

**FACULTY SENATE MEETING**  
**Mississippi/Illinois Room**  
**May 1, 2025 – 2:30pm**  
**APPROVED MINUTES**

The regular meeting of the Faculty Senate was called to order at 2:31 pm on Thursday, May 1, 2025 in MUC Mississippi/Illinois Room by President Marcus Agustin.

**Present: President** Marcus Agustin, Undrah Baasanjav, Leah Baecht, Joaquin Florido Berrocal, Kevin Cannon, Priscilla Codjoe, Igor Crk, Jacob Del Rio, Stephen Duda, Jennifer Erwin, Carole Frick, Isabel Gay, Keith Hecht, Mary Kaemmerer, Tim Kalinowski, Candace Hall for Marie Klopfenstein, Susan Kooiman, Erik Krag, Soondo Kweon, Mary Macharia, Ram Madupalli, Didi Martinez, Cassandra Maynard, Shannon McCarragher, Mark McKenney, Lynne Miller, Steve Morrese, Barbara Nwacha, Jon Pettibone, Marion Prats, Ken Rawson, Nicola Schmidt, Dan Segrist, Kamran Shavezpur, Chrissy Simmons, J.T. Snipes, Bernadette Sobczak, Erik Alexander for Jason Stacy, Jason Swagler, Rebecca Swartz, Gloria Sweida, Jenna Tebbenkamp, Kevin Tucker, Cinnamon VanPutte, Suranjan Weeraratne, Chin-Chuan Wei, Andrew Wesemann, Sue Wiediger (ex officio), Amy Winn, Duff Wrobbel, James Wulfsong

**Absent: President-Elect** Wai Cheah, Jeff Banker, Ruben Gomez Prada, Sungho Kim, Joshua Kryah, Sorin Nastasia, Jodi Patton-Jordan, Mary Anne Pettit, Laurie Rice (ex officio), Mark Ruscin, Jeffrey Sabby (ex officio), David Sherrill, Ralph Tayeh, Melissa Thomeczek, Carrie Vogler, Andrew Wesemann,

**Guests:** Matt Schunke, Maureen Bell-Werner

**Consideration of Minutes:**

The April 3, 2025 meeting minutes were approved as written.

**Announcements:**

Undergraduate Scholars Showcase – 9 am, May 2, 2025; Morris University Conference Center

**Action Items:**

- A. Changes to Policy 1C1 (Guidelines for Course Categories, Class Scheduling and Publications): Amy Winn provided a second read for the changes to this Policy. One change in the policy reflects the current practice on classroom scheduling. In addition, the policy change specifies the percentage of in-person courses that an academic department can schedule outside the primetime hours of 10am to 2pm, or on Tuesdays and Thursdays. Furthermore, direction on prioritizing classroom assignments has been added. **These changes were approved by Faculty Senate by acclamation.**
- B. Changes to Policy 1H1 (General Education Program): Amy Winn and Matt Schunke provided a second read for the changes to this Policy. The policy change reflects the recommendation that Reasoning and Argumentation 101 be completed in the second year of attendance. This change is needed to provide a General Education pathway for the intended Changemakers students. The Department of Philosophy agrees with this recommended change. **These changes were approved by Faculty Senate by acclamation.**

### Unfinished Business:

- A. Update on Approval to Changes to Teaching Excellence Award Committee Operating Papers – approved by Chancellor Minor (approval received April 21, 2025).
- B. Update on Approval to Changes to Policy 1Q8 (Implementation and Administrative Responsibility Policy) – Still no word on the approval status.

### New Business:

- A. Council Chairs for 2025-2026 academic year (needs approval)
  - a. Budget, Finance & Academic Operations Council – Kevin Tucker
  - b. Curriculum Council – Amy Winn
  - c. Faculty Development Council – Christine Simmons (pending election to Senate)
  - d. Governance Council – Tim Kalinowski
  - e. Welfare & Adjudication Council – Leah Baecht & Igor Crk (co-chairs)
  - f. Graduate Council – Gloria Sweida (no approval needed)
    - i. **Faculty Senate approved the 2025-2026 Council Chairs by acclamation.**
- B. Annual Evaluation of SIUE Provost – In keeping with tradition, the Annual Evaluation of the SIUE Provost was conducted to members of the Faculty. The results were shared with Provost Cobb and Chancellor Minor for review and response. The final report was sent to University Archives in the SIUE Lovejoy Library.
- C. Annual Evaluation of SIUE Chancellor – In keeping with tradition, the Annual Evaluation of the SIUE Chancellor was conducted to members of the Faculty. The results were shared with Chancellor and SIU System President Mahony for review and response. The final report was sent to University Archives in the SIUE Lovejoy Library.
- D. Changes to Retired/Emeritus Faculty Policy – Keith Hecht gave a first read to the proposed changes to the Policy. One change in the policy is to define “retired faculty member” as anyone eligible to vote pursuant to Article III of the Faculty Senate Constitution. Other changes to the policy list down some of the privileges for retired faculty members and emeriti faculty into one portion of the policy instead of two distinct portions. Finally, faculty conferred with Emeritus/Emerita status are listed as being members of the Emeritus College. **Cinnamon VanPutte made a motion to suspend the rules to and allow for a vote instead of a second read. This motion was seconded, and the voting members voted unanimously to suspend the rules. After this, a motion was made to accept these changes for the updated Policy. Faculty Senate approved these changes by acclamation.**
- E. Program Prioritizations: Specializations or Minor – Curriculum Council
  - a. Art History
  - b. Bioprocess Chemistry; Medical Science
  - c. French; German; Discontinue Instruction in Chinese; Department of Foreign Languages to be merged with Department of English Language and Literature
  - d. Music Theory and Composition; Musical Theater
    - i. Memos sent to Provost’s Office. Thanks to everyone for their hard work on this!
- F. Faculty Senate 2024-2025 Report – see attached report. Additionally, Curriculum Council, Faculty Development Council and Governance Council posted annual reports in addition to their monthly reports.

### Reports from Standing Committees:

IBHE Faculty Advisory Council: see attached report.

UPBC: Art History & Physics memos are finished. We have one more meeting this semester. We've been meeting nearly every week to keep up with the Program Prioritizations.

**Reports from Council Chairs:**

Faculty Development Council: see attached report.

Governance Council: see attached report.

Welfare & Adjudication Council: see attached report.

President: See attached report.

**Adjournment:**

The meeting adjourned at 3:40 pm

Submitted by Michael Tadlock-Jackson, University Governance

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

## **Guidelines for Course Categories, Class Scheduling and Publications - 1C1**

### **Class Scheduling**

The Office of the Registrar is charged with assembling class schedule requests from the various academic units. From these inputs, a master schedule of classes is structured and published each term. The Registrar has the responsibility for assuring conformance to the guidelines established by the Provost in consultation with the Academic Affairs Council. In exercising the responsibility, the Registrar works with the appropriate academic dean or designee. Guidelines that apply to the preparation and maintenance of the master schedule follow.

### **Class Offerings**

Within any existing University and school guidelines, each department proposes (a) the classes to be offered for a given term, (b) the number of sections of each, and (c) the enrollment capacity of each section. The determination is made upon anticipated student need and available teaching faculty. Student need is gauged by past enrollment patterns and future enrollment estimates as modified by any recent curricular changes. Final schedules (classes, number of sections, section size, and location/time) are approved by the respective academic dean or designee.

Each of the types of General Education courses should be offered in the evening and/or online at least one time per academic year in order to permit orderly progress of students. Compliance shall be monitored by the Provost.

