

UNIVERSITY CORE CURRICULUM HIGHLIGHTS

Fall 2008-Spring 2009

(<http://corecurriculum.siuc.edu>)

(8/09)

Administration: Core Director (reports to Associate Provost for Academic Affairs)
University Core Curriculum Executive Council (CCEC)
University Core Curriculum Advisory Representatives (CCAR) in consultation with the
Undergraduate Education Policy Committee (UEPC) of the Faculty Senate

Courses: 126 course inventory with 375 credit hours

Structure: Foundation Skills 12 hours
Disciplinary Studies 23 hours
Integrative Studies 6 hours

Scope: For Fall 08 and Spring 09 semesters, the Core served 35,946 students in 1,365 sections, with an average section size of 29 students and an average class size of 47 students.

Sixty-six percent of all Core courses have discussion sections, labs, or are in small classes of 26 or fewer students. In any semester 60.8% of all SIUC undergraduates are enrolled in Core courses, with an overall gpa of 2.6 (vs. 2.8 for all undergraduates).

Core Registration as Percentage of Total Undergraduate Course Registration, by College for Fall 2008:

Liberal Arts	53.4%	25,786
Medicine	37.7%	456
Science	31.0%	10,139
Agriculture	19.1%	3,459
Education	12.4%	7,723
Mass Communication and Media Arts	10.3%	3,014
Engineering	09.0%	2,555

Staffing: All graduate assistants are faculty trained and supervised.

➤ Staff Teaching Courses

Tenured, tenure-track faculty	34.26%	135
Non-tenured faculty	18.02%	71
Graduate Assistants	47.72%	188

➤ Graduate Students Teaching Discussion/Lab Sections

Master Student	61.85%	107
Ph.D. Student	38.15%	66

➤ Graduate Students Teaching Composition and Speech Courses

Master Student	59.46%	66
PhD Student	40.54%	45

Initiatives in Support of Retention and Academic Success:

1. Saluki First Year (SFY): Fall 2009

In 2008 SIUC began campus-wide planning for a first-year experience, a process coordinated by the Foundations of Excellence program run by John Gardner. Mark Amos, director of SFY, will oversee the implementation of the recommendations, some of which are listed below, in close cooperation with the University Core Curriculum which has long been concerned with the retention of first-year students.

(over)

2. Early Success System (ESS)

Students enrolled in English 101 will have their attendance carefully monitored each semester. Because of the attendance policy in Freshman composition (students cannot pass the course if they miss more than 9 classes), the ESS was set up to notify academic advisers and residence hall staff of all first-year students who are regularly missing class to ensure they receive any help they might need to succeed. This system is comparable to what we do for our students on athletic scholarship.

2. Living-Learning Communities and Freshmen Interest Groups (FIG)

University Housing has created several dozen residence hall opportunities to help first-year students make the difficult transition from high school to the university. They can now do so in a supportive environment of like-minded students in the same major or interest. Freshmen Interest Groups in particular coordinate the classroom and residential experience by grouping students taking a number of the same courses and living together on the same floor in residence halls.

4. Supplemental Instruction (SI)

Since Fall 2001, a dozen Core courses (e.g., Music 103, Geology 110, Zoology 115, and Sociology 108) have special study sessions led by trained undergraduate students, who are coordinated by a full-time director, Lisa Peden. These voluntary study sessions, which focus on discipline-specific study skills, have been shown to improve student-participants' grades by a full grade point on average. SIUC has developed a full array of Supplemental Instruction sessions for the courses where our entry-level students need the most help. The results clearly show our students' success in these courses.

5. Service Learning (SL)

The University Core Curriculum has long offered the Multicultural Applied Experience Option for students interested in experiential learning through class-sponsored community service. Expanded from just 1 to 3 credit hours, this option satisfies the Multicultural Area of the Core as the curricular platform for the Service Learning program at SIUC. In Fall 2004, Dental Hygiene's Dental Clinic was the first major program to qualify.

6. Faculty Development Opportunities

- Regular in-services on topics of interest to Core faculty, such as Web-based Learning, Problem-based Learning, Diversity, Service Learning, and Internationalizing the Curriculum
- Equipment and travel support for research and pedagogical activities that will benefit Core instruction funded with Core OTS budget
- Core Curriculum's Annual Celebration honoring the teaching of one faculty member and two graduate assistants; reception in honor of Core faculty, advisors, and staff

7. Links to General Education Programs at "Southern at 150" Peer Institutions

Auburn University	http://www.auburn.edu/academic/provost/undergrad_studies/index.html
Louisiana State University	http://www.lsu.edu/catalogs/2006/CH1080%20General%20Education%20Requirements.pdf
University of Colorado	http://www.colorado.edu/ArtsSciences/students/undergraduate/core.html
University of Kentucky	http://www.uky.edu/Registrar/bullusp.htm
University of Missouri	http://generaleducation.missouri.edu/about/
Iowa State University	http://www.las.iastate.edu/academics/generaleducation/20032005.shtml
Kansas State University	http://www.k-state.edu/uge/
Ohio State University	http://www.ohio.edu/gened/
Oklahoma State University	http://osu.okstate.edu/acadaffr/aa/adv-AcaReg-CurDegReq.htm
Southern Illinois University Carbondale	http://corecurriculum.siuc.edu/crselist.html
Texas Tech University	http://www.depts.ttu.edu/officialpublications/archives/97-98/CONTENTS/97-98uggenedreq.html
Washington State University	http://gened.wsu.edu/
West Virginia University	http://www.arc.wvu.edu/courses/LSP.html