Good Practice in Undergraduate Education" is a synthesis of correlation studies. They concluded that "Students who have frequent contact with faculty members in and out of class during their college years are more satisfied with their educational experiences, are less likely to drop out, and perceive themselves to have learned more than students who have less faculty contact."

Students report greater involvements in a range of academic and social activities and greater developmental gains than students in the regular curriculum, more positive views of the college, its activities, and its people, and persisted at a higher rate than students in the standard program (Tinto, 1997). Findings from developmental research and theory, from cognition and motivation research and from research on learning outcomes all point to the notion that students involved in thinking , questioning, and actively seeking knowledge is a key to effective education. When learning communities do this they make valuable contributions to education. Service learning is the ultimate learning community.

Three longitudinal research studies

- College the Undergraduate Experience in America (1987) Carnegie Foundation for the Advancement of Teaching.
    - Reports on fragmentation in education
    - Explains need for making connections between individual and community and to create an institution where the curriculum and the co-curricular are two aspects of a single mission.
    - Suggests curriculum design that is rooted in an integrated core where students are introduced to the connections across disciplines as well as the essential knowledge within disciplines.
- What Matters in College (1993) (Alexander Astin, 22,000 students, 25,000 faculty, 200 institutions)
    - Identified 190 characteristics of institutions which influence student growth and development, maturity, values and beliefs, career aspirations and overall satisfaction.
    - General knowledge growth is associated with # of courses emphasizing writing skills, science or science inquiry and history or historical analysis.
    - Critical thinking skills are correlated with # of courses that emphasize writing skills, interdisciplinary courses, active engagement of students in debate, discussion, presentation and discussions on career plans
    - Leadership skills and interpersonal skills correlated to student-student interactions and socializing with students from different races or ethnicities and number of writing skills courses.
- How College Affects Students (1991) Pascarella & Terenzini, a review of 3000 studies.
    - Concluded psychological size is most relevant, institutional size is not as salient.
    - Size is indirectly influential through the kinds of interpersonal relations and experiences it promotes or discourages.

Tinto, V. (1997). *Classrooms as Communities: Exploring the Educational Character of Student Persistence*. Journal of Higher Education, Vol. 68.

Boyer, E. (1988). *College: The Undergraduate Experience in America.* New York:HarperCollins Publishers

Astin, A. (1993, Fall). "What Matters in College." *Liberal Education Journal*. 79.

Pascarella, E., Terenzini, P. (1991). *How College Affects Students: Findings and Insights from Twenty Years of Research*. San Francisco: Jossey-Bass Inc., Publishers

APPENDIX B

Learning Communities' Support of SIUe's Objectives

SIUe's Stated Objectives of the Baccalaureate Degree Supported through the Learning Communities' General Education Curriculum

OBJECTIVE→ GE requirement↓	Analytic, Problem Solving, Decision Making Skills	Oral and Written Communication Skills	Foundation in Liberal Arts and Sciences	Value of Diversity	Scientific Literacy	Ethics	Preparation in an Academic or Professional Discipline
English 101		x					
English 102		x					
Communication	x	x					
Critical Thinking	x				x		
Quantitative Reasoning	x				x		
Intro FAH			x	x			
Intro NSM			x		x		
Intro Soc Sci			x	x			
Lab Science (BS)					x		
Foreign Language (BA)			x	x			
Gateway	x	x	x			x	x
Interdisciplinary Studies			x	x			
Ethics & Social Issues in Prof. Practice			x		x	x	x

APPENDIX C

Rough Syllabi for Proposed Classes:

1) Health and Personal Wellness – 2 hours

2) Quantitative Literacy (Reasoning) – 3 hours

3) Gateway Course

4) Ethics & Social Issues in Professional Practice

APPENDIX C-1

Southern Illinois University Edwardsville
Department of Kinesiology and Health Education
"The Teacher as an Inquirer-Professional"

I. Program Affiliation

Program(s):
Kinesiology
Health Education
Course:
KIN 101 or HED 101 Health and Personal Wellness
Semester:
Fall Semester 2008

Instructor: **Dr. Nicole Klein**
Office: **Vadalabene Center 1018**
Office Hours: **TR 11-1:30 or by appointment**
Phone Number: **(618) 650-3028 650-3252 (KHE office)**
Email Address: **nklein@siue.edu (put KIN 101 or HED 101 in subject line)**
Class Time: **MW 2-2:50**
Credit Hours: **2 (with 1 activity lab hour/wk)**

Required Text:

Insel, P.M., Roth, W.T., Rollins, L.M. & Petersen, R.A. (2006). Core Concepts in Health Brief (10th Ed). Mountain View, CA: Mayfield Publishing.

II. Goal of Course

Personal Health is designed to give a brief overview of relevant personal health topics and provide an opportunity to apply the information learned in the classroom. The goal of this class is to supply you with the tools you need through reading, discussion, and other classroom activities, to affect the health of yourself, others and your community. A major emphasis in this course will be *learning by doing*.

III. Course Objectives

At the conclusion of this course, students will be able to:
1. Interpret the importance of the different stressors in life and cope with them effectively.
2. Identify the components of the new Food Pyramid and use the website to guide food intake and physical activity.
3. Discover the effect of legal and illegal drugs.
4. Examine sexuality and the joys and concerns that are a part of a sexual self.
5. Become aware of the leading causes of death and diseases and their causative factors.
6. Develop problem solving abilities to deal with obstacles to good health.
7. Develop decision making capabilities to encourage active involvement in health choices.

8. Plan and implement a personal fitness plan.

IV. Course Content and Sequence

Date	Topic	Have this chapter read
Week 1	Stress	
Week 2	Exercise	
Week 3	Nutrition	
Week 4	Weight management	
Week 5	**Exam 1**	
Week 6	Intimate relationships	
Week 7	Sexual choices	
Week 8	Contraception	
Week 9	Sexually transmitted infections	
Week 10	**Exam 2**	
Week 11	Alcohol	
Week 12	Psychoactive drugs	
Week 13	Tobacco	
Week 14	Unintentional injuries	
Week 15	Student elected topic	
Week 16	**Final exam**	

****Note: all students will be required to participate in one hour of a physical activity lab weekly in addition to the two- 50 minute class periods listed above**

V. Evaluation Procedures

Course Evaluation for KIN 101 or HED 101:

Health Activities **30 points**

The class is designed to give you information and skills that you can immediately apply to your life. You will be required to complete 30 points of health activities by the date stated on the schedule. You will be able to choose from the attached list a combination of activities for a potential 30 points. *Extra credit for extra assignments will not be given*.

Current Events Article Presentation **10 points**

Each student will sign up for a day to bring a health related article or piece of information that is currently being discussed in the news to share with the class. No credit will be given for advertisements---read carefully to make sure your article is from a legitimate source. You must either have a newspaper clipping, an article, or something handwritten (with the source reported) to turn in after the discussion. *Be prepared to summarize the article/topic, not read it verbatim*.

Participation (Action Day, Campus Health Activity, Various) **30 points**

To get the most benefit from this class, it is important to participate in the discussions and in-class activities. You have a lot to teach your classmates, and you have a lot to learn from them. Please feel free to share your ideas and attitudes. However, racist, sexist, and other degrading comments will not be tolerated. Intelligent and meaningful participation can only be accomplished by being prepared for each class period by having read the required text assignments.

Exams **3@50 points each**

Physical Activity Journal **50 points**

Students will be required to participate in one activity hour each week outside of class. Students can select from options discussed in class. A journal detailing the activity will be due at the 15th week of class.

Grading Scale Used for KIN 101 or HED 101 is based on the following:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
Below 60 is failing.

VI. Class Policies and Strategies for Success in KIN 101 or HED 101:

1. Attendance policy for this class is as outlined by the University in the Undergraduate Catalog. Thus, the only excused absences are due to University-sponsored events with appropriate documentation. No other absences will be excused either prior to or after the absence.
2. Late assignments/papers/exams will have 10% per day deducted.
3. If a student is absent, he/she is responsible for obtaining any materials or information covered on the day of the absence. Check Blackboard for outlines and helpful external links.
4. Students who are late to class or who leave class early will not receive full credit for class participation.
5. Students will be prepared by reading chapters before coming to class, participate in class activities and discussions, and be responsible for turning assignments in on time. Take thorough notes…many students assume that the only noteworthy information made in a lecture are written on the overhead projector or PowerPoint presentations. These are only *anchors* for the discussion that is taking place.
6. In-class assignments are due during the class period in which they are assigned unless otherwise noted and will not be accepted otherwise.
7. All assignments are to be turned in typed, double-spaced, and in an organized manner. No emailed assignments will be accepted.
8. Due to the nature of this course, *participation is a necessary and vital component* of your learning process, thus you need to be a part of the group and fulfill your share of the group responsibilities. Racist, sexist, heterosexist and other degrading language will not be tolerated.
9. Plagiarism and/or cheating will result in a failing grade. Repeated violations will result in suspension and possibly expulsion.
10. **"Three strikes" Policy:** Any out of class assignment given is expected to be proofread and corrected before turning in to me. If there are more than three glaring grammatical, spelling or other errors on one page, I will stop reading and your paper will be returned to you. You will be able to make corrections and resubmit the paper for a 10% deduction in grade for each time the paper is returned.

Health Activity Options for KIN 101 or HED 101

Choose activities that will equal 30 points. **These must be typed and double spaced. No credit will be given for activities completed prior to this class.**

1. Behavior change project: Complete a health assessment (online or on pages 14-15 in your text). Select **ONE** behavior you would like to change. Keep a journal of your experience (should be at least 4 weeks) and write a summary of your progress. (30 points)

2. Yearly pelvic exam: Make an appointment and complete a yearly pelvic exam with your health care provider (can be performed at the SIUE Health Service). Turn in summary of what was done during the exam (if you are unsure, ask your physician as they are doing it) and your feelings about the exam. (10 points)

3. HIV antibody test: Have an HIV antibody blood test performed. This can be done anonymously at the SIUE Health Service for $12. Turn in a half page reaction paper about the experience. Note: Your results are your private business, do not share them with me, unless you choose to do so. (10 points)

4. Blood cholesterol test: Have a blood cholesterol test performed. Turn in a half page reaction paper about the experience. Note: Your results are your private business, do not share them with me, unless you choose to do so. (5 points)

5. Alcohol observation: Attend an event that usually involves drinking (bar, sporting event, party, wedding). Abstain from all alcohol use and observe the events around you. Turn in a one page summary of your experience, including how you felt about being sober and what events occurred. (5 points)

6. Fitness assessment: Make an appointment at the Wellness Center (650-BWEL) at the Student Fitness Center for a free fitness assessment. Turn in your printout (I will return it to you) along with one page reaction paper detailing what you learned from the assessment and how you feel about it. (10 points)

7. Passing it on: Teach three friends or relatives about something you learned in this class. Turn in a summary of what you taught them, what their reactions were and how you felt about being an educator. (5 points)

8. Lecture: Attend a health related lecture in the community or on campus. Write a one page summary and reaction paper. (10 points)

9. Book option: There are many books which are suitable for credit as a health activity. If you wish to read a health related book, please see list for suggestions, or see me to receive approval for a book you are considering. Turn in a two page summary and reaction paper. (25 points)

Books include, but are not limited to:

Wasted: A Memoir of Anorexia and Bulimia by Marya Hornbacher
Reviving Opheilia: Saving the Selves of Adolescent Girls by Mary Pipher
Make the Connection: 10 Steps to a Better Body and a Better Life by Bob Greene and Oprah Winfrey
And the Band Played On by Randy Shilts
Little Girls in Pretty Boxes: The Making and Breaking of Elite Gymnasts and Figure Skaters by Joan Ryan
Altered Fates: Gene Therapy and the Retooling of Human Life by Jeff Lyon and Peter Gorner
The Cancer Wars: How Politics Shapes What We Know and Don't Know About Cancer by Robert N. Proctor
The Hot Zone by Richard Preston

10. Donate blood: Write a half page summary and reaction paper. (5 points)

11. Donate blood plasma: Contact the Red Cross for an appointment and description of the procedure. Write a half page summary and reaction paper. (15 points)

12. Register to become a potential bone marrow donor: Try to find a bone marrow drive, otherwise there may be a cost involved. Call 1-800-366-6710 (Heart of America) for information. Write a half page summary and reaction paper. (10 points)

13. Volunteer option: Choose a service organization to which to volunteer your time. Suggestions include, but are not limited to, AIDS organizations, trash pickup, a recycling center, a rape crisis center, Big Brother/Big Sister, hospital. (see me for point value--depends on the time commitment)

14. Find a list of political advocacy groups at http://reinert.creighton.edu/advocacy/. Select one health related site that looks interesting to you. Visit the website and find a link for taking action by emailing an elected official about a current issue. Print out at copy of the email to turn in. If you wish, sign up for continued updates from this advocacy group. (5 points)

15. Family disease tree: Many of us don't know what diseases our biological families suffer from or died from. This is very important information for our personal health. Make a list of all members of your **biological** family (grandparents, parents, aunts, uncles, siblings, you, your children/grandchildren). List their ages (or age they died at) and what they died of and/or diseases they suffer(ed) from. (15 points)

Appreciation given to Dr. Nicole Klein for submission of syllabus draft

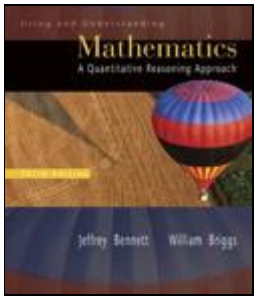
DRAFT! **DRAFT!**

QR 101 – Quantitative Reasoning
(or QL 101 – Quantitative Literacy)

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

The textbook below is given as an example only however the material indicated below should be covered regardless of the textbook selected. Sections to be covered are highlighted; additional sections are optional and encouraged; the selection is based on an assumption that the material of chapter 1 will be covered in the Critical Thinking class.