Courses should be scheduled using one of the following formats:

1. Face-to-Face - Classes meet in-person or through video conferencing between sites. Online technologies may be utilized to supplement the face-to-face format. Online supplements would not exceed 29% of the overall class. These classes, with the exception of non-traditional instructional methods, will be assigned classroom space for every class session.
2. Blended - Blended classes will be scheduled to combine face-to-face and online formats. These classes will be scheduled to include an online component from 30-99%, in which the online component substitutes for a portion of the face-to-face meetings. These classes need to be assigned classroom space for the in-person portion of the class (up to 70% of overall class).
3. Online - 100% of the class takes place online either synchronously or asynchronously. Online classes shall not require face-to-face/in-person meeting times; therefore, these classes will not be assigned classroom space.

New courses or modifications in existing courses may be implemented pursuant to [Policy 1Q8](#).

### **Space Assignment**

Each academic year, general classroom space will be preassigned by the designated representative of the Provost and Vice Chancellor to each academic unit for use in planning and preparing that unit's class schedules, in addition to department managed classroom space. Units may schedule as they deem appropriate within the limits of the preassigned space and department managed classroom space, in conformance with other scheduling guidelines herein published. Continuous review of the preassignment awards will be made by the Provost's representative, and adjustments in allocation will occur as warranted.

In order to efficiently assign space and maximize the use of University resources, space will be assigned as follows:

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

1. Face-to-Face - Classroom space must be assigned by the final proofing phase of the class schedule. When space is not readily identified, the class will be placed on reserve until changes can be evaluated.
2. Blended - Classroom space should be assigned during the final proofing stage of the class schedule. When this is not possible, meeting time and space assignments for blended classes may be provided to the Office of the Registrar no later than four weeks prior to the opening of registration for the term. Space will not be held or assigned until meeting requirements are provided.
3. Online - Classroom space will not be assigned. Asynchronous course activities are typical for online courses. If synchronous online meetings or activities are required, meeting time requirements must be provided to the Office of the Registrar no later than four weeks prior to the opening of registration. All synchronous meetings or activities must occur online and cannot be scheduled on campus.

Classrooms are assigned, with following priority: anticipated enrollment, accessibility needs of instructors, technology and physical classroom requirements, back to back courses, instructor preferences, and proximity to department. Classroom assignments are made to meet the classroom needs of instructors and departments, whenever possible.

#### Units of Instruction and Class Hour Requirements

A class hour is used as a unit of instruction to quantify student learning and is defined as a period of 50 minutes. For scheduling purposes, a class hour is composed of 50 minutes of instructional time and a 10-minute break. Courses may meet class hour requirements in one of three ways, depending on schedule type:

1. Seat-Time-Based Approach: A credit hour is typically related to seat time, as a minimum of three class work hours (50 minutes of classroom instruction and an additional two hours <sup>1</sup> of out-of-class student work) each week during a 15-week semester. Using a seat-time approach, one credit of instruction should be approximated by 37.5 hours of combined direct instruction and student work per semester. This is typical in courses with lecture and seminar schedule types.
2. Alternative Approach: If a traditional, seat-time-based approach to instruction is not the principal mode of learning for an academic experience (e.g., laboratory courses, internships, studio work, thesis, readings, individualized learning, practicum), the student time required to complete the course should reasonably approximate 37.5 hours of student work per credit.
3. Outcomes-Based Approach: Credit may also be awarded for an amount of learning "equivalent" to learning in a seat-time-based course as documented by intended learning outcomes and verified by assessment of student achievement.

Exceptions to standard seats times (i.e. requiring more seat time or not enough seat time to meet the standard) must be approved by the Provost or the designated representative of the Provost. When there is no equivalent seat-time-based course for comparison, the equivalent effort required for the proposed number of credits must be established by the instructor when the new competency-based course is proposed. The equivalency will be reviewed and must be affirmed by the Curriculum Council or Graduate Council before the course is approved.

#### Scheduling Patterns

Classes may be scheduled within the time frames approved by the Provost. Schools of Dental Medicine, Nursing, and Pharmacy are responsible for scheduling class meetings that fulfill Federal Compliance Guidelines and may follow different class scheduling requirements. Exceptions to the standard time frames

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

must be approved by the Provost or the designated representative of the Provost. Scheduling courses "on grid" throughout the day allows the university to maximize classroom availability and provides greater scheduling options for students.

1. During the standard academic year, weekday class schedules will commence at 8 a.m. Evening classes should be scheduled to take into account the interests of the student populations that most typically enroll in those courses. Evening classes may begin on the half hour beginning at 5:00 p.m. and should conclude by 11:00 p.m.
2. The traditional, seat-time-based or most typical class will be the three-hour class. It will meet either in three weekly sessions of 50 minutes each on Monday, Wednesday and Friday (no other combination of 50 minute sessions is acceptable); in two weekly sessions of 75 minutes each; or in one weekly session of 170 minutes (includes two 10-minute breaks). The twice-weekly, 75 minute session format may meet in either morning or afternoon Tuesday-Thursday, or on Monday-Wednesday, Wednesday-Friday, or Monday-Friday after 12 p.m. Three-hour courses may meet in a 75 minute format on Monday and/or Wednesday and/or Friday before 12 p.m. only with prior approval of the Provost. All classes should commence according to the published scheduling grid. The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.
3. The following chart represents the most typical meeting patterns for three credit hour classes offered in traditional fall and spring terms:

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	45	50	2250	37.5
TR	30	75	2250	37.5
One	15	170*	2250	37.5

\*includes two 10-minute breaks

4. To maximize classroom availability and provide greater scheduling options for students, 30% of each department's in-person courses should begin outside of primetime hours (10:00 am to 2:00 pm). Additionally, no more than 60% of each department's in-person courses should be scheduled on Tuesdays and/or Thursdays. Exceptions may be granted by the Provost or his/her designee.
5. Laboratory format courses, and lecture format courses other than those carrying three hours credit, can meet vertically in blocks of several class-hour segments either three times weekly, twice weekly or once weekly. If three times weekly, the classes should meet on Monday, Wednesday and Friday. If twice weekly, they should meet either in a Tuesday-Thursday sequence, or in some variation of Monday-Wednesday-Friday sequence (MW, WF, MF). The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.
6. With the approval of the Office of the Provost and Vice Chancellor, courses can meet in any special format which is pedagogically sound at the prescribed rate of 750 minutes of class instruction per credit-hour per term. This applies to any term, not merely summer, and to any scheduling category (i.e., weekday, evening and synchronous online). The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.

Course Categories

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

Typical courses do not share pedagogical resources, such as space, meeting time, and instructors. When resources are shared, with the exception of activity or studio courses, authorization must be obtained from the Provost or the Provost's designee. The following categories of courses will be used based on the degree to which resources are shared.

