

April 18, 2006

Members of the Board Academic Matters Committee

Ed Hightower, Chair

Samuel Goldman

Tequia Hicks

Keith Sanders

The Academic Matters Committee will meet following the Architecture and Design Committee on Tuesday, May 2, 2006, in the Conference Center in the Delyte W. Morris University Center, Southern Illinois University Edwardsville.

The following items are suggested for the agenda:

1. Approval of the Minutes of the March 9, 2006, Meeting (enclosure)
2. Information Item: *Briefing Paper: The Core Curriculum* (enclosure)
3. Presentation: *Summer Bridge: A Bridge to Access and Success*
Presenters: Karen Patty-Graham, Director, Instructional Services
LaDonna Holshouser, Instructional Services Writing Instructor and Co-Coordinator of Summer Bridge
Mary Lou Wlodarek, Instructional Services Math Instructor, Math Resource Area Coordinator, and Co-Coordinator of Summer Bridge
Bridge Students to be Named
4. Other Business

We look forward to seeing you at the meeting.

Sincerely,

John S. Haller, Jr.
Vice President for Academic Affairs

JSH/mam

Enclosures

c: John Simmons
Roger Tedrick
Matthew Townsend
Stephen Wigginton
Marquita T. Wiley
Glenn Poshard
Vaughn Vandegrift
Walter V. Wendler
Constituency Heads
Other Interested Parties

BOARD OF TRUSTEES

SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

March 9, 2006

The Academic Matters Committee met following the Finance Committee on Thursday, March 9, 2006, in Ballroom B in the Student Center, Southern Illinois University Carbondale. Present were: Samuel Goldman, Acting Chair; Tequia Hicks; and Keith Sanders. Absent was: Ed Hightower. Other Board members present were: Roger Tedrick, Matthew Townsend, and Marquita Wiley. Absent were: John Simmons and Stephen Wigginton. Executive Officers present were: President Glenn Poshard; Chancellor Vaughn Vandegrift, SIUE; Chancellor Walter V. Wendler, SIUC; Vice President John S. Haller, Jr.; and Vice President Duane Stucky.

Minutes

The minutes of the December 8, 2005, meeting were approved as submitted.

Presentation: McNair Scholars Program

The Committee granted Vice President Haller's request that the McNair Scholars Program be presented following the approval of minutes.

Provost John Dunn provided information about the McNair Scholars Program. Undergraduate students John Bowen, Sydney Dillard, Nadia Lopez, and Jason Dickson talked about their experiences as McNair Scholars.

Information Item: *Briefing Paper: Higher Education Act (HEA) Reauthorization*

Vice President Haller presented information about the status of the Higher Education Act reauthorization bill and commented on its components. He noted that the recommendations of the U.S. Department of Education's Commission on the Future of Higher Education will most likely impact the HEA reauthorization bill.

Information Item: *Fiscal Year 2005 Performance Report*

Vice President Haller presented SIU's *Fiscal Year 2005 Performance Report* to the Academic Matters Committee and requested approval to forward it to the Illinois Board of Higher Education. Motion was made to accept the report. The motion was duly seconded and was passed by Committee.

Recommendation for Honorary Degree, SIUC [Daisaku Ikeda] (Board Agenda Item JJ)

Recommendation for Honorary Degree, SIUC [Abner Joseph Mikva] (Board Agenda Item KK)

Chancellor Wendler commented on the accomplishments of Daisaku Ikeda and Abner Joseph Mikva. He recommended an honorary degree be granted to Mr. Ikeda and to Mr. Mikva. Motion was made to place agenda items JJ and KK on the Board's omnibus motion. The motion was duly seconded and was passed by Committee.

Recommendation for Honorary Degree, SIUE [Peter Pastreich] (Board Agenda Item LL)

Recommendation for Distinguished Service Award, SIUE [Rita Hardy] (Board Agenda Item MM)

Chancellor Vandegrift commented on the accomplishments of Peter Pastreich and Rita Hardy. He recommended an honorary degree be granted to Mr. Pastreich and the Distinguished Service Award be granted to Ms. Hardy. Motion was made to place agenda items LL and MM on the Board's omnibus motion. The motion was duly seconded and was passed by Committee.

Other Business

Having no further business before it, the Academic Matters Committee adjourned.

JSH/mam

Briefing Paper: The Core Curriculum

“The task of education, from cradle to grave, is the problem of running order through chaos, direction through space, discipline through freedom, unity through multiplicity. That is the moral of religion, philosophy, science, art, politics, and economy.”
(Henry Adams, *The Education of Henry Adams*, 1918)

The so-called “core curriculum” or “general education core” at each of our two campuses represents an integrated set of courses that provides the foundation blocks of a liberal education, i.e., an education that empowers the mind, allowing it to thrive in the world of experiences with all its contradictions, all of its ambiguities, its ironies, and paradoxes. The core curricula at both SIUC and SIUE are intended to interweave the humanities, the natural sciences, and the social sciences into a coherent structure which introduces students to important and profound works of thought and methods of critical analysis. It provides students with the ability to deal with multiple experiences, to walk with confidence through ambiguity, to distinguish fact from fiction, and to make decisions about the future based on wide knowledge of the past and present. It is education that is designed to nurture and sustain a free individual in a free society.