Using and Understanding Mathematics: A Quantitative Reasoning Approach, 3/E



Jeffrey O. Bennett, *University of Colorado at Boulder*
William L. Briggs, *University of Colorado at Denver*

ISBN: 0-321-22773-5
Publisher: Addison-Wesley
Copyright: 2005
Format: Cloth; 800 p

Table Of Contents

2. Approaches to Problem Solving.

The Problem-Solving Power of Units.
A Brief Review: Working with Fractions.
Standardized Units: More Problem-Solving Power.
A Brief Review: Powers of 10.
Problem-Solving Guidelines and Hints.

II. QUANTITATIVE INFORMATION IN EVERYDAY LIFE.

3. Numbers in the Real World.

Uses and Abuses of Percentages.
A Brief Review: Percentages.
A Brief Review: What is ratio?.
Putting Numbers in Perspective.
A Brief Review: Working with Scientific Notation.
Dealing with Uncertainty.
A Brief Review: Rounding.
Index Numbers: The CPI and Beyond.
How Numbers Deceive: Polygraphs, Mammograms, and More.

4. Financial Management.

The Power of Compounding.
A Brief Review: Three Basic Rules of Algebra.
Savings Plans and Investments.
A Brief Review: Algebra with Powers and Roots.
Loan Payments, Credit Cards, and Mortgages.
Income Taxes.
Understanding the Federal Budget.

III. PROBABILITY AND STATISTICS.

5. Statistical Reasoning.

Fundamentals of Statistics.
Should You Believe a Statistical Study?
Statistical Tables and Graphs.
Graphs in the Media.
Correlation and Causality.

6. Putting Statistics to Work.

Characterizing a Data Distribution.
Measures of Variation.
The Normal Distribution.
Statistical Inference.

7. Probability: Living with the Odds.

Fundamentals of Probability.
A Brief Review: The Multiplication Principle.
Combining Probabilities.
The Law of Large Numbers.
Assessing Risk.
Counting and Probability.
A Brief Review: Factorials.

Functions: The Building Blocks of Mathematical Models.
A Brief Review: The Coordinate Plane.
Linear Modeling.
Exponential Modeling.
A Brief Review: Algebra with Logarithms.

10. Modeling with Geometry.

Fundamentals of Geometry.
Problem Solving with Geometry.
Fractal Geometry.

V. FURTHER APPLICATIONS.

11. Mathematics and the Arts.

Mathematics and Music.
Perspective and Symmetry.
Proportion and the Golden Ration.

12. Mathematics and Politics.

Voting: Does the Majority Always Rule?
Theory of Voting.
Apportionment: The House of Representatives and Beyond.

13. Mathematics and Business.

Network Analysis.
The Traveling Salesman Problem.

Scheduling Problems.

Web Projects. The Web Projects require searching for data or other information on the Web. They can be used for extended projects, discussion, group activities, or essays.

Appreciation given to Dr. Krzysztof Jarosz and Dr. Edward Sewell for submission of syllabus draft

GATEWAY Course

A 200-level course—offered by various departments and taught in a seminar format—will provide common ground for majors and introduce concepts, processes and theoretical framework of the discipline. This skills intensive course would engage students in a series of research based written and/or oral assignments to introduce them to ways of knowing and communicating as a practitioner within a disciplinary area. Students will apply the written and oral communication skills learned at the introductory level to work that will be required in the discipline. Students will take the gateway course in their 4th or 5th semester.

The gateway course will be unique to SIUE and will be required of all transfer students. In addition to building a community among a discipline's majors, the course will assess and fortify the skills needed to proceed through the upper division courses.

Prerequisites:
Completion of 42 semester hours, including ENG 101 and 102, and all skills courses

Course Objectives:

- To illustrate the importance of the ability to apply and integrate the knowledge and skills gained through liberal education with the knowledge and skills developed in the area of the student's major.
- To enhance the student's abilities to define issues, acquire, sort and evaluate information, perform analysis, make decisions, and communicate orally and in writing using methodology appropriate to the discipline.
- To demonstrate the ability to work with and to interpret data by using data to support or refute an argument in the context of the discipline.
- To introduce students to cross-disciplinary connections, especially the impact that changes in the external environment, including cultural, global, and historical dimensions, may have on the discipline.
- To establish performance expectations for the student who is entering an upper-division curriculum at SIUE.

Examples of existing or historical courses that would meet the criteria for the Gateway course.
ENG 200- Introduction to Literary Study.
This course offers an introduction to the study of literature for students who are pursuing English as a major. Its main purpose is to provide students with a strong foundation in the discipline of literary study in order to prepare them for more advanced coursework. Students in this course will have two primary objectives. The first is to hone the skills necessary for close reading and judicious interpretation of literary works. The second is to achieve fluency in the standard vocabulary of literary criticism, including terms used to describe figures of speech, elements of prosody, and theoretical concepts. Class time will be divided between lectures, discussions, and exercises. Requirements: exams, explication essays, research essay, quizzes and participation. Prerequisite: Eng 102 or equivalent.

CI 200-2 INTRODUCTION TO EDUCATION. Assessment of teaching as a career through personal observations and discussion of schools, teachers' roles, teaching as a profession. Off-campus visits to schools required outside class time. Prerequisites: student must have accumulated 30 semester hours and have 2.5 GPA.

NURS 230-2 Introduction to Terminology, Inquiry and Writing in Nursing. Practical application of Internet and library resources, electronic search methods, APA writing format, medical terminology, and professional writing for health care disciplines. Prerequisites: Eng 101 and 102; consent of instructor.

SOCW 200-4 FOUNDATIONS OF SOCIAL WORK I. [Dist.SS] Introduction to the profession by examining the skills, knowledge and perspectives in social work. Emphasis on values, ethics, and populations at risk. INCLUDES 40 HOURS AT A SOCIAL SERVICE AGENCY.

SOC 301-3 SURVEY OF THEORY. [Dist.SS] Major classical theorists including Durkheim, Marx, and Weber, and contemporary schools of thought including functionalism; conflict; exchange; symbolic interaction.

Examples of existing courses that could be modified to fulfill the criteria of a Gateway course.

BIOL 450-3 SCIENCE, GENDER AND RACE. [Dist.NSM, IGR] (Same as WMST 450) Current social issues and historical perspectives of science, especially biology, and its medical and technical applications, as these relate to gender and race.

PSYC 200-CAREERS IN PSYCHOLOGY
(catalog) To provide students with information that will help them pursue a career in psychology by incorporating such activities as lectures and small group exercises.
(proposed change add)
This course provides students with a strong foundation in the discipline of psychology in order to prepare them for more advanced coursework. Students in this course will have two primary objectives. The first is to hone the skills necessary for close reading and judicious interpretation of the body of literature surrounding the discipline. The second is to achieve fluency in the standard vocabulary of the discipline, including theoretical concepts. Class time will be divided between lectures, discussions, and exercises.

SPE 200-3 INTRODUCTION TO PEOPLE WITH DISABILITIES IN SOCIETY AND SCHOOL. [IGR] Surveys historical, philosophical and legal foundations of educating persons with disabilities; characteristics and needs of persons with disabilities; roles and responsibilities of professionals. Prerequisite: student must have accumulated 30 semester hours and have a GPA of 2.5 or higher.

THEA 410-3 ACTING AS A CAREER. [Dist.FAH] Information and skills necessary to gain professional work as an actor or acting teacher. Auditions, photographs, interviews, cold-readings, commercials, voice tapes, introduction to television acting. NOT FOR GRADUATE CREDIT. Prerequisites: Must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors. *Note: Core consists of 112a, 112b, 114a, 114b, 201a, 201b, 220, Danc114 and a 100-level technical theater course which must be completed prior to Junior year. Required of all performance majors.*

Examples of new courses that could fulfill the criteria of a Gateway course for various programs.

200 Level English Courses in Technical Writing, Business Communication, Scientific Writing, or Criticism.

200 Level Speech Courses that build on public speaking or interpersonal communication skills.

APPENDIX C-4

Ethics and Social Issues in Professional Practice
Dept. 4XX - Model Syllabus

Instructors, office hours, contact information

Text(s): [It would be ideal if the Department of Philosophical Studies (perhaps as a Senior Assignment?) could develop a website that provides a meaningful overview of the major ethical systems, and suggests a few comprehensible review articles to allow students to learn more about each system. This website could then be accessed by faculty teaching individual ESI courses.]

Discipline-specific ethics texts

Meeting times: 3 hours per week

Course description: Within a student's major field of study, the tendency is for coursework and information to become more narrow and specialized as the student progresses through the program. The Ethics and Social Issues in Professional Practice course is designed to help students put the information and ways of knowing regarding their discipline into the context of the world beyond the discipline. Students in this course will examine how their discipline has impacted the world around them, and how the world, in turn, has helped guide the direction of study within the discipline. Students will also examine various ethical systems, and discover how these systems can affect ways in which research in their discipline progresses. To this end, by successfully completing this course, students will have mastered the following **course objectives**:

1. To recognize ethical systems, and to identify elements of their own ethical framework within these systems.
2. To be familiar with ways in which "the discipline" has impacted society at the local, national, and international levels.
3. To be familiar with ways in which societal issues have impacted "the discipline".
4. To be able to conduct research and present information related to the interactions among personal and cultural ethics, societal issues, and "the discipline".

Assignments: Types of assignments/activities for this course could include:

1. Case Studies
2. Presentations
3. Research reports
6. Service Learning project
7. Field trips
8. Guest speakers

4. Group presentations
5. Exams and quizzes
9. In-class discussions
10. Research proposals

Ways in which the Ethics and Social Issues in Professional Practice course addresses the five **SIUE Values**:

1. Citizenship: Encourages students to examine ways in which "the discipline" affects, and is affected by, the world community.

2. Excellence: Helps students understand the ethical limits to the quest for and application of knowledge. Also requires students to be able to articulate points of view to their fellow students in ways that are enlightening.

3. Integrity: Enables students to deal with others in an ethical way within "the discipline" and beyond.

4. Openness: Exposes students to ways in which "the discipline" impacts the real lives of others. Also provides ways for students to examine their own ethical frameworks.

5. Wisdom: Teaches students that wisdom is more than the acquisition of knowledge, but that it requires the appropriate and ethical application of knowledge as well.

APPENDIX D

DATE: 31 October 2006

TO: BRIDGE Teams

FROM: Philosophy Department Task Force on Reasoning in Gen Ed

A Task Force in the Philosophy Department has been developing a proposal that could be adapted to work with each of the three Gen Ed models under development. The proposal includes the following set of proposed Learning Outcomes that could serve in Critical Thinking / Reasoning courses taught by the Philosophy Department, as well as by other departments. This draft of Proposed Learning Outcomes has been approved by the Department of Philosophy.

A second set of proposed Learning Outcomes in under development by the Dept. of Philosophy: it is a more general version of this one, which might also be adapted by other departments wishing to develop courses in Critical Thinking/Reasoning and Argumentation.

The *Philosophy Department Task Force on Reasoning in Gen Ed* looks forward to further collaboration with the BRIDGE teams.