- Cross-listed courses: These courses are offered by two or more teaching units (with different prefixes and sometimes different numbers). The course title and content are the same and instruction is given simultaneously. These courses are at the same level and are identical in every way. Every offered section of the course is the same, regardless of the department prefix under which it is offered. The courses are interchangeable for degree requirements and cannot be repeated under different prefixes for additional credit.
- Shared-space courses: These courses are unique with different pedagogies and learning goals that meet in the same time and place to share resources. These courses can be at different levels (e.g., 400 and 500). If so, they are distinct courses taught at different levels appropriate to the higher or lower course number. If one of these courses is at the graduate level and an instructor is shared, then the instructor must have graduate faculty status. Generally, these are studio courses.
- Cross-taught courses: These 400- and 500-level courses are taught simultaneously - i.e., at the same time and by the same instructor. The 500-level course in these pairs must be differentiated from the 400-level course in terms of learning goals, pedagogy, and evaluation. In addition, for at least 33% of the meeting time (face-to-face and/or online) students at the 500-level must be engaged in activities that are substantially different and separate from the 400-level activities and meet the level requirements expected for a 500-level course. Because the primary reason for this category is to provide expanded curricular options to graduate students in programs under considerable resource or enrollment constraints, approval for these courses will be temporary, with a maximum of 3 years, and approval will be contingent on a plan for the program to address the underlying enrollment or resource issue. Cross-taught courses additionally require approval from the Dean of the Graduate School.
- 400-level courses available for graduate credit: Students may earn graduate credit only in 400-level courses that have been approved for graduate credit. These courses must contain additional requirements for graduate credit that are explicitly stated in the syllabi, and graduate students must be evaluated at a higher standard than undergraduate students taking that same 400-level course. The Graduate School can be contacted for graduate differentiation examples and best practices.

### Condensed Format Courses

Condensed format classes may be scheduled as follows:

- During fall and spring semesters, courses may be offered on an 8-week format and must coincide with either the first 8-weeks or last 8-weeks (including final exam week) of the semester. Traditional courses scheduled in condensed parts of terms will meet longer to meet instructional minutes.
- During summer term, courses may be offered on a 10-week, 8-week, 7-week, 5-week, 4-week, or 3-week (in May) format. A 5-week class must coincide with either the first 5 weeks or last 5 weeks of the semester. A 8-week class must conform to published part of term dates. Traditional courses meeting in condensed parts of terms will meet longer to meet instructional minutes.
- The minimum amount of time for a condensed format course is 3 weeks. This 3-week option can be offered during the break between spring semester and summer term (May Session) and is only available for 1-, 2- or 3-credit hour courses. Additionally, the 3-week option can be offered during the break between fall and spring (Winter Session). Only online asynchronous classes may be offered in Winter Session.

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

### Missed Class Meetings

If a scheduled class meeting is missed for any reason (e.g., legal holiday, instructor illness, travel, or weather closures), students will be assigned alternative activities designed to meet the mandated time required and enhance the learning process. Example activities include, but are not limited to, recorded lecture, discussion, virtual meeting, guest speaker, proctored exam/quiz, individual or team activity, and additional asynchronous online class meeting (), as determined to be appropriate by the department or program. The department or program is responsible for documenting the alternative activities in lieu of seat time, such that documentation is accessible for auditors and evaluators.

### Schedule Changes

After the University schedule of classes for a given term has been published, changes in existing sections should be minimal. From the time the schedule is published until the end of the term, any desired change to the scheduled elements of existing sections, as well as added or canceled sections, must be reported by the department on forms provided for that purpose, signed by an academic dean or designee, and sent to the Academic Scheduling in the Registrar's Office for processing. No other action in changing the schedule can be accepted by the Academic Scheduling. Traditional courses will not be added or changed, or cancelled if enrollment exists, after the start of a term, or condensed parts of term.

### Minimum Enrollment

The "5-10-15" rule, or appropriate collective bargaining agreement, is applicable in determining low-enrolled courses. This rule requires that, in order to be held, a 500-level course must have a minimum enrollment of 5, a 300 or 400-level course must have a minimum of 10, and a 100 or 200-level course must have a minimum of 15. However, at the discretion of an academic dean, this requirement may be waived. A report of such waivers shall be submitted annually to the Provost by each Dean.

### Summer Term Scheduling

Certain special scheduling criteria may be approved by the Provost to apply to the summer term.

<sup>1</sup>It is recognized that not all students work at the same pace. This value represents the minimum time that the instructor expects the typical student will require in order to complete the assigned learning activities and accomplish the intended learning outcomes for the course. [\[return to referring text within the policy\]](#)

*Approved by Provost effective 5/11/21*

*This policy was issued on May 11, 2021, replacing the June 29, 2016 version.*

*Document Reference: 1C1*

*Origin: PRAM 76; OP 8/27/91; CC 35-91/92; CC 12-96/97; PVC 4/1/14; CC#25-15/16 and GR 14/15-22; CC#45-15/16 and GR15/16-14; GR 20/21-08*



Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

## **Guidelines for Course Categories, Class Scheduling and Publications - 1C1**

### **Class Scheduling**

The Office of the Registrar is charged with assembling class schedule requests from the various academic units. From these inputs, a master schedule of classes is structured and published each term. The Registrar has the responsibility for assuring conformance to the guidelines established by the Provost in consultation with the Academic Affairs Council. In exercising the responsibility, the Registrar works with the appropriate academic dean or designee. Guidelines that apply to the preparation and maintenance of the master schedule follow.

### **Class Offerings**

Within any existing University and school guidelines, each department proposes (a) the classes to be offered for a given term, (b) the number of sections of each, and (c) the enrollment capacity of each section. The determination is made upon anticipated student need and available teaching faculty. Student need is gauged by past enrollment patterns and future enrollment estimates as modified by any recent curricular changes. Final schedules (classes, number of sections, section size, and location/time) are approved by the respective academic dean or designee.

Each of the types of General Education courses should be offered in the evening and/or online at least one time per academic year in order to permit orderly progress of students. Compliance shall be monitored by the Provost.

Courses should be scheduled using one of the following formats:

1. Face-to-Face - Classes meet in-person or through video conferencing between sites. Online technologies may be utilized to supplement the face-to-face format. Online supplements would not exceed 29% of the overall class. These classes, with the exception of non-traditional instructional methods, will be assigned classroom space for every class session.
2. Blended - Blended classes will be scheduled to combine face-to-face and online formats. These classes will be scheduled to include an online component from 30-99%, in which the online component substitutes for a portion of the face-to-face meetings. These classes need to be assigned classroom space for the in-person portion of the class (up to 70% of overall class).
3. Online - 100% of the class takes place online either synchronously or asynchronously. Online classes shall not require face-to-face/in-person meeting times; therefore, these classes will not be assigned classroom space.

New courses or modifications in existing courses may be implemented pursuant to [Policy 1Q8](#).

### **Space Assignment**

Each academic year, general classroom space will be preassigned by the designated representative of the Provost and Vice Chancellor to each academic unit for use in planning and preparing that unit's class schedules, in addition to department managed classroom space. Units may schedule as they deem appropriate within the limits of the preassigned space and department managed classroom space, in conformance with other scheduling guidelines herein published. Continuous review of the preassignment awards will be made by the Provost's representative, and adjustments in allocation will occur as warranted.

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

In order to efficiently assign space and maximize the use of University resources, space will be assigned as follows:

1. Face-to-Face - Classroom space must be assigned by the final proofing phase of the class schedule. When space is not readily identified, the class will be placed on reserve until changes can be evaluated.
2. Blended - Classroom space should be assigned during the final proofing stage of the class schedule. When this is not possible, meeting time and space assignments for blended classes may be provided to the Office of the Registrar no later than four weeks prior to the opening of registration for the term. Space will not be held or assigned until meeting requirements are provided.
3. Online - Classroom space will not be assigned. Asynchronous course activities are typical for online courses. If synchronous online meetings or activities are required, meeting time requirements must be provided to the Office of the Registrar no later than four weeks prior to the opening of registration. All synchronous meetings or activities must occur online and cannot be scheduled on campus.

Classrooms are assigned, with following priority: anticipated enrollment, accessibility needs of instructors, technology and physical classroom requirements, back to back courses, instructor preferences, and proximity to department. Classroom assignments are made to meet the classroom needs of instructors and departments, whenever possible.