University Core Curriculum Southern Illinois University Carbondale

History: In March 1994, after extensive study and deliberation, the SIUC Faculty Senate approved the University Core Curriculum (UCC) to replace the old General Education Program. The UCC reduced the total number of hours from 45 to 41 student credit hours and structured the requirements in three broad categories of learning: Foundation Skills (English composition, speech, and mathematics), Disciplinary Knowledge (sciences, social sciences, humanities, fine arts, and human health), and Integrative Studies (multi-cultural/diversity and interdisciplinary studies). The new structure reflects the cognitive development of students across the first three years of their study and ranges from 100-level to 300-level courses. All UCC courses have been developed for the program by academic units in nearly every collegiate unit on campus. In mathematics and the sciences especially, the UCC allows substitutions of up to 15 hours in Advanced Core Courses to accommodate the special needs of undergraduate majors.

Operation: Since 1995, the new requirements have been listed in Chapter 3 of the *Undergraduate Catalog* (<http://registrar.siu.edu/eval/catalog.htm>) and on the UCC’s homepage (<http://www.siu.edu/~corecurr>). The Senate also recommended to then Provost Benjamin Shepherd that the program have a director and a representative council to oversee the implementation of the new program, including the review of all new courses and the periodic re-review of established courses to ensure some measure of quality. The director is also responsible for the assessment of student learning in keeping with best practices in general education nationally, as recommended by the Higher Learning Commission of the North Central Accreditation Association. In cooperation with the Faculty Senate, the Provost’s office oversees the operation of the UCC and provides additional budgetary resources for office expenses and

faculty development. For the past ten years, the UCC has undertaken an active leadership role in pedagogical and curricular innovation at the university.

Future Plans: In SIUC's strategic plan, *Southern at 150: Building Excellence Through Commitment*, there are two specific references to the UCC. Under the chapter to "Seek and Celebrate Faculty Excellence," the Aspiration to "Establish a Center for Teaching Excellence" calls to "establish a core curriculum that is nationally known for instructional innovation" (p. 27). Under the chapter to "Promote Excellence in Undergraduate Academics," the Aspiration to "Shape High-Quality Undergraduate Programs" includes the call to "review the curriculum, including the core curriculum, for its ability to achieve stated learning outcomes, program quality, enrollment size, and resource requirements" (p. 40). Accordingly, the RAMP 07 requests more than \$800,000 for additional salary lines in the UCC. Similarly, the program has received externally funded grants from the Hewlett Foundation and the U.S. Department of Education to pilot faculty efforts in PBL and Web-based coursework. Moreover, the director has actively participated in linking the UCC to living-learning communities in the residence halls, the Graduate School's efforts to train graduate assistants more effectively, ORDA's undergraduate research program, Service Learning, and the introduction of the new teaching technology in the classrooms. This past year an innovative "Early Support System" was piloted to aid students in adjusting to university life.

University Core Curriculum Southern Illinois University Edwardsville

The 1982 Proposal for General Education was approved and adopted in 1984 and implemented in summer quarter 1986. The program was designed around four components—skills, introductory, advanced, and interdisciplinary courses. Rationale for the General Education Program:

Many students enter SIUE with the expectations that a college education will give them the skills and knowledge necessary to pursue a career appropriate to their interests. This function of a university is served by the student's major discipline, but it is not by any means the sole purpose of a college education. A student may reasonably expect that much of the specific content of his or her discipline will have changed or even become obsolete during the course of that person's adult life. However, the habits of thought, perspectives, and approaches to new challenges that are the mark of a liberal education will remain with the students throughout their lives. The university recognizes a responsibility, equal to that of providing a strong foundation in a major discipline, to assist a student in becoming a liberally educated person. This is the purpose of the General Education Program at SIUE.

The program was modified when SIUE converted from quarters to semesters in 1993 and formally reviewed by the General Education Committee in 1994. The program was modified again to coordinate with the Illinois Articulation Initiative in 1999. The Faculty Senate approved the Plan to Reconsider and Redesign the General Education Program August 15, 2004. That plan

established the BRIDGE Committee and initiated the BRIDGE reform process. BRIDGE stands for Baccalaureate Reform through Integrated Design of General Education.

While the original design of the General Education Program is still in place, the program has drifted over time and new requirements have been layered on top of the existing program as the faculty has identified new goals for General Education. Between the modifications in 1993 and 1999 and the added requirements, the program has become complex and confusing. There is general agreement among the faculty that there is need for streamlining and simplifying the structure.

Over 15 percent of the faculty, plus staff and students, have been involved in redesigning general education and the baccalaureate degree. The BRIDGE Committee and the Faculty Senate expect to have a revised plan and curriculum for General Education approved during the 2007 spring semester. While the exact nature of that revised program is still unknown, the purpose of the revised program will remain the same as stated in the rationale above. The hallmarks of SIUE's current program, including the new freshman seminar, interdisciplinary and international culture study, intergroup relations, and the Senior Assignment, will be retained in the revised program.