Draft, 31 Oct 2006

Proposed Learning Outcomes
for courses in
REASONING AND ARGUMENTATION

I. Argument Analysis:

Students should be able to "read for arguments"—i.e., to cull the basic structure of an author's defense of a thesis out of a 'real world'/ordinary language text. [The texts here can range from political speeches or op-ed pieces on matters of general interest to sophisticated arguments in professional journals on narrow discipline-specific matters.]

A. Identification: Students should be able to identify the following basic elements of an argumentative essay/thesis defense:

1. Topic, Question/Problem/Issue/Author's (or speaker's)Thesis
2. Claims/ conclusions, premises/grounds, assumptions, and implications.
3. Author's positive case for her thesis, main reasons/evidence for thesis and the support for those reasons.
4. An author's position as distinct from an author's account of other —- possibly opposing— positions.
5. The objections that the author considers to her view and her response to those objections

B. Reflection: A student should be able to achieve some critical distance from a text she is analyzing by:

1. Identifying the most plausible alternatives to the author's thesis
2. Identifying the weakest link in the author's positive case
3. Formulating counter-replies on behalf of the objections that the author considers or identifying other objections that the author did not consider.
4. Formulating and testing hypotheses or tentative conclusions.

II. **Argument Construction:**

A student should be able to formulate and defend a thesis in written or oral form on a relatively controversial question/issue. [Again the issues here might range from matters of general interest to matters of more narrow, discipline-specific concern.]

A. Formulate a Thesis: A student should be able to:

1. Unambiguously state a topic question/problem and clearly state her thesis as an answer to that question or a solution to that problem.
2. Explicitly lay out her reasons for that thesis and explain how those reasons support the thesis.

B. Defend a Thesis: A student should be able to:

1. Sympathetically identify and honestly respond to the most plausible alternative(s) to her thesis
2. Sympathetically construct and honestly reply to objections to the weakest points of her case
3. Clearly state the general linking principles that indicate the relationship between a claim and each reason given to support it.

III. **Argument Evaluation:**

Students should have at least a basic understanding of what constitutes adequate 'logical' support for a thesis/conclusion and be able to apply some general principles to the evaluation of the form and content of arguments.

A. Students should be able to distinguish "logical support" for the truth or acceptability of a conclusion/thesis from "psychological inducements" to maintain or profess a conclusion/thesis; where logical support involves premises that provide some kind and degree of evidence for the truth or acceptability of a conclusion and psychological inducement involves premises that provide some kind and degree of compulsion for maintaining or professing a conclusion. Perhaps the most effective way of displaying the distinction here is to expose students to (and have them be able to identify) a range of informal fallacies [e.g., ad *hominem, ad populum*, appeal to force, appeal to pity, etc.]

B. Students should be able to distinguish the question of the actual truth-value or acceptability of particular claims (premises) and the question of whether those claims (premises) would in some way logically support a thesis (conclusion) were they true/acceptable. This is to make the distinction between the content and the form (logical structure) of an argument. [Artificial symbolic devices like truth-tables and Venn Diagrams can be useful for this purpose but are not essential.]

C. Evaluating Argument Forms: Students should be able to

1. Distinguish deductive from inductive support—i.e., distinguish support that is intended to provide conclusive reasons in such a way that it is impossible for the premises to all be true but the conclusion false from support that is intended to provide compelling but non-conclusive support in such a way that it is unlikely (though possible) for the premises to all be true and the conclusion false.

2. Recognize common basic patterns of reasoning in ordinary language—including both inductive (e.g., argument by analogy, argument to the best explanation) and deductive (e.g., *modus ponens*, hypothetical syllogism) forms; as well as both 'good' (denying the consequent, generalizing from a strongly representative sample) and 'bad' (e.g., denying the antecedent, hasty generalization) forms.

3. Use common patterns to identify any missing premises or implicit conclusions.

4. Apply relevant criteria of evaluation to specific instances of common argument forms identified in ordinary language [the criterion of validity for deductive arguments, and specific criteria relevant to varying degrees of strength for inductive argument (e.g., the strength and relevance of an analogy, the simplicity and plausibility of a proposed explanation/hypothesis).

D. Evaluating Content: Students should be able to:

1. Categorize statements with respect to language function (e.g., descriptive, evaluative, persuasive, performative).

2. Evaluate the reliability and corroboration of a source.

3. Evaluate the individual plausibility of a claim and how well it coheres with other independently supported claims.

4. Consider the further ramifications/implications/ consequences of accepting some claim/hypothesis.

APPENDIX E

Health and Personal Wellness Objective

Students beginning a university experience are often making their own choices for the first time. These choices include decisions about personal wellness, especially diet, sleep, personal hygiene, recreation and even substance abuse. This is especially important in light of a sedentary culture where obesity is becoming epidemic, adult diseases (e.g. adult onset diabetes, coronary artery disease) are now becoming evident in children; and there are indicators that longevity in our culture is about to decline. The Center for Disease Control (CDC), American Heart Association (AHA), the Surgeon's General Report on Physical Activity and Health, National Institute of Health (NIH), etc. can offer much evidence to support these trends. These indicate the need for activity and education that encourages a lifelong commitment to personal wellness (E. W. Vogler, personal communication, August 2, 2006).

The *Statement of Objectives for the Baccalaureate Degree* lists "health and well being" among the characteristics desired for its students. **Health education** as defined by professional health associations is "the science and art of preventing disease, prolonging life, and promoting health and efficiency of the human system" (AAHE's Interest Areas, 2006). It involves consumer, environmental, emotional, and sexual health; first aid, safety and disaster preparedness; substance abuse prevention; human growth and development; exercise and nutrition; and eating issues.

The Department of Kinesiology and Health Education has given valuable input and is prepared (given appropriate resources) to implement a two-credit hour course wherein students gain the knowledge and skills of personal wellness. The course will combine activity with instruction about personal wellness. (Move to Appendix)

- Students will gain an overall assessment of personal wellness
- Students will understand the impact of lifestyle choices, such as diet, nutrition and sleep, on personal wellness
- Students will apply the components of personal fitness—body composition, cardiovascular endurance, strength and flexibility to personal wellness
- Students will gain the skills necessary to develop a lifetime understanding of personal wellness

Kinesiology and Health Education Response to Bridge Team Proposals – October, 2006

The following is a consensus response to Bridge Team Proposals presented to the faculty of the Kinesiology and Health Education Department on Friday, October 20, 2006.

Attendees: All KHE Faculty present; Natalie Kizzire of the Learning Communities Team (LCT), Mary Ann Boyle of the Distribution Team (DT), and Chad Verbias of the Core Team were guests for presentation of Bridge Team Design proposals.

Health and Well Being Objective: The response largely reflects the interest by the department to have general education reform which demonstrates that the SIUE values "Health and Well Being" as expressed in Statement of Objectives for the Baccalaureate Degree found at the website below:

http://www.siue.edu/UGOV/FACULTY/bridgestatementobjbachdegree.htm

Bridge Team Proposals: The Learning Communities Team (LCT) represented by Natalie Kizzire indicated that their team envisioned that the health objective would be covered by a 1 hour course content to be determined by the KHE. The Distribution Team (DT) represented by Mary Ann Boyd envisioned the health objective would be covered by having a student fulfill this by taking "select" type course from a choice of courses one of which includes health education. It was noted that the Core Team (CT) represented by Chad Verbias did not address the health objective.

Response by KHE: There is a general feeling that the KHE faculty were impressed by the difficulty the Teams had in implementing the health objective. However, faculty in KHE felt that current proposals seemed too "bound" by maintenance of status quo and reluctance of Bridge Teams to treat the health objective as a valued objective on equal par with other curricular areas. Communications with Bridge Teams at this faculty meeting and others in August of 2006 involved "frank" discussions about how to implement this objective with a general education class. However, conversations inevitably led to ways to implement the objective "outside" of general education such as health units in freshman seminars and non academic binding workshops or presentations at the Wellness Center. In effect, the KHE faculty believed that implementation of the health objective could not be accomplished under present proposals. KHE faculty did believe that the objective could be accomplished with a 2-3 hour class that stressed both knowledge and skills related to the following content:

Course Objectives

At the conclusion of this course, students will be able to:

1. Demonstrate awareness of health issues related to physical, mental, emotional, social, and spiritual wellness.
2. Interpret the importance of the different stressors in life and cope with them effectively.
3. Identify the components of the new Food Pyramid and use the website to guide food intake and physical activity.
4. Discover the effect of legal and illegal drugs.
5. Examine sexuality and the joys and concerns that are a part of a sexual self.
6. Become aware of the leading causes of death and diseases and their causative factors.
7. Analyze the major threats to the environment and identify strategies to combat these influences.
8. Develop problem solving abilities to deal with obstacles to good health.

9. Critically analyze how media affect health.
10. Develop decision making capabilities to encourage active involvement in health choices.
11. Understand concepts related to the benefits of life long physical activity.
12. Students will gain an overall assessment of personal wellness
13. Students will understand the impact of lifestyle choices, such as diet, nutrition and sleep, on personal wellness
14. Students will apply the components of personal fitness—body composition, cardiovascular endurance, strength and flexibility to personal wellness.
15. Students will gain the skills necessary to develop a lifetime understanding of personal wellness.

APPENDIX F

Learning Communities - IAI Designation

Bachelor of Arts	IAI	Bachelor of Science	IAI
ENG 101	C1-900	ENG 101	C1-900
ENG 102	C1-901	ENG 102	C1-901
FL 101*		SPC 103, 104, or 105	C2-900
FL 102*		Critical Thinking	H4-906
Critical Thinking	H4-906	Quantitative Literacy	M1-901
Quantitative Literacy	M1-901	Health/Personal Wellness #	
Health/Personal Wellness #		Intro FAH	F1-9xx, H4-9xx
Intro FAH	F1-9xx, H4-9xx	Intro NSM	L1-9xxL, P1-9xxL
Intro NSM	L1-900, P1-900	Intro SocSci	S(1-7)-900,
Intro SocSci	S(1-7)-900,	Lab Science	L1-900, P1-900
Gateway course	Unique to SIUE	Gateway course	Unique to SIUE
Interdisciplinary Studies	Unique to SIUE	Interdisciplinary Studies	Unique to SIUE
Ethics & Social Issues in Prof Practice	H4-904	Ethics & Social Issues in Prof Practice	H4-904
Total Hours	40	Total Hours	39

*2 semesters of the same language leading to an H1-900 course or proficiency exam

Any transferable course that meets the institution's requirement for personal health and wellness.

APPENDIX G

Learning Communities - Impacted Units at SIUE

All Units	Review/Revise 111's; Develop/Identify Gateway; Develop/Identify ESP;
	Review IS courses for II/IC and IGR and for appropriate pre-requisites;
	Identify courses which could have a SL component;
	Change curriculum guides (Add Health and QL skills and add Lab Science to B.S.);
	Consider need for current General Education courses which will no longer be required
	Consider developing Type A and Type B Learning Communities courses;
Academic Counseling/Advising	Request new curriculum guides for each impacted unit
Anthropology	
Art & Design	
Biology	Consider impact of BS lab science requirement
Chemistry	Consider impact of BS lab science requirement
Civil Engineering	
Computer Engineering	
Computer Science	
Construction	
Curriculum and Instruction	
Electrical Engineering	
English Language/Literature	
Foreign Languages/Literature	Examine whether FL 106 meets the modified Critical Thinking criteria
Geography	

History	
Industrial/Manufacturing Eng	Examine whether IME 106 meets the modified Critical Thinking criteria
Instructional Services	Transition from University 112 to CIV 112
Kimmel Leadership Center	Increased numbers of students enrolled in SLDP
Kinesiology & Health Ed	Generation and teaching of new Health Ed requirement
Lovejoy Library	
Mass Communications	
Mathematics/Statistics	Generation and teaching of QL course; Examine Math 106 as a Critical Thinking course and perhaps prepare for an increase in enrollment
PAPA	
Philosophy	Adjust offerings of Phil 106 depending on which other departments offer a Critical Thinking course
Physics	
Political Science	
Psychology	
School of Business	CMIS: Develop modules for students to achieve practical computer proficiency; continue to offer CMIS 108, but perhaps fewer sections
School of Nursing	
Social Work	
Sociology/CJ	
Special Education	
Speech Communications	Prepare for fewer students in skills courses as the B.S. lab science requirement is implemented
Theatre and Dance	

APPENDIX H

Peer Institution with Learning Community: University of North Florida

Mission statement for General Education similar to SIUE's

> A key purpose of General Education is to provide the components of a liberal education that develop and cultivate the capacities required for effective social, intellectual, and cultural engagement in a diverse democratic society and global environment. The General Education Program provides the opportunities to gain the skills, knowledge and values that support full social participation and citizenship.
>
> One must have the critical analytical and communication skills, as well as knowledge of the natural, social, and quantitative sciences, to understand and argue the important issues of the day. Furthermore, these issues call for aesthetic and ethical values and reflection that are developed most profoundly through the arts and humanities.