### *Units of Instruction and Class Hour Requirements*

A class hour is used as a unit of instruction to quantify student learning and is defined as a period of 50 minutes. For scheduling purposes, a class hour is composed of 50 minutes of instructional time and a 10-minute break. Courses may meet class hour requirements in one of three ways, depending on schedule type:

1. Seat-Time-Based Approach: A credit hour is typically related to seat time, as a minimum of three class work hours (50 minutes of classroom instruction and an additional two hours <sup>1</sup> of out-of-class student work) each week during a 15-week semester. Using a seat-time approach, one credit of instruction should be approximated by 37.5 hours of combined direct instruction and student work per semester. This is typical in courses with lecture and seminar schedule types.
2. Alternative Approach: If a traditional, seat-time-based approach to instruction is not the principal mode of learning for an academic experience (e.g., laboratory courses, internships, studio work, thesis, readings, individualized learning, practicum), the student time required to complete the course should reasonably approximate 37.5 hours of student work per credit.
3. Outcomes-Based Approach: Credit may also be awarded for an amount of learning "equivalent" to learning in a seat-time-based course as documented by intended learning outcomes and verified by assessment of student achievement.

Exceptions to standard seats times (i.e. requiring more seat time or not enough seat time to meet the standard) must be approved by the Provost or the designated representative of the Provost. When there is no equivalent seat-time-based course for comparison, the equivalent effort required for the proposed number of credits must be established by the instructor when the new competency-based course is proposed. The equivalency will be reviewed and must be affirmed by the Curriculum Council or Graduate Council before the course is approved.

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

### Scheduling Patterns

Classes may be scheduled within the time frames approved by the Provost. Schools of Dental Medicine, Nursing, and Pharmacy are responsible for scheduling class meetings that fulfill Federal Compliance Guidelines and may follow different class scheduling requirements. Exceptions to the standard time frames must be approved by the Provost or the designated representative of the Provost. Scheduling courses "on grid" throughout the day allows the university to maximize classroom availability and provides greater scheduling options for students.

1. During the standard academic year, weekday class schedules will commence at 8 a.m. Evening classes should be scheduled to take into account the interests of the student populations that most typically enroll in those courses. Evening classes may begin on the half hour beginning at 5:00 p.m. and should conclude by 11:00 p.m.
2. The traditional, seat-time-based or most typical class will be the three-hour class. It will meet either in three weekly sessions of 50 minutes each on Monday, Wednesday and Friday (no other combination of 50 minute sessions is acceptable); in two weekly sessions of 75 minutes each; or in one weekly session of 170 minutes (includes two 10-minute breaks). The twice-weekly, 75 minute session format may meet in either morning or afternoon Tuesday-Thursday, or on Monday-Wednesday, Wednesday-Friday, or Monday-Friday after 12 p.m. Three-hour courses may meet in a 75 minute format on Monday and/or Wednesday and/or Friday before 12 p.m. only with prior approval of the Provost. All classes should commence according to the published scheduling grid. The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.

3. The following chart represents the most typical meeting patterns for three credit hour classes offered in traditional fall and spring terms:

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	45	50	2250	37.5
TR	30	75	2250	37.5
One	15	170*	2250	37.5

\*includes two 10-minute breaks

4. To maximize classroom availability and provide greater scheduling options for students, 30% of each department's in-person courses should begin outside of primetime hours (10:00 am to 2:00 pm). Additionally, no more than 60% of each department's in-person courses should be scheduled on Tuesdays and/or Thursdays. Exceptions may be granted by the Provost or his/her designee.
5. Laboratory format courses, and lecture format courses other than those carrying three hours credit, can meet vertically in blocks of several class-hour segments either three times weekly, twice weekly or once weekly. If three times weekly, the classes should meet on Monday, Wednesday and Friday. If twice weekly, they should meet either in a Tuesday-Thursday sequence, or in some variation of Monday-Wednesday-Friday sequence (MW, WF, MF). The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.
6. With the approval of the Office of the Provost and Vice Chancellor, courses can meet in any special format which is pedagogically sound at the prescribed rate of 750 minutes of class instruction per credit-hour per term. This applies to any term, not merely summer, and to any

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

scheduling category (i.e., weekday, evening and synchronous online). The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.

### Course Categories

Typical courses do not share pedagogical resources, such as space, meeting time, and instructors. When resources are shared, with the exception of activity or studio courses, authorization must be obtained from the Provost or the Provost's designee. The following categories of courses will be used based on the degree to which resources are shared.

- Cross-listed courses: These courses are offered by two or more teaching units (with different prefixes and sometimes different numbers). The course title and content are the same and instruction is given simultaneously. These courses are at the same level and are identical in every way. Every offered section of the course is the same, regardless of the department prefix under which it is offered. The courses are interchangeable for degree requirements and cannot be repeated under different prefixes for additional credit.
- Shared-space courses: These courses are unique with different pedagogies and learning goals that meet in the same time and place to share resources. These courses can be at different levels (e.g., 400 and 500). If so, they are distinct courses taught at different levels appropriate to the higher or lower course number. If one of these courses is at the graduate level and an instructor is shared, then the instructor must have graduate faculty status. Generally, these are studio courses.
- Cross-taught courses: These 400- and 500-level courses are taught simultaneously - i.e., at the same time and by the same instructor. The 500-level course in these pairs must be differentiated from the 400-level course in terms of learning goals, pedagogy, and evaluation. In addition, for at least 33% of the meeting time (face-to-face and/or online) students at the 500-level must be engaged in activities that are substantially different and separate from the 400-level activities and meet the level requirements expected for a 500-level course. Because the primary reason for this category is to provide expanded curricular options to graduate students in programs under considerable resource or enrollment constraints, approval for these courses will be temporary, with a maximum of 3 years, and approval will be contingent on a plan for the program to address the underlying enrollment or resource issue. Cross-taught courses additionally require approval from the Dean of the Graduate School.
- 400-level courses available for graduate credit: Students may earn graduate credit only in 400-level courses that have been approved for graduate credit. These courses must contain additional requirements for graduate credit that are explicitly stated in the syllabi, and graduate students must be evaluated at a higher standard than undergraduate students taking that same 400-level course. The Graduate School can be contacted for graduate differentiation examples and best practices.

### Condensed Format Courses

Condensed format classes may be scheduled as follows:

- During fall and spring semesters, courses may be offered on an 8-week format and must coincide with either the first 8-weeks or last 8-weeks (including final exam week) of the semester. Traditional courses scheduled in condensed parts of terms will meet longer to meet instructional minutes.
- During summer term, courses may be offered on a 10-week, 8-week, 7-week, 5-week, 4-week, or 3-week (in May) format. A 5-week class must coincide with either the first 5 weeks or last 5 weeks of the semester. A 8-week class must conform to published part of term dates. Traditional courses meeting in condensed parts of terms will meet longer to meet instructional minutes.
- The minimum amount of time for a condensed format course is 3 weeks. This 3-week option can be offered during the break between spring semester and summer term (May Session) and is only available for 1-, 2- or 3-credit hour courses. Additionally, the 3-week option can be offered during

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

the break between fall and spring (Winter Session). Only online asynchronous classes may be offered in Winter Session.

#### Missed Class Meetings

If a scheduled class meeting is missed for any reason (e.g., legal holiday, instructor illness, travel, or weather closures), students will be assigned alternative activities designed to meet the mandated time required and enhance the learning process. Example activities include, but are not limited to, recorded lecture, discussion, virtual meeting, guest speaker, proctored exam/quiz, individual or team activity, and additional asynchronous online class meeting (), as determined to be appropriate by the department or program. The department or program is responsible for documenting the alternative activities in lieu of seat time, such that documentation is accessible for auditors and evaluators.

#### Schedule Changes

After the University schedule of classes for a given term has been published, changes in existing sections should be minimal. From the time the schedule is published until the end of the term, any desired change to the scheduled elements of existing sections, as well as added or canceled sections, must be reported by the department on forms provided for that purpose, signed by an academic dean or designee, and sent to the Academic Scheduling in the Registrar's Office for processing. No other action in changing the schedule can be accepted by the Academic Scheduling. Traditional courses will not be added or changed, or cancelled if enrollment exists, after the start of a term, or condensed parts of term.

#### Minimum Enrollment

The "5-10-15" rule, or appropriate collective bargaining agreement, is applicable in determining low-enrolled courses. This rule requires that, in order to be held, a 500-level course must have a minimum enrollment of 5, a 300 or 400-level course must have a minimum of 10, and a 100 or 200-level course must have a minimum of 15. However, at the discretion of an academic dean, this requirement may be waived. A report of such waivers shall be submitted annually to the Provost by each Dean.

#### Summer Term Scheduling

Certain special scheduling criteria may be approved by the Provost to apply to the summer term.

<sup>1</sup>It is recognized that not all students work at the same pace. This value represents the minimum time that the instructor expects the typical student will require in order to complete the assigned learning activities and accomplish the intended learning outcomes for the course. [[return to referring text within the policy](#)]

*Approved by Provost effective 5/11/21*

*This policy was issued on May 11, 2021, replacing the June 29, 2016 version.*

*Document Reference: 1C1*

*Origin: PRAM 76; OP 8/27/91; CC 35-91/92; CC 12-96/97; PVC 4/1/14; CC#25-15/16 and GR 14/15-22; CC#45-15/16 and GR15/16-14; GR 20/21-08*

# Policies & Procedures

## Table of Contents

### General Education

#### General Education Program - 1H1

- **Objectives for the Baccalaureate Degree**

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

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

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

**Analytic, Problem-solving, and Decision-making Skills** - Such skills include information literacy, quantitative literacy, the ability to understand and interpret written and oral texts, and to recognize, develop, evaluate, and defend or attack hypotheses and arguments. These skills are to be developed throughout all undergraduate programs in all courses.

**Oral and Written Communication Skills** - Skills in expository, argumentative, and creative writing, and in effective speaking and listening are to be developed through extensive and regular writing assignments, oral presentations, and participation in discussions.

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

**Value of Diversity** - All students will gain an understanding of the traditions that influence American culture and of the traditions of other cultures in order to develop a respect for and sensitivity to human diversity. Students will gain a deeper understanding of global interdependence.

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

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

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

In order to prepare students to meet the objectives for the baccalaureate degree, the new general education program is composed of the following specific components:

**First Semester Transition:** All new freshmen are required to take a First Semester Transition course that helps students transition to college, with a specific focus on preparation for college level academic work and becoming an engaged member of the SIUE community.

- **Foundations:** All students are required to take five (5) Foundations courses which develop competencies in written and oral communication, logic, and quantitative literacy that form the bases of information literacy and scientific literacy;

**Breadth:** All students are required to take at least three (3) credit hours in each of the six (6) Breadth areas (for a minimum of 18 credit hours) which provide the opportunity to explore the breadth of human knowledge by introducing students to the principles, substance, and methodology of disciplines beyond their major. These courses are distributed across six Breadth Areas: Fine and Performing Arts, Humanities, Information and Communication in Society, Life Sciences, Physical Sciences, and Social Sciences;

**Interdisciplinary Studies:** All students are required to take one (1) minimum 3-credit hour course that carries the Interdisciplinary Studies designation to foster awareness of the interrelationships among branches of human knowledge;

- **Experiences:**

**Laboratory Experience:** All students are required to take a laboratory course in order to develop scientific literacy that helps shape informed citizens;

**U.S. Race, Gender, and Equity Experience:** All students are required to take a course or complete an approved project or activity that introduce students to the ideas, history, values, and/or creative expressions of diverse groups within the United States, as well as issues of inequality, inequity, and social change among various groups, with an aim of

developing racial, gender, and cultural literacy, an appreciation for differences as well as commonalities among people, a critical awareness of how structural and cultural forces have shaped inequality;

- **Global Cultures, Race, and Equity Education Experience:** All students are required to take a course or complete an approved project or activity that will introduce students to societal and cultural characteristics, issues, or levels of organization as exhibited by societies and cultures in countries other than in the United States, and must focus on diversity and include issues of inclusion, inequality, inequity, and social change;

**Health Experience:** All students are required to take a course or complete an approved project or activity in order to promote improved health and well-being.

#### Diversity of Knowledge:

- Students seeking a Bachelor of Arts degree are required to complete eight (8) courses in fine and performing arts and humanities, including two (2) semesters of the same foreign language.

Students seeking a Bachelor of Science degree are required to complete eight (8) courses in the life, physical, or social sciences, including two (2) courses designated as laboratory courses.

- Students seeking a Bachelor of Liberal Studies or a professional baccalaureate degree are required to complete eight (8) courses in fine and performing arts and humanities, including two (2) semesters of the same foreign language or eight (8) courses in the life, physical, or social sciences, including two (2) courses designated as laboratory courses.
- **Senior Assignment:** All seniors are required to complete the Senior Assignment that demonstrates breadth commensurate with SIUE's general education expectations and proficiency in the academic major. The Senior Assignment represents the culmination of the entire undergraduate experience at SIUE and should integrate the best aspects of each student's baccalaureate education. Each academic major has its own Senior Assignment, so the specifics of the requirement vary, but they share a challenge to each SIUE student to achieve individual academic excellence. This is what distinguishes baccalaureate education at SIUE.

#### C. Course Requirements for the General Education Program

<b><u>Requirement</u></b>		<b><u>Fulfilled By</u></b>
First Semester Transition (FST)		First Semester Transition 101 successfully completed during the first semester of matriculation
<b><u>Foundations</u></b>		<b><u>15 Credit Hours Required</u></b>



Written Expression I	3	English 101 with a grade of at least C and completed within the first 30 hours
Written Expression II	3	English 102 with a grade of at least C and completed within the first 45 hours
Oral Expression	3	Applied Communication Studies 101 completed within the first 30 hours
Logic/Critical Thinking	3	Reasoning and Argumentation 101 Reasoning and Argumentation 101 recommended to be completed in the second year of attendance
Quantitative Literacy	3	Quantitative Reasoning 101 completed within the first 60 hours
<b><u>Breadth</u></b>		<b><u>18 Credit Hours Required</u></b>
Fine and Performing Arts (FPA)	3	Course designated BFPA
Humanities (HUM)	3	Course designated BHUM
Information and Communication in Society (ICS)	3	Course designated BICS
Life Sciences (LS)	3	Course designated BLS
Physical Sciences (PS)	3	Course designated BPS
Social Sciences (SS)	3	Course designated BSS
<b><u>Interdisciplinary Studies</u></b>		Course designated IS
<b><u>Experiences</u></b>		
Laboratory Experience (LAB)		Course designated EL
U.S. Race, Gender, and Equity Experience (RGU)**		Course or approved project or activity designated ERGU
Global Cultures, Race, and Equity Experience (REG)**		Course or approved project or activity designated EREG
Health Experience (H)		Course or approved project or activity designated EH
<b><u>Diversity Of Knowledge</u></b>		At least 24 credit hours required
Bachelor of Arts Degree		8 courses designated BFPA, FPA, BHUM or HUM, including 2 semesters of the same foreign language
Bachelor of Science Degree		8 courses designated BLS, LS, BPS, PS, BSS or SS, including 2 courses designated EL

Bachelor of Liberal Studies or professional baccalaureate degree		8 courses designated BFPA, FPA, BHUM or HUM, including 2 semesters of the same foreign language or 8 courses designated BLS, LS, BPS, PS, BSS or SS, including 2 courses designated EL
<b><u>Senior Assignment</u></b>		Requirements established by individual department

\*Courses used to satisfy Breadth Area requirements may also be used to fulfill Diversity of Knowledge requirements, subject to the provisions of a student's major or minor and other General Education program provisions.