It is a Master's I university with an enrollment of 12,077 students, and is accredited via AACSB, NCATE (teacher education) ABET(applied science, computing, engineering, and technology) and NLN (National League for Nursing) or CCNE (Commission on Collegiate Nursing Education) as is SIUE.

University of North Florida provides incoming freshmen a voluntary learning communities in the form of themes called Freshmen Interest Groups:

1. All Incoming freshmen at the University of North Florida have an opportunity to begin their collegiate experiences by enrolling in a *Freshman Interest Group* (*FIG*).
2. Students register for two or three General Education courses linked to a common theme. Each FIG is limited to 27 students.
3. Learning communities are promoted there as an especially effective way to ease the transition from high school and college.
4. Some FIG's are residential and students reside in the same residence hall.

Over the past several years the University of North Florida has offered this special learning community experience to incoming "*First Time in College*" (FTIC) freshmen. The university invites all faculty from all colleges to participate in the **FIG** program. Each ***FIG*** has access to $250 for course enrichment materials (speakers, films, etc.) and $125 for a social gathering (pizza party, etc.). Each faculty member [1]participating in a ***FIG*** receives a stipend of $1500, in part as compensation for planning and workshop attendance.

A ***FIG*** cluster is composed of courses typically required for General Education, or disciplinary freshman level pre-requisite courses, from three different disciplines. They are current 100 or 200 level courses with no prerequisites, or with pre-requisites often taken in high school as dual enrollment or AP. Most will include a writing or literature course. Faculty members meet to plan the ***FIG*** so that major writing assignments, tests, and so on are integrated and coordinated. FIG's are organized around the student outcomes of General Education and have a more significant writing component.

[1] Higher Education Directory, 2001 List of SIUE peer institutions

FIGS emphasize critical thinking, competence using information technology, and effective communication which requires active and authentic learning and assessment methods. In FIGS, students are socialized into the academic culture, develop basic skills such as oral communication, and are encouraged to utilize campus resources such as the library, student academic support, and technology labs.

Some past ***FIG***s have included: "Campaign 2004," "Film and Society," "Globalization," "Origins of the Universe," "Technology and Society," "Understanding Cultural Diversity," "Business and Society," "Work and Society," "Inequality and Contemporary Society," "Understanding and Evaluating Human Nutrition," "Exploring Global Diversity," "Mind and Matter: An Ecological Perspective," "Harlem Renaissance," "Biotechnology Terrorism," "Epidemics," "Understanding Human Behavior," "Imagined Worlds," "Religion and Politics," "Physical Activity and Health," "Consumption and Culture," "CSI: Jacksonville," "Schooling and Social Change," "Global Warming," "The Culture Wars," "Business and Globalization," "Religion and Realities," "Nature's Place: The Psychology of Environment," "Human Natures: Here, There, and Everywhere," "Ethics, Culture, and Mental Health," "Art and Ideas," "Seduction, Power and Human Nature: History Through Literature, "Global Religions," "Nutrition, Education, and Policy," and "You Are What You Eat: Studying Food and Culture." April 2001, Source: 2001 Higher Education Directory

				Accreditation By				
State	Institution	Carnegie Classif.	Enrollment	AACSB	NCATE (teacher education)	ABET	NLN/ CCNE	
Alabama	South al.	DR/ResInt	11,285	Yes	Yes	Yes	Yes	
Arkansas	Ark Little Rock	DR/ResInt	10,765	Yes	Yes	Yes	Na	ABET for Tech only; no nursing
Colorado	Colo- Denver	DR/ResInt	10,821	Yes	Yes	Yes	Na	No nursing program
Florida	**North Florida**	**Masters I**	**12,077**	**Yes**	**Yes**	**Yes**	**Yes**	
Illinois	**SIUE**	**Masters I**	**11,877**	**Yes**	**Yes**	**Yes**	**Yes**	
Kansas	Wichita State	DR/ResInt	14,612	Yes	Yes	Yes	Yes	
Kentucky	N. Kentucky	DR/ResInt	11,700	Yes	Yes	Na	Yes	No engineering
Louisiana	New Orleans	DR/Int	16,005	Yes	Yes	Yes	Na	No nursing
Maryland	Towson	Masters I	16,647	Yes	No	NA	Yes	
Michigan	Oakland Grand Valley State	DR/ResInt Masters I	14,726 17,452	Yes Yes	Yes Yes	Yes Yes	Yes Yes	
Missouri	UMKC UMSL	DR/ResInt DR/ResInt	11,517 15,594	Yes Yes	Yes Yes	Na No	Yes Yes	
Nebraska	UNO	Masters I	14,250	Yes	Yes	Yes	Na	ABET for Tech only; no nursing
Nevada	UNLV	DR/ResInt	21,820	Yes	Yes	Yes	Yes	
North Carolina	Charlotte Greensboro	Masters I DR/ResInt	16,844 12,998	Yes Yes	Yes Yes	Yes Na	Yes Yes	
Ohio	Youngstown State	Masters I	12,222	Yes	Yes	Yes	Yes	
Oregon	Portland State	DR/ResInt	16,041	Yes	Yes	Yes	Na	No Nursing program
Texas	El Paso San Antonio	DR/ResInt MastersI	14,695 18,608	Yes Yes	No No	Yes Yes	Yes NA	

APPENDIX I

Anticipated Budgetary Effects

Change to Current Model	Description of Impact on Budget	Students	# Sections	Now Have	Extra Cost
ADDITIONS					
Placement testing for computer skills	Software or personnel				TBD
Computer skills support center and modules	Student excused so no impact				TBD
CIV for Freshman Seminar					
CIV 115	111 faculty extra class release	1400	35	1	$170,000.00
CIV 112	Uncertain but relatively small	300			
Hons120	Student excused so no impact	100			
Health Requirement	New course for Kinesology	1800	TBD		
Quantitative Literacy	New course for Mathematics	1800	TBD		
Gateway Course **School of Education, Nursing and several CAS departments already have courses that meet or could meet the requirement** **For departments or schools not wanting their own course, intermediate courses in specialized writing or communication can reinforce intro skills**	New course for many schools/departments				
English Department	Tenure-track lines for writing specialists Instructors for technical writing, etc.				TBD
Speech Department	Possible tenure track or instructor lines				TBD
New departmental courses	Course development release time				TBD
Transfer Seminar **The budget impact could be relatively small depending on how it is implemented**		1600			
IS section size reduction	One new IS course for every 4 existing		7		$70,000.00
Ethics, Professionalism Course	New courses for many schools/majors				

Change to Current Model	Description of Impact on Budget	Students	# Sections	Now Have	Extra Cost
School of Nursing, Engineering, Business and some CAS departments already have course that meet or could meet the requirement					
	Met with course (designated by section) or through Kimmel Leadership Development program				
Service Learning					
New Departmental Courses	Course development release time				
Could be part of IS or CIV115	Funded as part of overall incentives to develop these Gen Ed courses				
Co-Curricular	Kimmel may need additional resources as more students participate in programs				
DELETIONS					
Upper level distribution requirements	Current Gen Ed requirement eliminated				
Given the reduction in upper level distribution requirements, some departmental resources will be freed to focus on Gateway and Ethics and Professionalism courses					
Given expected increase in retention due to CIV 115 and the Gateway course, SIUE will have additional revenue to staff courses					
**The cost estimates for CIV 115 is based on $5,000 to release the 111 teacher to teach a 6 hour course to 40 students rather than two different 3-hour courses					
The partner teaching from the skills area in CIV 115 would be working with 40 students for 6 hours rather than two sections of 20 students in 2 different courses					
***The cost estimate for IS is based on $5,000 per faculty member released from another teaching assignment. Two faculty share 60 students.					
Enrollments in IS courses in the regular school year have been averaging closer to 75 students in the fall and spring terms.					

APPENDIX J

What is Information Literacy?

Information literacy is a set of skills that enables individuals to, "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." American Library Association. *Presidential Committee on Information Literacy: Final Report*. (Chicago: American Library Association, 1989) Information Literacy focuses on 5 skills:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically and incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the ethical and legal issues surrounding the use of information

In practice, information literacy utilizes critical thinking through its skills of evaluating information. Information literacy also incorporates and supplements other forms of literacy such as computer literacy, media literacy, and research literacy. Information literacy can be applied in any subject or area of study. It can be tailored to build knowledge within a specialized area, though its emphasis is to develop skills that can be put to academic, professional and personal uses.

Competencies are classified into three stages: **Foundation, Intermediate**, and **Capstone**. By dividing the competencies into three levels emphasis is placed on the need to link the acquisition of competencies to the curriculum, with students beginning to build foundational competencies in introductory courses and progress into the intermediate and capstone competencies as they engage in more challenging and more sophisticated coursework and prepare for their careers, graduate education, and lifelong learning.

Association of College and Research Libraries (ACRL), *Information Literacy Competency Standards for Higher Education. Standards, Performances Indicators, and Outcomes*
http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

Importance of Information Literacy

Handling Rapid Changes in Information. Information literacy emerged because increased amounts of information became available through books, journals, broadcast media, and eventually through the Internet. However, the quality and reliability of such information varies. Information literacy skills enable students to effectively use and discern information they find from various sources.
Ethical Use of Information. Information can be put to positive as well as negative use, so information literacy includes skills and standards involving the ethical use of information. Students learn about plagiarism and copyright, and why they matter. Other topics may include using ethical standards defined by discipline-specific organizations, and legal, social and proprietary issues that surround the use of information.

Preparation for the workforce. Many business and industrial leaders want employees whose skills go beyond a subject area. They want employees with problem-solving skills and to be able to navigate rapid changes in information and technology. Students can learn about a discipline with information literacy, yet also acquire critical thinking and technical skills that can be applied to a variety of settings.

Lifelong Learning. Information literacy promotes lifelong learning. With information literacy skills, students are able to self-direct their learning while in school and throughout their lives. While such skills are used in classes and assignments, they are also applicable to personal decision-making.

Civic Participation. Information literacy provides skills essential for making informed decisions and effective civic involvement. It enables students to fully participate in a democracy.

http://library.uwf.edu/reference/InfoLiteracy.shtml#WhatIsIL

Freshman Learning Objectives
Lovejoy Library, Library Instruction Program

General Orientation

- Understand the services provided by Lovejoy Library with an emphasis on reference services at the Information Desk and through the online reference services, *Ask A Librarian*
- Know who to ask for help with library research
- Choose keywords for topic
- Identify and locate books and other resources identified in a search
- Distinguish between a popular magazine and scholarly journal
- Identify the "Ask A Librarian" service
- Distinguish between the online catalog and other electronic resources

Electronic Resources

- Understand the difference between the Library catalog, databases, and the web and when to use each
- Know how to analyze a topic and select key words
- Learn to navigate the electronic resources for finding journals, magazines, and more
- Identify and perform a search in a general index
- Identify and perform a search in a multi-disciplinary index
- Use Boolean operators (AND, OR, NOT) to a limited degree for narrowing or broadening a search Evaluate the information found for relevance and appropriateness
- Know how to revise a search strategy when necessary
- Use the information found to reach a conclusion
- Understand the importance of and rules for citing their sources

Online Catalog

- Name the tool used to find books in the Library, state and world
- Perform a keyword search in the online catalog
- Locate books and journals in the online catalog

Assessment

Assessment of information literacy includes in-class assignments and activities, print and web-based tutorials, and competency tests or self-assessments administered and developed in collaboration with faculty as pre- or post tests.

Rubric for Information Literacy

Learning Objective	Foundation	Intermediate	Capstone
Locate reputable information	All sources from magazines or web	Uses three sources from scholarly journals	Uses five sources from scholarly journals
Locates useful source using efficient methods	No mention of why source (and how located) is useful and relevant	Provides one reason why source (and how located) is useful and relevant	Provides two reasons why the source (and how located is useful and relevant
Articulates credibility of sources	No mention of credibility	Mentions one aspect of credibility, such as authority, affiliation of author, timeliness, bias	Mentions two or more of the evaluative attributes
Writes descriptive, critical, and evaluative annotations	Annotations includes one of the following: descriptive, critical or evaluative comment	Annotations includes two of the following: descriptive, critical, or evaluative comment	Annotations includes three of the following descriptive, critical, or evaluative comment
Recognizes plagiarism and need for documentation	No recognizable or consistent format	Identifies author, date, title, and online/print	Correct and consistent format throughout

Applying Standards at Various Levels

--Freshman Seminar
--English 102
--Capstone

Freshman Seminar
Objective: Provide an orientation to the resources, services and library staff of Lovejoy Library for first year students who are enrolled in Freshman Seminars.
Standard One: The information literate student determines the nature and extent of the information needed.

1. The information literate student defines and articulates the need for information.

Outcomes Include:

- Confers with instructors and library staff and participates in class discussions and peer workgroups to identify the information need.
- With assistance from library staff, develop a thesis statement and form questions based on the information need.
- Explore general information areas and resources to increase familiarity with the Library.
- Defines and modifies the information need to achieve a manageable focus.
- Identify key library concepts and terms that describe the information need.
- Recognize that information can be combined with original thought, experimentation and analysis to produce new information and present the information to others.

English 102
Objective: Students who are enrolled in English 101 must be able to identify an information need, gain familiarity with the Axe Library home page and learn to access and retrieve the needed information. Critical thinking skills are emphasized in source-based essays: problem solving and arguing.

Standard One: The information literate student determines the nature and extent of the information needed.

2. The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes Include:

- Knows how information is formally and informally produced, organized, and disseminated through an understanding of the publication frequency of information within a discipline and the informal information system such as listservs and personal contacts among academic researchers.
- Recognizes that knowledge can be organized into disciplines that influence the way information is accessed. Understanding that there are databases of information that support the major disciplines, e.g. humanities, social sciences, sciences and the importance of using subject

fields and discipline related subjects in the research process.

- Identifies the value and differences of potential resources in a variety of formats to include world-wide-web sites, books, government documents, reference books, periodicals, online databases, multimedia.
- Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
- Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline.

3. The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes Include:

- Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound). Lovejoy Library's catalog helps determine whether materials are readily available or whether the student needs to use other services to obtain the materials.
- Defines a realistic overall plan and timeline to acquire the needed information.

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:

- Reviews the initial information need to clarify, revise, or refine the question. Based on the amount and/or content of information found, the student knows that the research topic may be subject to revision.
- Describes the criteria used to make information decisions and choices. Recognizes the assignment criteria were met, the appropriate resources located to complete the assignment, and the materials fulfilled the timeline requested by the instructor.

Capstone

OBJECTIVE: Students who are enrolled in English 299 must utilize critical thinking to formulate an effective search strategy in the formal research process.
The focus is on periodical literature as the students learn to use appropriate databases covering scholarly research journals within the subject disciplines.
STANDARD TWO: The information literate student accesses needed information effectively and efficiently.

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes Include:

- Investigates the scope, content, and organization of information retrieval systems. Understands type of information found in particular systems, whether they are full- text or bibliographic databases, catalog or periodical databases, web sites. Knows the search language to access specific databases and time period covered. Knows whether the database covers

newspaper, general periodicals or scholarly periodicals.

- Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system. Determines the relevance of the information from the appropriate sources. Awareness of using subject specific key terms for information need. Knows how to save, print or email information.

2. The information literate student constructs and implements effectively designed search strategies.

Outcomes Include:

- Develops a research plan appropriate to the investigative method. Realizes there is a research process to follow is gathering appropriate information.
- Identifies keywords, synonyms and related terms for the information needed.
- Selects controlled vocabulary specific to the discipline or information retrieval sources.
- Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g. Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
- Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters.
- Implements the search using investigative protocols appropriate to the discipline. Understands that reference tools in print format can expand topic and increase browsing books on related topics.

3. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:

- Uses various search systems to retrieve information in a variety of formats. Not all material is online so knowledge of print resources and other formats is critical. Recognize format of material from the citation.
- Uses various classification schemes and other systems (e.g. call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration.
- Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners).

4. The information literate student refines the search strategy if necessary.

Outcomes Include:

- Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized.

- Identifies gaps in the information retrieved.
- Repeats the search using the revised strategy as necessary.

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

- Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- Creates a system for organizing the information.
- Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of sources. Understands that some cited information may not be available locally and that different citation styles may be used by different disciplines (e.g., MLA, APA)
- Records all pertinent citation information for future reference.
- Uses various technologies to manage the information selected and organized.

Information Literacy Standards, Competencies, and Outcomes

Standard	Competencies	Outcomes – Foundation Freshman/Sophomore	Outcomes – Intermediate Junior/Senior	Outcomes – Explemary Senior Assignment/Capstone
1. Recognize the need for information	Articulate the assignment, project or information need State the purpose of the information need Initiate a search strategy Relate the information needed to what is already known Identify appropriate and using general reference sources (including people, multimedia, Web and print) Restate concepts in own words	Confers with faculty, librarians, and others to determine appropriate topics for research and other information needs Determines scope (nature and extent) of information need Considers what types of information might satisfy the information need based on audience (e.g., popular vs. scholarly) or format (book, journal, article, data set, etc.)	Excels in foundation outcomes Identifies appropriate topics for research and other information needs Understands how information is produced, organized and disseminated	Excels in foundation and intermediate outcomes
2. Formulate questions based on information needs	Use different types of questions (e.g., seeking information, analysis, opinion) Develop a central question that is the foundation of a thesis statement Note key words, concepts, and phrases	Articulates the information need in a clear and concise manner Formulates questions pertaining to the information need Identifies relevant terms for chosen topic Begins to identify resources necessary to meet the information need Formulates and revises search strategies throughout the entire search process	Excels in foundation outcomes Considers alternative terms that may be used for chosen topic Designs a more complex search strategy to effectively expand or narrow the results retrieved using appropriate commands (e.g., Boolean operators, truncation symbols, etc.	Excels in foundation and intermediate outcomes Comprehends that performing research is an iterative process
3. Identify	Identify and using types of	Understands similarities and differences	Excels in foundation outcomes	Excels in foundation and

appropriate sources of information	resources relevant to the research topic (including multimedia, people, WWW, and print, etc) Develop an awareness of the structure of databases Understand the limitations of databases and print resources (dates, errors, self-imposed subject matter limits, timeliness, updates) Differentiate between primary and secondary sources Identify possible databases to be searched	between a catalog, an index, and a search engine Knows when and where to locate assistance from help desks, online reference, and faculty members Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical) Understands distinctions between keyword and subject searching (e.g., in online catalogs and indexes) Comprehends how to retrieve results from a major multi-disciplinary index (e.g., Academic Search Premier) Understands how to formulate basic searches and interpret results in a major search engine or directory (e.g., Google, Yahoo)	Investigates the scope, content and organization of various catalogs, indexes, and search engines Understands how to limit and modify searches Broadens information seeking process beyond local resources e.g., statewide catalogs, interlibrary loan, etc.) Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline Develops familiarity with searching one or more indexes in the students' major and minor areas Understands how to limit and perform advanced searches in a major search engine or directory Demonstrates awareness of distinctions between free and fee-based access to information	intermediate outcomes Understands distinctions and similarities between all indexes within the student's major field of study Develops understanding of the Web, selects and performs basic searches in web search tools appropriate to the student's major field of study
4.Locate Information	Access print and technology based sources of information Use electronic resources to locate, retrieve and transfer information Know when and how to obtain assistance from a reference librarian, particularly when accessing library resources	Understands classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library Retrieves material in electronic formats through electronic journals, indexes and databases, and other internet resources	Excels in foundation outcomes Understands when and how to retrieve materials that are not available in electronic format off-campus locations	Excels in foundation and intermediate outcomes Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information Possesses knowledge of reputable major information providers (publishers, professional associations, organizations) in the major field of study

	Systematically organize information Understand the advantages and disadvantages of different database search techniques (truncation, free text, controlled vocabulary, combined free text/controlled vocabulary, Boolean) Be able to broaden and narrow searches as necessary Recognize that information is organized in one or a combination of ways (e.g., by date, by author, by geographic location, by type of product, etc) Interpret information found in reference sources, including electronic sources Revise or expanding the thesis statement as necessary Use subject headings or cross references to find additional resources crediting sources Use electronic resources to locate, retrieve and transfer information Follow established etiquette and local guidelines for			

	using electronic resources Determine availability of resources and knowing how to obtain those not available locally Know how to print, photocopy, download, etc.			
5.Critcally Evaluate/ Use Information	Differentiate between fact and opinion Identify currency, authority (motive, point of view, bias, scholarship, intended audience, objectivity, consistency) Eliminate irrelevant pieces of information by distinguishing between popular and scholarly resources Communicate clearly Paraphrase accurately Determining the most effective means of presentation (decide purpose, audience, process) Prepare an accurate bibliography Integrate information from a variety of sources	Critically evaluates retrieved information Determines whether the information retrieved satisfies the information need, and revises search strategy if needs are not meet Restates textual concepts in his/her own words, understanding what would be considered plagiarism, and selects data accurately Understands how to use information in an ethical and legal manner	Excels in foundation outcomes Determines sources of the information retrieved Detects hoaxes and urban legends Assimilates main ideas of materials to construct new concepts	Excels in foundation and intermediate outcomes

Recommended Incremental Learning Objectives for Information Literacy

Freshman/Sophomore Years
By the end of their freshman/sophomore years, all students will have ideally been introduced to ACRL information literacy standards 1-4

Students will be introduced to the library building and to information seeking skills as the first step to information literacy.

Junior Year
Students' course work becomes more subject-specific. Students will have strengthened their mastery of information literacy concepts and skills.

Information literacy in the junior year will be delivered primarily through the use of course-related library instruction sessions. Library faculty collaborates with faculty members teaching courses in the students' major areas of study to design assignments, exercises, and instruction that emphasize subject-specific concepts and resources.

Senior Year
Students have completed their senior year of study they will have been exposed to and practiced all information literacy concepts and skills.

Capstone Projects
Departments and programs on campus will be encouraged to integrate information literacy competencies into student capstone projects.

**Librarians will provide assistance in the form of guidelines and assessment tools.

Students at the following levels will be able to:

Freshman	Sophomore	Junior	Senior
Become familiar with Library building locations and service points **Use** the library catalog to locate books and journals **Understand** the concept of subject headings **Understand** Library of Congress call number sequence **Understand** the difference between a catalog and an index or other databases	**Define** the research or information need **Evaluate**, **examine**, and **select** information for quality, accuracy, authority, and reliability **Identify** a variety of types and formats of potential sources for information **Construct** effective search strategies using Boolean Operators, truncation, controlled vocabulary, and proximity searching in the online catalog and specialized subject indexes **Identify** free vs. fee-based information **Recognize** and **understand** the purpose of various types of reference sources (specialized encyclopedias, indexes, bibliographies, online catalog, etc. **Recognize** and **use** Library of Congress Subject Headings correctly in the online catalog **Determine** the availability of needed information (Interlibrary Loan, sound, images, etc.)	**Identify** and **use** Identify and use relevant resources within a major or subject area (books, journals, government documents, primary/secondary resources, Internet resources, scholarly journals, popular magazines, etc.) **Evaluate**, **examine**, and **select** information for quality, accuracy, authority, and reliability **Identify** a variety of types and formats of potential sources for information **Construct** effective search strategies using Boolean Operators, truncation, controlled vocabulary, and proximity searching in the online catalog and specialized subject indexes **Identify** the subject librarian in their major or subject area **Demonstrate** an understanding of copyright and fair use of copyrighted material	**Identify** and **use** relevant resources within a major or subject area (books, journals, government documents, primary/secondary resources, Internet resources, scholarly journals, popular magazines, etc.) **Evaluate**, **examine**, and **select** information for quality, accuracy, authority, and reliability **Identify** a variety of types and formats of potential sources for information **Construct** effective search strategies using Boolean Operators, truncation, controlled vocabulary, and proximity searching in the online catalog and specialized subject indexes **Demonstrate** an understanding of copyright and fair use of copyrighted material **Transfer** critical thinking skills upon graduation to pursue a continuous interest in learning, and to become a more self directed, independent lifelong learner

APPENDIX K

Computer Knowledge and Skills Proficiency

The 21st century requires skills in technology. Achieving a goal of information literacy requires students having a relatively sophisticated understanding of how to access and to use knowledge. We believe that basic skills in understanding how information is stored, accessed, and ethically used are critical in addition to knowledge of how to use some of the major forms of products (word processing, spread sheets, presentation software, data bases). Some students currently come into the University with this knowledge. Other students have acquired skills and knowledge in a haphazard manner. Some have minimal prior knowledge and skills. Sorting these students out through a placement test will allow the University to better design interventions to address deficiencies. Having certain competencies as a prerequisite to required General Education or major courses seems an appropriate mechanism to insure a minimum competency for graduates, especially since computer skills are not part of the Illinois Articulation Agreement.