\*\*If a course satisfies both the EREG and ERGU requirements, students will be given credit for one of the attributes and need to take a course that fulfills the other attribute.

#### D. Additional Provisions and Conditions

1. University departments have the authority, subject to established University procedures, to require of their degree candidates more specific or more extensive study in general education than the General Education program requires. This departmental authority, however, does not extend in the opposite direction to forgiveness or diminution of General Education requirements.
2. Students must satisfy all general education components to obtain a baccalaureate degree at Southern Illinois University Edwardsville.

Courses, projects, and activities that may be used to satisfy these requirements shall be approved by the General Education Committee and shall be designated in the Undergraduate Catalog. Courses, projects, and activities meeting these requirements may also be used to fulfill major, minor, elective or General Education requirements, subject to the provisions of a student's major or minor and other General Education program provisions.

*Approved by Chancellor effective 3/31/23.*

*This policy was issued on April 3, 2023, replacing the August 8, 2019 version.*

*Document Reference: 1H1*

*Origin: OP 6/4/84; CC 6-85/86; OP 2/2/87; CC 17-86/87; OP 11/18/91; CC 25-91/92; CC 34-91/92; CC 1-93/94; CC 2-93/94; OP 8/2/95; CC 2-98/99; CC 2-00/01; CC 15-00/01; CC 1-07/08 & CC 13-14/15; CC 45-17/18; CC 03-18/19; CC 01-22/23*

# Policies & Procedures

## Table of Contents

### General Education

#### General Education Program - 1H1

- **Objectives for the Baccalaureate Degree**

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

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

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

**Analytic, Problem-solving, and Decision-making Skills** - Such skills include information literacy, quantitative literacy, the ability to understand and interpret written and oral texts, and to recognize, develop, evaluate, and defend or attack hypotheses and arguments. These skills are to be developed throughout all undergraduate programs in all courses.

**Oral and Written Communication Skills** - Skills in expository, argumentative, and creative writing, and in effective speaking and listening are to be developed through extensive and regular writing assignments, oral presentations, and participation in discussions.

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

**Value of Diversity** - All students will gain an understanding of the traditions that influence American culture and of the traditions of other cultures in order to develop a respect for and sensitivity to human diversity. Students will gain a deeper understanding of global interdependence.

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

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

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

In order to prepare students to meet the objectives for the baccalaureate degree, the new general education program is composed of the following specific components:

**First Semester Transition:** All new freshmen are required to take a First Semester Transition course that helps students transition to college, with a specific focus on preparation for college level academic work and becoming an engaged member of the SIUE community.

- **Foundations:** All students are required to take five (5) Foundations courses which develop competencies in written and oral communication, logic, and quantitative literacy that form the bases of information literacy and scientific literacy;

**Breadth:** All students are required to take at least three (3) credit hours in each of the six (6) Breadth areas (for a minimum of 18 credit hours) which provide the opportunity to explore the breadth of human knowledge by introducing students to the principles, substance, and methodology of disciplines beyond their major. These courses are distributed across six Breadth Areas: Fine and Performing Arts, Humanities, Information and Communication in Society, Life Sciences, Physical Sciences, and Social Sciences;

**Interdisciplinary Studies:** All students are required to take one (1) minimum 3-credit hour course that carries the Interdisciplinary Studies designation to foster awareness of the interrelationships among branches of human knowledge;

- **Experiences:**

**Laboratory Experience:** All students are required to take a laboratory course in order to develop scientific literacy that helps shape informed citizens;

**U.S. Race, Gender, and Equity Experience:** All students are required to take a course or complete an approved project or activity that introduce students to the ideas, history, values, and/or creative expressions of diverse groups within the United States, as well as issues of inequality, inequity, and social change among various groups, with an aim of

developing racial, gender, and cultural literacy, an appreciation for differences as well as commonalities among people, a critical awareness of how structural and cultural forces have shaped inequality;

- **Global Cultures, Race, and Equity Education Experience:** All students are required to take a course or complete an approved project or activity that will introduce students to societal and cultural characteristics, issues, or levels of organization as exhibited by societies and cultures in countries other than in the United States, and must focus on diversity and include issues of inclusion, inequality, inequity, and social change;

**Health Experience:** All students are required to take a course or complete an approved project or activity in order to promote improved health and well-being.

#### Diversity of Knowledge:

- Students seeking a Bachelor of Arts degree are required to complete eight (8) courses in fine and performing arts and humanities, including two (2) semesters of the same foreign language.

Students seeking a Bachelor of Science degree are required to complete eight (8) courses in the life, physical, or social sciences, including two (2) courses designated as laboratory courses.

- Students seeking a Bachelor of Liberal Studies or a professional baccalaureate degree are required to complete eight (8) courses in fine and performing arts and humanities, including two (2) semesters of the same foreign language or eight (8) courses in the life, physical, or social sciences, including two (2) courses designated as laboratory courses.
- **Senior Assignment:** All seniors are required to complete the Senior Assignment that demonstrates breadth commensurate with SIUE's general education expectations and proficiency in the academic major. The Senior Assignment represents the culmination of the entire undergraduate experience at SIUE and should integrate the best aspects of each student's baccalaureate education. Each academic major has its own Senior Assignment, so the specifics of the requirement vary, but they share a challenge to each SIUE student to achieve individual academic excellence. This is what distinguishes baccalaureate education at SIUE.

#### C. Course Requirements for the General Education Program

<b><u>Requirement</u></b>		<b><u>Fulfilled By</u></b>
First Semester Transition (FST)		First Semester Transition 101 successfully completed during the first semester of matriculation
<b><u>Foundations</u></b>		<b><u>15 Credit Hours Required</u></b>

Written Expression I	3	English 101 with a grade of at least C and completed within the first 30 hours
Written Expression II	3	English 102 with a grade of at least C and completed within the first 45 hours
Oral Expression	3	Applied Communication Studies 101 completed within the first 30 hours
Logic/Critical Thinking	3	Reasoning and Argumentation 101 Reasoning and Argumentation 101 recommended to be completed in the second year of attendance
Quantitative Literacy	3	Quantitative Reasoning 101 completed within the first 60 hours
<b><u>Breadth</u></b>		<b><u>18 Credit Hours Required</u></b>
Fine and Performing Arts (FPA)	3	Course designated BFPA
Humanities (HUM)	3	Course designated BHUM
Information and Communication in Society (ICS)	3	Course designated BICS
Life Sciences (LS)	3	Course designated BLS
Physical Sciences (PS)	3	Course designated BPS
Social Sciences (SS)	3	Course designated BSS
<b><u>Interdisciplinary Studies</u></b>		Course designated IS
<b><u>Experiences</u></b>		
Laboratory Experience (LAB)		Course designated EL
U.S. Race, Gender, and Equity Experience (RGU)**		Course or approved project or activity designated ERGU
Global Cultures, Race, and Equity Experience (REG)**		Course or approved project or activity designated EREG
Health Experience (H)		Course or approved project or activity designated EH
<b><u>Diversity Of Knowledge</u></b>		At least 24 credit hours required
Bachelor of Arts Degree		8 courses designated BFPA, FPA, BHUM or HUM, including 2 semesters of the same foreign language
Bachelor of Science Degree		8 courses designated BLS, LS, BPS, PS, BSS or SS, including 2 courses designated EL

Bachelor of Liberal Studies or professional baccalaureate degree		8 courses designated BFPA, FPA, BHUM or HUM, including 2 semesters of the same foreign language or 8 courses designated BLS, LS, BPS, PS, BSS or SS, including 2 courses designated EL
<b><u>Senior Assignment</u></b>		Requirements established by individual department

\*Courses used to satisfy Breadth Area requirements may also be used to fulfill Diversity of Knowledge requirements, subject to the provisions of a student's major or minor and other General Education program provisions.