Achieving the goals for the baccalaureate in our model requires building upon skills over time through an appropriate sequence of courses that will allow students to develop, reinforce, and integrate knowledge and skills over the four year, General Education Program. That means that at various points in our curriculum, we need to be able to count on students having certain skills and be prepared to address deficiencies. In making computer knowledge and skills a prerequisite, we are identifying them as foundational.

We imagine flexibility in addressing deficiencies. Students could, as now, enroll in a three-hour course such as CMIS 108 or CS 108. Special intensive courses might be developed that address needed skills in the summer term prior to students enrolling in classes. On-line modules could be utilized; an especially attractive option for insuring some common knowledge about the ethical use of information. Passing such a module could be a prerequisite for entry into courses or as an ongoing part of the General Education Course Sequence.

Assessing skills and developing channels to address deficiencies will require resources. Our thinking is that it would be the faculty engaged in the General Education Courses currently that would explore and decide on this alternate delivery channel and the provide minimal expectations for any University student as part of the implementation phase. In the future, high schools and community colleges may do a better job in addressing this skill development and less students may require interventions.

APPENDIX L

Interdisciplinary Studies Course Requirement

Under our proposal, all students will be required to take a three-hour, 300 level Interdisciplinary Studies course team taught by at least two faculty from two different academic disciplines. All current IS courses should be reviewed to be certain they are interdisciplinary in content rather than multidisciplinary in order to promote the overall goal of integration throughout general education. Enrollments of no more than 30 students per faculty member should be maintained.

Existing IS courses and IS courses developed in the future are encouraged to meet the statewide curricular mandate that public institutions of higher education include "in the general education requirements for obtaining a degree, coursework 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). Courses that meet the state Intergroup Relations requirement will have a strong focus on cultural pluralism in U.S. society. Courses to fulfill state International Issues or International Culture requirement will not only focus on international content, but will address non-U.S. perspectives, perhaps including how the United States is perceived by outsiders.

Changes we are proposing to the current IS requirement include:

- the Gateway course will be a pre-requisite for all IS courses
- other prerequisites for IS courses will be determined by the instructors
- enforcing enrollment limits will allow more opportunity to build community and to do assignments that are skill intensive
- a co-curricular activity will be required
- a final product that demonstrates integration of content with skills from this course will be part of the student's general education portfolio

In order to support co-curricular activities, a fee may need to be assessed for the course similar to lab fees in the sciences. This could include funding for field trips, service learning projects, speakers or other items. See the sections on faculty development and on administration for specific items related to IS courses.

APPENDIX M

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Transfer Student Seminars

Transfer Seminars are exclusively for transfer students and intended to provide answers and understanding to situations specific to transfer students. Seminars may be general or assume basic disciplinary knowledge.

Goal

Seminars are designed to introduce students to the University culture, help them assimilate to the University and to their major successfully.

Objectives

- Introduce students to the culture of the University
- Build community
- Broaden students' academic horizons
- Explore their intended major(s)
- Improve academic performance by introducing students to campus resources and support services
- Enhance social adjustment by creating a sense of community among students with similar experiences and by encouraging involvement in student organizations and campus activities
- Establish a sense of community for those transfer students that choose to live off campus

Seminars should:

- Be conducted in a small group setting, limited to 15-20 students
- Be conducted by faculty member, Academic Advisers, Admission Counselors, or Instructional Services/Career Development staff
- Focus on academic topics of the discipline OR decided by the group
- Expose students to fields of research within their chosen discipline(s)

While the group provides input on the topics and services addressed, specific activities include (but are not limited to):

- Informal discussions about issues of concern to seminar members such as transfer credit, g.p.a. calculation, support services, changing majors, academic protocol and various university policies and procedures
- Tours of some support services areas
- Getting involved in research or internship opportunities
- Knowing what is expected in majors via departments/programs
- Employment opportunities or applying for graduate school, medical or professional schools
- Class discussions centered on selected readings

(References and examples of transfer student classes can be found at: http://academicaffairs.ucsd.edu/offices/planning/ongoing/ugsem/obsolete/0607/tss_fa06.htm#chem)

APPENDIX N

Examples of Curriculum Guides for SIUe Programs under the Learning Communities' Model:

1) Bachelor of Science - Elementary Education
2) Bachelor of Arts – Foreign Languages & Literature
3) Bachelor of Science – Geography
4) Bachelor of Arts - History
5) Bachelor of Science - Manufacturing Engineering
6) Bachelor of Music - Voice Performance
7) Bachelor of Science – Nursing
8) Bachelor of Science – Physics
9) Bachelor of Arts - Political Science
10) Bachelor of Arts – Psychology
11) Bachelor of Arts - Social Work
12) Bachelor of Arts - Speech Communication

APPENDIX N-1

Southern Illinois University Edwardsville
BACHELOR Of SCIENCE - ELEMENTARY EDUCATION
Illinois Teacher Certification Grades K-9

Possible linked courses:
ENG 101/ MUS 111
SPC 103/ PSYC111
QR 109 / ESCI 111
HIST 200/ ENG 211
ENG 102/ ANTH 111(Emphasis)

YEAR	FALL		SPRING	
1	ENG 101 Composition	3	QR 109 Quantitative Reasoning	3
	MATH 112a Math for Elem Teachers :		ESCI 111 Intro to Phys Geology (Intro NSM)+	3
	Number Sense and Algebra (Intro NSM)	3	ENG 102 Composition	3
	MUS 111 Intro Music Hist/Lit (Intro FA&H)	3	HIST 200 US History & Constitution to 1877	3
	PHIL 106 Critical Thinking	3	MATH 112b Math for Elem Teachers: Probability,	
	PSYC 111 Foundation of Psyc (Intro SS)	3	Stats & Geometry	3
	SPC 103 Interpersonal Comm Skills (IGR)	3	Academic Emphasis Area#	3
	Note: After 1 semester of course work is complete, start a file in the School of Education undergraduate advisement office.	18		18
2	GEOG 111 Intro to Geography (Intro SS, IC)	3	ENG Literature	3
	HED 201 Healthful Living	3	SCIENCE Course+	3
	HIST 201 US History & Const 1877-Present	3	Academic Emphasis Area# (see advisor)	3
	PSYC 201 Child Psychology *	3	Academic Emphasis Area# (300-400 level)	3
	CI 200 Introduction to Education (Gateway)	3	Academic Emphasis Area# (300-400 level)	3
	Academic Emphasis Area#	3	➢ Professional Education Course	3
		18		18
3	➢➢ CI 314 Elementary School Methods	1	➢➢ CI 314 Elementary School Methods	1
	Interdisciplinary Studies (IS)	3	➢➢ Partnership Program Course	3
	➢➢ Partnership Program Course	3	➢➢ Partnership Program Course	3
	➢➢ Partnership Program Course	3	➢Professional Education Course	3
	➢Professional Education Course	3	➢Professional Education Course	3
	➢Professional Education Course (EPFR 320-321 may serve as the ESI)	3	SCI 241 Foundations of Science (meets lab req)+	3
		16		16
4	➢➢ CI 314 Elementary School Methods	1	➢➢ Partnership Program Course	10
	➢➢ Partnership Program Course	3	➢➢ Partnership Program Course	2
	➢➢ Partnership Program Course	3		
	➢➢ Partnership Program Course	3	(Full-Time Student Teaching Semester)	
	➢➢ Partnership Program Course	3		
		13		12

It is highly recommended that all new transfer students make an appointment with an Education Adviser!

* PSYC 111 is a prerequisite for PSYC 201; PSYC 201 must be completed with a grade of C or higher in order to be eligible
for the Partnership Program.

\+ One science course must include a lab.

APPENDIX N-2

Southern Illinois University Edwardsville
BACHELOR OF ARTS – FOREIGN LANGUAGES & LITERATURE
Learning Communities General Education Curriculum Guide

Possible linked courses:
PHIL106/ Thea111
ENG102/ Anth111
SPC 103/ Biol 111

YEAR	FALL		SPRING		
1	GER 101 Elementary German	4	GER 102 Elementary German II (IC)		4
	ENG 101 Composition	3	ENG 102 Composition		3
	PHIL 106 or MATH 106	3	Intro Social Sciences		3
	Intro Fine Arts & Humanities	3	QR 109 Quantitative Reasoning		3
	Health Objective	1	ELECTIVE		3
		14			16
2	GER 201 Intermediate German I	4	GER 202 Intermediate German II		4
	Intro Natural Sciences & Mathematics	3	Gateway Course		3
	Intergroup Relations (IGR)*	3	ELECTIVE		3
	ELECTIVE	3	ELECTIVE	Minor	3
					3
		13			16
3	GER 301 Advanced German	4	GER 352 Survey of German Literature**		3
	GER 351 Survey of German Literature**	3	German ELECTIVE (300-400 level)		3
	Interdisciplinary Studies (IS)	3	Minor or ELECTIVE		3
	Minor or ELECTIVE	3	Minor or ELECTIVE		3
	ELECTIVE		ELECTIVE		3
		16			15
4	GER 400a Senior Essay	3	GER 400b Senior Essay		3
	German ELECTIVE (300-400 level)	3	ELECTIVE		3
	German ELECTIVE (300-400 level)	3	ELECTIVE		3
	Ethics and Social Issues in Professional Practice	3	ELECTIVE		3
	Minor or ELECTIVE	3			
		15			15

Note: This guide provides only a suggested course of study. The guide should be used in consultation with an adviser and the SIUE Undergraduate Catalog available online at www.registrar.siue.edu/registrar/catalogs.htm .

*Course taken to fulfill this requirement may also satisfy a General Education Requirement. Refer to the SIUE Undergraduate Catalog for a list of approved courses.

**German 351 and 352 are only offered every other year.

If students have one or more years of German in high school, they should contact the Department of Foreign Languages to take proficiency test for appropriate lower-level course work such as GER 101, 102, 201 and 202. GER 101 and GER 102 do not count toward manor requirements, but may be counted as General Education requirements for the Bachelor of Arts Degree.

Options for a double major, double minor, or single minor are available to German majors. At least one minor is highly recommended and a double major is strongly encouraged. Students considering a double major should decide on a second major as soon as possible.

Possible linked courses:
SPC103/Art 111
ENG102/Anth111
ESCI111 /QR109

Southern Illinois University Edwardsville
BACHELOR OF SCIENCE – GEOGRAPHY
LEARNING COMMUNITIES GENERAL EDUCATION CURRICULUM

YEAR	FALL		SPRING	
1	ENG 101 Composition	3	ENG 102 Composition	3
	ESCI 111 Intro to Physical Geology & Geography	3	Intro Social Sciences	3
	STAT 107++ or QR 109	3	MATH 120, 125 or 150 (Intro NS&M)	3
	SPC 103 Interpersonal Comm (IGR)++	3	MATH 106 or PHIL 106	3
	Intro Fine Arts & Humanities	3	ELECTIVE	3
		15		15
2	GEOG 210 Physical Geography +	3	GEOG 205 Human Geography+	3
	GEOG 201 World Regions (IC)+	3	GEOG 321 Quantitative Techniques+	3
	Minor or AOS	3	GATEWAY COURSE	3
	Lab Science	4	Minor or AOS	3
	ELECTIVE	3	ELECTIVE	2
		16		14
3	GEOG 320 Cartography+	3	Human Geography Requirement*+	3
	Human Geography Requirement*	3	Regional Geography Requirement*+	3
	Minor or AOS	3	Minor or AOS	3
	ELECTIVE	3	Minor or AOS	3
	ELECTIVE	3	Interdisciplinary Studies (IS)	3
		15		15
4	Physical Geography Requirement*+	3	Geography Techniques Requirement*+	3
	Physical Geography Requirement*+	3	GEOG 499 Senior Project+	3
	Ethics and Social Issues in Prof. Practice	3	ELECTIVE	3
	Minor or AOS	3	ELECTIVE	3
	ELECTIVE	3	ELECTIVE	3
		15		15

* Refer to reverse side of this sheet.

\+ A grade of C or higher is required for all major courses.