\*\*If a course satisfies both the EREG and ERGU requirements, students will be given credit for one of the attributes and need to take a course that fulfills the other attribute.

#### D. Additional Provisions and Conditions

1. University departments have the authority, subject to established University procedures, to require of their degree candidates more specific or more extensive study in general education than the General Education program requires. This departmental authority, however, does not extend in the opposite direction to forgiveness or diminution of General Education requirements.
2. Students must satisfy all general education components to obtain a baccalaureate degree at Southern Illinois University Edwardsville.

Courses, projects, and activities that may be used to satisfy these requirements shall be approved by the General Education Committee and shall be designated in the Undergraduate Catalog. Courses, projects, and activities meeting these requirements may also be used to fulfill major, minor, elective or General Education requirements, subject to the provisions of a student's major or minor and other General Education program provisions.

*Approved by Chancellor effective 3/31/23.*

*This policy was issued on April 3, 2023, replacing the August 8, 2019 version.*

*Document Reference: 1H1*

*Origin: OP 6/4/84; CC 6-85/86; OP 2/2/87; CC 17-86/87; OP 11/18/91; CC 25-91/92; CC 34-91/92; CC 1-93/94; CC 2-93/94; OP 8/2/95; CC 2-98/99; CC 2-00/01; CC 15-00/01; CC 1-07/08 & CC 13-14/15; CC 45-17/18; CC 03-18/19; CC 01-22/23*

# Policy for Retired and Emeriti Faculty Members

## A. Retired Faculty Members

A "retired faculty member" is defined as any full-time faculty member, including tenured/tenure-track faculty, non-tenure track faculty, and instructors who qualified for retirement under the State Universities Retirement System. Retired faculty members continue to receive some of the University benefits to which they were entitled prior to retirement.

Retired faculty members continue to receive parking privileges, a faculty ID card, an "e-id" for access to email, and some library privileges (i.e., retired faculty typically have access to library items in circulation such as books, audio/visual materials, and inter-library loan materials, but will not have remote access to electronic databases, e-books, or other electronic media). Retired faculty members and their immediate family members receive discounts for on-campus events. They also have access to recreational facilities and influenza vaccinations through health services, both with fees similar to those for active faculty and their family members.

Retired faculty members also may elect to participate in University service or in a University "talent pool" if mutually agreeable to the retired faculty member and the University entity of interest.

## B. Emeriti Faculty Members

A retired faculty member may be granted Emeritus or Emerita status upon retirement. The granting of such status originates within the faculty of the Department. Upon conferral, Emeritus or Emerita status continues through the remainder of a faculty member's lifetime consistent with standards of professional behavior. With conferral of Emeritus/Emerita status, the faculty member becomes a member of the Emeritus College whose members will be collectively known as "emeriti faculty".

Emeriti faculty are named as emeriti members of the Department, are listed on Department websites with contact information, and have the right to use Department stationery for official SIUE-related purposes only and to cite affiliation with the Department. Emeriti faculty who were members of the Graduate Faculty upon retirement are eligible, but not required, to serve as a member of thesis committees in accord with the Graduate School policy.

Emerit faculty are invited to enrich the academic community and build on the tradition of excellence at the University. A variety of opportunities are available for emeriti faculty to support student learning and leadership development

Retired faculty members who are granted Emeritus or Emerita status receive further privileges in addition to the privileges outlined for retired faculty in Section A of this policy. As emeriti faculty may continue to engage with the university through research and creative activities and engage in active service to the University, emeriti faculty will have reasonable access to University software such as what is typically included in the Microsoft Office suite. Additionally, emeriti faculty have access to professional development opportunities and other university-based programs.



Upon request from an Emeritus/Emerita faculty member, the Department will seek to make available: 1) a faculty mailbox and reasonable access to clerical services, 2) reasonable use of mailing privileges, and 3) office space with telephone extension, computer, and other appropriate office equipment. These resources are subject to budget limitations and limited to official SIUE-related purposes. If office space is not available, emeriti faculty may use workspace that has been designated to the Emeritus College.

## Policy for Retired and Emeriti Faculty Members

### A. Retired Faculty Members

A "retired faculty member" is defined as any full-time faculty member, including tenured/tenure-track faculty, non-tenure track faculty, and instructors who qualified for retirement under the State Universities Retirement System. Retired faculty members continue to receive some of the University benefits to which they were entitled prior to retirement.

**Commented [C11]:** Change to "anyone eligible to vote pursuant to Article III of the Faculty Senate Constitution"

**Commented [C12R1]:** change approved by vote at Senate meeting on May 1

Retired faculty members continue to receive parking privileges, a faculty ID card, an "e-id" for access to email, and some library privileges (i.e., retired faculty typically have access to library items in circulation such as books, audio/visual materials, and inter-library loan materials, but will not have remote access to electronic databases, e-books, or other electronic media). Retired faculty members and their immediate family members receive discounts for on-campus events. They also have access to recreational facilities and influenza vaccinations through health services, both with fees similar to those for active faculty and their family members.

Retired faculty members also may elect to participate in University service or in a University "talent pool" if mutually agreeable to the retired faculty member and the University entity of interest.

### B. Emeriti Faculty Members

A retired faculty member may be granted Emeritus or Emerita status upon retirement. The granting of such status originates within the faculty of the Department. Upon conferral, Emeritus or Emerita status continues through the remainder of a faculty member's lifetime consistent with standards of professional behavior. With conferral of Emeritus/Emerita status, the faculty member becomes a member of the Emeritus College whose members will be collectively known as "emeriti faculty".

Emeriti faculty are named as emeriti members of the Department, are listed on Department websites with contact information, and have the right to use Department stationery for official SIUE-related purposes only and to cite affiliation with the Department. Emeriti faculty who were members of the Graduate Faculty upon retirement are eligible, but not required, to serve as a member of thesis committees in accord with the Graduate School policy.

Emeriti faculty are invited to enrich the academic community and build on the tradition of excellence at the University. A variety of opportunities are available for emeriti faculty to support student learning and leadership development

Retired faculty members who are granted Emeritus or Emerita status receive further privileges in addition to the privileges outlined for retired faculty in Section A of this policy. As emeriti faculty may continue to engage with the university through research and creative activities and engage in active service to the University, emeriti faculty will have reasonable access to University software such as what is typically included in the Microsoft Office suite. Additionally, emeriti faculty have access to professional development opportunities and other university-based programs.