++ Strongly Recommended

Note: This guide provides only a suggested course of study. The guide should be used in consultation with an adviser and the SIUE Undergraduate Catalog available online at www.registrar.siue.edu/registrar/catalogs.htm.

Minor or Area of Specialization (AOS): Geography majors may complete an existing minor within another department or may select the AOS option. The Area of Specialization option is designed to give students an opportunity to further explore the breadth and depth of geography and related disciplines, and consists of 18 hours of unique course work. The AOS may include courses from a variety of departments, including geography (courses must be in addition to all major requirements), and it must be designed in consultation with the area adviser and approved by the department chair. All courses taken as part of an AOS require a minimum grade of C.

APPENDIX N-4

Possible linked courses:
ENG 101/ PHIL 111
PHIL 106/ ECON 111
QR 109/ BIOL 111

Southern Illinois University Edwardsville
BACHELOR OF ARTS - HISTORY
Proposed Learning Communities General Education Curriculum Guide

YEAR	FALL		SPRING	
1	HIST Survey Level (Europe or World)+	3	HIST Survey Level (Europe or World)+	3
	ENG 101 Composition	3	ENG 102 Composition	3
	Intro Fine Arts & Humanities	3	PHIL 106 or MATH 106	3
	SPC 103, 104 or 105	3	Intro Social Sciences	3
	Health Objective	1	ELECTIVE	3
		13		15
2	HIST Survey Level (US)+	3	HIST Survey Level (US)+	3
	QR 109 Quantitative Reasoning	3	Natural Sciences & Math (Dist)	3
	Intro Natural Sciences & Math	3	FOREIGN LANGUAGE 102 (IC)	4
	FOREIGN LANGUAGE 101	4	ELECTIVE	3
	Minor	3	Minor	3
		16		16
3	HIST 301 Historical Research+ (Gateway)	3	HIST 300-400 level+	3
	HIST 300-400 level+	3	HIST 300-400 level (Non-Western) (II/IC)+	3
	Intergroup Relations (IGR) *	3	Interdisciplinary Studies (IS)	3
	ELECTIVE	3	ELECTIVE	3
	Minor	3	Minor	3
		15		15
4	HIST 300-400 level+	3	HIST 300-400 level+	3
	HIST 300-400 level+	3	HIST 401 Historical Research +	3
	Ethics & Social Issues in Prof Practice	3	ELECTIVE	3
	ELECTIVE	3	ELECTIVE/Minor	3
	Minor	3	Minor	3
		15		15

* Course taken to fulfill this requirement may also satisfy another General Education requirement. Refer to the SIUE Undergraduate Catalog for a list of approved courses.
\+ To meet major requirements, students must receive a grade of C or better in all History courses.

Note: This guide provides only a suggested course of study. The guide should be used in consultation with an adviser and the SIUE Undergraduate Catalog available online at www.registrar.siue.edu/registrar/catalogs.htm.

History majors must include in their program an upper-level course outside of European and US history.

Declaring a History Major: To declare a major in History, it is necessary to have:
1. Completed all Academic Development courses required by the University;
2. Completed any required courses to address high school deficiencies;
3. A cumulative grade point average of 2.0 (on a 4.0 scale);
4. Completed ENG 101 and ENG 102.

For further information, contact the History Department, PH 3224, 650-2414.

5/25/05

Southern Illinois University Edwardsville
BACHELOR OF SCIENCE - MANUFACTURING ENGINEERING
Proposed General Education Curriculum Guide
Learning Communities Design

Possible linked courses:
IME 106/Chem131
Econ111/Eng 102
Art111/Spc103

LOWER-DIVISION COURSES

YEAR	FALL		SPRING	
1	IME 106 Engineering Problem Solving	3	ENG 102 English Composition	3
	CHEM 131 Engineering Chemistry+	4	ECON 111 Principles of Macroeconomics	3
	CHEM 135 Engineering Chemistry Lab+	1	MATH 152 Calculus II	5
	ENG 101 English Composition	3	PHYS 211a University Physics	1
	MATH 150 Calculus I	5	PHYS 212a University Physics Lab	3
	Health objective	1		
		17		16
2	CE 204 Engineering Graphics & CAD	3	CE 242 Mechanics of Solids	4
	CE 240 Statics	3	CS 145 Introduction to Computing for Engineers	3
	MATH 250 Calculus III	4	ECE 210 Introduction to Electrical Circuits	3
	PHYS 211b University Physics	4	MATH 305 Differential Equations I	3
	PHYS 212b University Physics Lab	1	ME 262 Dynamics	3
	SPC 103 Interpersonal Communication Skills*	3		
		18		16

ADMISSION TO UPPER-DIVISION COURSES REQUIRES SATISFACTORY COMPLETION OF LOWER-DIVISION CORE COURSES (see catalog for specific requirements). An "APPLICATION FOR ADMISSION TO UPPER-DIVISION ENGINEERING COURSES" FORM MUST BE COMPLETED AND APPROVED. This form is available at all engineering department offices.

UPPER-DIVISION COURSES

3	IME 365 Quantitative Methods in Engineering	3	IME 345 Engineering Economic Analysis	3
	IME 370 Manufacturing Processes	3	IME 465 Design of Quality Systems	3
	IME 375 Comp-Integrated Design & Manufac I	3	IME 470 Manufacturing Systems	3
	ME 310 Thermodynamics I	3	IME 482 Manufacturing Engineering Design	3
	ME 370 Materials Engineering	3	ME 315 Fluid Mechanics	3
	GATEWAY COURSE	3	PHIL 323 Engineering, Ethics, & Professionalism	3
		18		18
4	IME 480 Tool Engineering	3	IME 475 Comp-Integrated Design & Manufac II	3
	IME 483 Production Planning & Control	3	IME 476 Robotics & Automated Systems	3
	IME ELECTIVE I	3	IME 490 Senior Design Project	3
	IME ELECTIVE II	3	IME ELECTIVE III	3
	Interdisciplinary Studies (IS)**	3	Fine Arts & Humanities (Intro) **	3
		15		15

* SPC 103 satisfies the Intergroup Relations requirements. If SPC 104 or 105 is taken instead, then a course from the list of Intergroup Relations courses in the current SIUE catalog must also be taken.

** In order to satisfy the International Issues (II) or International Culture (IC) requirement, ANTH 111, FL 111a, 111b, 111c, 111d, or 111e, GEOG 111, HIST 111a or 111b, IS 324, 326, 336, 340, 377, or 400, or POLS 111 must be included. If not, an additional course from the list of II/IC courses in the current SIUE Undergraduate Catalog must also be taken.

\+ CHEM 121a, 125a may be substituted with departmental approval.

APPENDIX N-6

Southern Illinois University Edwardsville
BACHELOR OF MUSIC - VOICE PERFORMANCE
LEARNING COMMUNITIES GENERAL EDUCATION PLAN

Possible linked courses:
Eng 101 / Phil 111
Eng 102 / Anth 111
Phil106 / Biol 111

YEAR	FALL		SPRING	
1	MUS 121a Class Piano (or proficiency)	1	MUS 121b Class Piano (or proficiency)	1
	MUS 125a Theory	4	MUS 125b Theory	4
	MUS 139a Diction	2	MUS 139b Diction	2
	MUS 140 Applied Lessons	2	MUS 140 Applied Lessons	2
	MUS Major Ensemble	1	MUS Major Ensemble	1
	ENG 101 Composition	3	ENG 102 Composition	3
	Intro Fine Arts & Humanities	3	Intro Social Sciences	3
	MUS 100**	0	Health Objective	1
			MUS 100**	0
		16		17
2	MUS 221a Class Piano (or proficiency)	1	MUS 221b Class Piano (or proficiency)	1
	MUS 225a Theory	4	MUS 225b Theory	4
	MUS 240 Applied Lessons	4	MUS 240 Applied Lessons	4
	MUS Major Ensemble	1	MUS Major Ensemble	1
	PHIL 106 Critical Thinking	4	QR 109 Quantitative Reasoning	3
	Intro Natural Sciences & Mathematics	3	GATEWAY Course	3
	MUS 100**	0	MUS 100**	0
		17		16
3	MUS 309a Orchestration	3	MUS 340 Applied Lessons	4
	MUS 318a Conducting	2	MUS 357b Music History	3
	MUS 340 Applied Lessons	4	MUS Major Ensemble	1
	MUS 357a Music History	3	FOREIGN LANGUAGE FR 102 (IC)	4
	MUS Major Ensemble	1	Interdisciplinary Studies (IS)	3
	FOREIGN LANGUAGE FR 101	4	MUS 100**	0
	MUS 100**	0		
		17		15
	JUNIOR RECITAL - During 3rd Year			
4	MUS 326a Analysis	3	MUS 440 Applied Lessons	4
	MUS 440 Applied Lessons	4	MUS 442a Counterpoint	3
	MUS Major Ensemble	1	MUS Major Ensemble	1
	FOREIGN LANGUAGE GER 101	4	Music Literature ELECTIVE	2
	Ethics & Social Issues in Professional Practice	3	FOREIGN LANGUAGE GER 102 (IC)	4
	MUS 100**	3	Intergroup Relations (IGR)*	3
		0	MUS 100**	0
		17		16
	SENIOR RECITAL - During 4th Year			

* Course taken to fulfill this requirement may also satisfy another General Education requirement. Refer to the SIUE Undergraduate Catalog for a list of approved courses.

** MUS 100 - Concert/convocation requirement. Must contact the Music Department.

Note: This guide provides only a suggested course of study and should be used in consultation with an adviser and the SIUE Undergraduate Catalog.

APPENDIX N-7

Southern Illinois University Edwardsville
BACHELOR OF SCIENCE - NURSING
Learning Communities General Education Plan

YEAR	FALL		SPRING - Take HESI A2 Test	
1	BIOL 111 Contemporary Biology (Intro)	3	→BIOL 240a Human Anatomy & Physiology I ◆*	4
	→CHEM 120n Combined Gen, Org, Biol Chem*+	4	→BIOL 250 Bacteriology*	3
	→CHEM 124n Combined General, Organic, & Biological Chem Lab*+	1	→ENG 102 English Composition*	3
	→ENG 101 English Composition*	3	→Intro Social Sciences*#^	3
	→PSYC 111 Foundations of Psychology*	3	QR 109 Quantitative Reasoning	3
	→SPC 103 Interpersonal Communication*	3	Health Objective	2
		17		18
2	**ENTER NURSING PROGRAM**			
	NURS 230 Terminology, Inquiry, Writing in Nursing (Gateway)*	2	NURS 240 Pathophysiology	4
	NURS 233 Professionalism in Nursing*	3	NURS 241 Pharmacology & Nutrition	4
	NURS 234 Human Develop across the Life Span*	3	NURS 242 Pharmacology & Nutrition Lab	1
	BIOL 240b Human Anatomy & Physiology II ◆*	4	NURS 243 Foundations of Professional Practice	3
	PHIL 106* or FL 106*	3	NURS 244 Health Assessment	3
			NURS 245 Foundations & Phys Assessment Lab	2
		15		17
3	NURS 35X Nursing Course (Clinical & Lecture)++	5	NURS 35X Nursing Course (Clinical & Lecture)++	5
	NURS 35X Nursing Course (Clinical & Lecture)++	5	NURS 35X Nursing Course (Clinical & Lecture)++	5
	STAT 107 Concepts of Statistics*	3	PHIL 320 Ethics* (ESI)	3
	Intro Fine Arts & Humanities#	3	Interdisciplinary Studies (IS)#	3
		16		16
4	NURS 472 Nursing Research	3	NURS 481 Nursing Leadership and Management	3
	NURS 47X Nursing Course (Clinical & Lecture)**	5	NURS 482 Transition to Professional Practice Role	4
	NURS 47X Nursing Course (Clinical & Lecture)**	5	NURS 47X Nursing Course (Clinical & Lecture)**	5
	NURS 479 Senior Assignment	1	NURS 47X Nursing Course (Clinical & Lecture)**	5
			NURS 489 Senior Assignment	1
		14		18

Note: This guide provides only a suggested course of study. The guide should be used in consultation with an adviser and the SIUE Undergraduate Catalog.

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APPENDIX N-8

Possible linked courses:
SPC103/Art 111
ENG101/Anth111
Math150 /Math106

Southern Illinois University Edwardsville
BACHELOR OF SCIENCE – PHYSICS
LEARNING COMMUNITIES GENERAL EDUCATION CURRICULUM

YEAR	FALL		SPRING	
1	ENG 101 Composition	3	ENG 102 Composition	3
	CHEM 121a General Chemistry (Lab req)	4	CHEM 121b General Chemistry	4
	CHEM 125a General Chemistry Lab	1	CHEM 125b General Chemistry Lab	1
	QR 109 Quantitative Reasoning	3	MATH150 Calculus I (Intro NSM)	5
	Intro Social Sciences	3	MATH 106 or PHIL 106	3
	Health objective	1		
		15		16
2	MATH 152 Calculus II	4	MATH 250 Calculus III	4
	PHYS211a University Physics I	1	PHYS211b University Physics I	1
	PHYS212a University Physics II	4	PHYS212b University Physics II	3
	SPC 103, 104, or 105	3	MATH 305 Differential Equations	3
	Intro Fine Arts & Humanities	3		3
		15		14
3	PHYS 302 Modern Physics	3	PHYS 308	3
	PHYS 303 Thermal Physics	3	PHYS 318 Electronic Measurements	3
	PHYS 312 Intermediate Physics Lab	3	Minor or ELECTIVE	3
	GATEWAY COURSE	3	Minor or ELECTIVE	3
	Minor or ELECTIVE	3	Interdisciplinary Studies (IS)	3
		15		15
4	PHYS 405a Electromagnetic Field Theory	3	PHYS 405b Electromagnetic Field Theory	3
	PHYS416Principles of Quantum Mechanics	3	PHYS497 or 498 Special Project	3
	PHYS 410 Optics	3	Minor or ELECTIVE	3
	Ethics and Social Issues in Prof. Practice	3	Minor or ELECTIVE	3
	Minor or ELECTIVE	3	Minor or ELECTIVE	3
		15		15

APPENDIX N-9

Southern Illinois University Edwardsville
BACHELOR OF ARTS - POLITICAL SCIENCE

Possible linked courses:
ENG 101/ SOC 111
QR 109/ PHYS111
PHIL106 / THEA111

YEAR	FALL		SPRING	
1	ENG 101 Composition	3	POLS 111 Intro to Political Science (II)	3
	FOREIGN LANGUAGE 101	4	ENG 102 Composition	3
	Intro Social Sciences	3	FOREIGN LANGUAGE 102 (IC)	4
	Health Objective	2	QR 109 Quantitative Reasoning	3
	ELECTIVE	3	Intro Natural Sciences & Math	3
		15		16
2	POLS 112 American National Government	3	POLS 300 Intro to Political Analysis (Gateway)	3
		3		
	PHIL 106 Critical Thinking	3	Intergroup Relations (IGR)*	3
	Intro Fine Arts & Humanities	3	ELECTIVE	3
	ELECTIVE	3	ELECTIVE Minor	3
	Minor			3
		15		15
3	POLS (Subfield #1)**	3	POLS (Subfield #3)**	3
	POLS (Subfield #2)**	3	POLS ELECTIVE	3
	POLS ELECTIVE	3	ELECTIVE	3
	Minor	3	Minor	3
	Minor	3	Minor	3
		15		15
4	POLS (Subfield #4)**	3	POLS ELECTIVE	3
	POLS ELECTIVE	3	ELECTIVE	3
	POLS ELECTIVE	3	ELECTIVE	3
	Interdisciplinary Studies (IS)	3	ELECTIVE	3
	Minor/ELECTIVE	3	ELECTIVE	2
		15		14

* Course taken to meet this requirement may meet another General Education requirement. Please refer to the SIUE Undergraduate Catalogue.

** Refer to the reverse side of this sheet.

Note: This guide provides only a suggested course of study. The guide should be used in consultation with an adviser and the SIUE Undergraduate Catalog, available online at www.registrar.siue.edu/registrar/catalogs.htm.

You will choose your Political Science courses with the help of your major adviser. The 33 hours in Political Science must include at least one course in four of the six subfields: American Government and Politics, Comparative Politics, International Relations, Political Theory, Public Administration, and Public Law.**

Application for Major: To apply for a major in Political Science, it is necessary to have:

1. Completed all Academic Development courses required by the University;
2. Completed any required courses to address high school deficiencies;
3. A cumulative grade average of at least 2.0 (on a 4.0 scale);
4. Completed the General Education requirements for writing skills courses (i.e., ENG 101 and 102 or equivalent).

For further information, contact the Political Science Department, PH 3234 or 3219, 650-3572

APPENDIX N-10

Possible linked courses:
ENG 101/ PHIL111
ENG 102/ ANTH 111
PHIL 106/ ESCI 111

Southern Illinois University Edwardsville
BACHELOR OF ARTS - PSYCHOLOGY

YEAR	FALL		SPRING	
1	PSYC 111 Foundations of Psychology**	3	PSYC 200 Careers in Psychology**(gateway)	3
	ENG 101 Composition	3	ENG 102 Composition	3
	Intro Fine Arts & Humanities	3	Intro Social Sciences	3
	FOREIGN LANGUAGE 101	4	FOREIGN LANGUAGE 102 (IC)	4
	Health Objective	1		
		14		13
2	PSYC 201, 203, or 204** (Developmental PSYC course)	3	PSYC 206 Social Psychology**	3
			PSYC 221 Research Design & Statistics II**	3
	PSYC 220 Research Design & Statistics I**	3	QR 109 Quantitative Literacy	3
	PHIL 106, or MATH 106	3	Minor	3
	Intro Natural Sciences & Mathematics	3	ELECTIVE	3
	ELECTIVE	3		
		15		15
3	PSYC 208 Cognitive Psychology**	3	PSYC ELECTIVE (300-400 level)**	3
	PSYC ELECTIVE (300-400 level)**	3	Interdisciplinary Studies (IS)	3
	Intergroup Relations (IGR)*	3	Minor	3
	Minor	3	Minor	3
	ELECTIVE	3	ELECTIVE	4
		15		16
4	PSYC 494 Capstone Seminar in Psyc**	3	PSYC ELECTIVE (400 level)**	3
	PSYC ELECTIVE (400 level)**	3	Minor	3
	Minor	3	Minor	3
	Ethics & Social Issues in Professional Practice	3	ELECTIVE	4
	ELECTIVE	4	ELECTIVE	3
		16		16

* Course taken to fulfill this requirement may also satisfy another General Education requirement. Refer to the SIUE Undergraduate Catalog for a list of approved courses.

** Course requires a C or better; all PSYC courses, including PSYC electives, require a C or higher.

Note: This guide provides only a suggested course of study. The guide should be used in consultation with an adviser and the SIUE Undergraduate Catalog available online at www.registrar.siue.edu/registrar/catalogs.htm.

Declaring a Psychology Major: To declare a major in Psychology, it is necessary to have:

1. Completed all Academic Development courses required by the University;
2. Completed any required courses to address high school deficiencies;
3. A cumulative grade point average of at least 2.25 (on a 4.0 scale).

Students transferring from a community college must complete at least 15 hours of 300 and 400-level psychology courses at SIUE (or another accredited four-year institution and SIUE combined). Students transferring to SIUE from an accredited four-year institution must complete at least 12 hours of psychology courses at SIUE.

APPENDIX N-11

Southern Illinois University Edwardsville
BACHELOR OF ARTS - SOCIAL WORK

Possible linked courses:
PSYC 111/ SPC 103
ANTH 111/ ENG 102
ECON 111/ PHIL 106

YEAR	FALL		SPRING	
1	BIOL 111 Contemp Biology (Intro NSM)^	3	ANTH 111 Intro to Anthropology (II)^	3
	ENG 101 Composition+	3	ECON 111 Princ of Macroeconomics ^	3
	PSYC 111 Intro to Psychology (Intro SS)^	3	ENG 102 Composition+	3
	SPC 103 Interpersonal Communication (IGR)^+	3	PHIL 106 Critical Thinking*^	3
	Health Objective	2	POLS 112 American National Government^	3
		14		15
2	ENG 201 Intermediate Comp (Dist FA&H)^	3	SOCW 200 Foundations of Social Work I+(Gateway)	4
	HIST 201 US History Since 1877^	3	SOCW 211Micro Skills of Counseling+	2
	PSYC 206 Social Psychology (Dist SS)^	3	PHIL 111 Introduction to Philosophy (Intro FAH)	3
	QR 109 Quantitative Reasoning	3	FOREIGN LANGUAGE 102	4
	FOREIGN LANGUAGE 101	4	STAT 107 Concepts of Statistics^	3
		16		16
3	SOCW 201 Foundations of Social Work II+ #	3	SOCW 303 Human Behavior in Soc Environ II+	3
	SOCW 202 Prof Development in Social Work+ #	1	SOCW 316 Social Work Practice II+**	3
	SOCW 301Intro to Social Welfare Policy+**	3	SOCW 390 Diversity and Issues of Soc & Econ	
	SOCW 302 Human Behavior in Soc Environ I+	3	Justice+(ESI)	3
	SOCW 315 Social Work Practice I+	3	Interdisciplinary Studies (IS)	3
	ELECTIVE	1	ELECTIVE	3
		14		15
4	SOCW 300 Research Methods in Social Work+##	4	SOCW 401 Social Welfare Policy Analysis +	3
	SOCW 400 Social Work Practice III+	3	SOCW 483 Field Instruction II+**	4
	SOCW 482 Field Instruction I+##	4	SOCW ELECTIVE+**	3
	SOCW ELECTIVE+	3	SOC ELECTIVE+**	3
			ELECTIVE	3
		14		16

STUDENTS ARE REQUIRED TO HAVE A GRADE OF C OR HIGHER IN ALL SOCIAL WORK COURSES.

* Two courses in philosophy are required. PHIL 106 and one other philosophy course must be completed and may be taken at either the introductory or the distribution level. PHIL 233, 245, 320, 321, 334 and 346 are recommended.

** Summer course work may be necessary in order to complete this degree in a timely manner. These courses are often offered in the summer to accommodate this need.

\+ A grade of C or higher is required.

^ Courses must be completed by all students pursuing a BA in Social Work, including students transferring with an AA or AS degree.

\# SOCW 201 and SOCW 202 must be taken concurrently.

SOCW 300 and SOCW 482 must be taken concurrently.

Note: This guide provides only a suggested course of study. The guide should be used in consultation with an adviser and the SIUE Undergraduate Catalog available online at www.registrar.siue.edu/registrar/catalogs.htm.

APPENDIX N-12

Possible linked courses:
SPC 103/ Art111
ENG102/ Anth111
PHIL106/ Thea111

Southern Illinois University Edwardsville
BACHELOR OF ARTS - SPEECH COMMUNICATION
Learning Communities General Education Curriculum Guide

YEAR	FALL		SPRING	
1	ENG 101 Composition	3	SPC 105 Public Speaking	3
	PHIL 106 or MATH 106	3	ENG 102 Composition	3
	SPC 103 Interpersonal Communication (IGR)	3	Intro Social Sciences	3
	Intro Fine Arts & Humanities	3	Intro Natural Sciences & Mathematics	3
	Health Objective	1	QR 109 Quantitative Reasoning	3
		13		15
2	SPC 200 Advanced Public Speaking (gateway)	3	SPC 330 Theories of Communication	3
	➢SPC Track Requirement (or recom SPC elective)	3	➢SPC Track Requirement (or recom SPC elective)	3
	FOREIGN LANGUAGE 101	4	FOREIGN LANGUAGE 102 (IC)	4
	ELECTIVE	3	Dist Natural Sciences & Mathematics	3
	ELECTIVE	3	Minor	3
		16		16
3	SPC 329Communication Research Methods (ESI)	3	➢SPC Track Requirement (or recom SPC elective)	3
		3	➢SPC Track Requirement (or recom SPC elective)	3
	➢SPC Track Requirement (or recom SPC elective)	3	➢SPC Track Requirement (or recom SPC elective)	3
	➢SPC Track Requirement (or recom SPC elective)	3	Minor	3
	Interdisciplinary Studies (IS)	3	Minor	3
	Minor			
		15		15
4	➢SPC Track Requirement (or recom SPC elective)	3	SPC 409 Senior Project *or* SPC 415 Public Rel Campaigns: Prog & Implementation+	3
	ELECTIVE	3		
	ELECTIVE	3	ELECTIVE/Minor	3
	Minor	3	ELECTIVE	3
	Minor	3	ELECTIVE	3
			ELECTIVE	3
		15		15

Note: This guide provides only a suggested course of study. The guide should be used in consultation with an adviser and the SIUE Undergraduate Catalog available online at www.registrar.siue.edu/registrar/catalogs.htm .

Note: At least 18 hours of major course work must be completed at SIUE .