Upon request from an Emeritus/Emerita faculty member, the Department will seek to make available: 1) a faculty mailbox and reasonable access to clerical services, 2) reasonable use of mailing privileges, and 3) office space with telephone extension, computer, and other appropriate office equipment. These resources are subject to budget limitations and limited to official SIUE-related purposes. If office space is not available, emeriti faculty may use workspace that has been designated to the Emeritus College.

# **SOUTHERN ILLINOIS UNIVERSITY**

## **EDWARDSVILLE**

### **Faculty Senate Annual Report – 2024-2025**

- A. Changes to Faculty Senate Bylaws
  - Approved by Faculty Senate on September 5, 2024; Approved by SIUE Chancellor on October 22, 2024
- B. Changes to Teaching Excellence Award Committee (TEAC) Operating Papers
  - Approved by Faculty Senate on October 3, 2024; Approved by SIUE Chancellor on April 14, 2025
- C. Changes to Policy 111 (Academic Probation and Suspension, Undergraduate) and Policy 115 (Declaration of a Major or Minor); Elimination of Policy 112 (Regulations Concerning Academic Suspension)
  - Approved by Faculty Senate on November 7, 2024; Approved by SIUE Chancellor on December 18, 2024
- D. Changes to Policy iQ8 (Implementation and Administrative Responsibility Policy)
  - Approved by Faculty Senate on February 6, 2025; Waiting for SIUE Chancellor approval
- E. Changes to Policy 1C1 (Guidelines for Course Categories, Class Scheduling and Publications)
  - To be voted for approval by Faculty Senate on May 1, 2025
- F. Changes to Policy 1H1 (General Education Program)
  - To be voted for approval by Faculty Senate on May 1, 2025
- G. Changes to the Retired/Emeritus Faculty policy – to be considered by Faculty Senate on May 1, 2025
- H. Changes to Curriculum Council Operating Papers – approved by Faculty Senate on February 6, 2025
- I. Changes to Governance Council Operating Papers – approved by Faculty Senate on March 6, 2025
- J. Faculty Senate Appointments
  - VC for Student Affairs Search (Robyn Berkley)
  - MUC Advisory Board (Marion Prats)
  - UPBC Faculty Senate representatives (Laurie Rice, Mary Anne Pettit)
  - Add/Drop policy working group (Erik Krag, Soondo Kweon)
  - VC for Finance & Administration Search (Rakesh Bharati)
  - Strategic Plan (Cheryl Lizano, James Panico, Barbara Nwacha, Chin-Chuan Wei, Adriana Martinez)
  - Intercollegiate Athletics Committee (Brianne Guilford, Ramana Madupalli, Joshua Wooten-alt)
  - SIU VP for Finance & Admin. Affairs Search (Anne Powell)
  - Curator of Univ . Events Search (Mary Frazier)
  - Exec. Director Marketing & Comm. Search (Michael Hair)
- K. Faculty Perceptions on AI Use at SIUE – presented to Faculty Senate on April 3, 2025
- L. Syllabus Bank – presented to Faculty Senate on April 3, 2025
- M. Program Prioritization Proposals
  - Physics – presented to Faculty Senate on April 3, 2025
  - Art (Art History specialization and minor) – to be presented to Faculty Senate on May 1, 2025
  - Chemistry (Bioprocess specialization and minor, Medical Science specialization) – to be presented to Faculty Senate on May 1, 2025
  - Foreign Language (French specialization and minor, German specialization and minor, discontinue Chinese instruction) – to be presented to Faculty Senate on May 1, 2025
  - Music (Music Theory and Composition specialization, Musical Theater specialization) – to be presented to Faculty Senate on May 1, 2025

#### **Faculty Senate**

**t** 618.650.3647    **w** [siue.edu/faculty-senate](http://siue.edu/faculty-senate)

**a** Rendleman Hall, Room 3102, Box 1021, Edwardsville, IL 62026-1021

**Governance Council Report**  
**for**  
**May 1, 2025**

Voted to approve the final reports on surveys related to the Chancellor & the Provost with no responses received.

Voted to do the Quadrennial Review of Provost when there are 4 surveys – thus after survey next academic year.

Discussed the need for a formal process of Program Prioritization – voted that Governance Impact Committee should look at that issue next year. Should attempt to get people experienced with year's process and talk to unions.

-- Tim Kalinowski, Chair

## **Curriculum Council 2024-25 yearly summary**

### **Policies changes reviewed/approved**

- Updated policies 1i1, 1i2, and 1i5 to reflect changes related to direct admission implementation (Council vote 9/9/24, full Senate first read 10/3/24, amendment to 1i5 stating that Exploratory students (those without a declared major) may continue or declare a minor proposed at Senate meeting and approved by Council on 10/17/24, policies approved by full Senate during second read on 11/7/24, approved by Chancellor Minor 12/18/24)
- Approved changes to policy 1q8 on the timing of implementation of course and program changes (Council vote 11/21/24, full Senate first read 12/5/24, second read and Senate approval 2/6/25)
- Approved and made additional updates to policy 1c1 regarding course scheduling (Council discussion and vote 11/21/24, sent to ERP/Grad council and returned with changes, reviewed and approved changes in Council on 3/20/25, brought to full Senate for first read 4/3/25)
- Reviewed changes to policy 1h1 regarding timing of RA 101 in the general education curriculum needed for Changemakers (Council vote 3/20/25, full Senate first read 4/3/25)

### **Operating papers changes brought to full senate, approved with amendment on 2/6/25**

- Substantive changes included:
  - adding a vice chair position
  - cutting the Academic Standards and Policies and Student Success Committee subgroup and assigning their duties to the full Curriculum Council

### **Program review**

- Environmental Sciences 2/20/25 – voted “in good standing” and enrollment “sustainable at current levels”
- Mathematical Studies 3/20/25 – voted “in good standing” and enrollment “sustainable at current levels”
- Biological Sciences 4/17/25 – voted “in good standing” and enrollment “sustainable at current levels”

## Program prioritization response memos

- Physics – regarding proposed discontinuation of Physics major and minor and merge Physics faculty into Department of Chemistry (discussed at Council meeting 3/20/25, memo drafted online and edited/approved at special Council meeting on 3/27/25, presented to full Senate on 4/3/25)
- Art – regarding proposed discontinuation of minor and specialization in Art History (discussed at Council meeting 4/17/25, memo drafted online and edited/approved at special Council meeting on 4/24/25, presented to full Senate on 5/1/25)
- Chemistry – regarding proposed discontinuation of minor and specialization in Bioprocess Chemistry and specialization in Medical Science (discussed at Council meeting 4/17/25, memo drafted online and edited/approved at special Council meeting on 4/24/25, presented to full Senate on 5/1/25)
- Foreign Languages – regarding proposed discontinuation of minors and specializations in French and German, ending instruction in Chinese, merger of Foreign Languages with English (discussed at Council meeting 4/17/25, memo drafted online and edited/approved at special Council meeting on 4/24/25, presented to full Senate on 5/1/25)
- Music – regarding proposed discontinuation of specialization in Music Theory and Composition and specialization in Musical Theater (discussed at Council meeting 4/17/25, memo drafted online and edited/approved at special Council meeting on 4/24/25, presented to full Senate on 5/1/25)

# **SOUTHERN ILLINOIS UNIVERSITY**

## **EDWARDSVILLE**

### **FACULTY DEVELOPMENT COUNCIL Year-End Report to Faculty Senate 05.01.25**

Prepared by Christine Simmons, Chair FDC

- I. Amendments to TEAC Operating Papers**
  - a. TEAC has requested changes to their operating papers to streamline the process of receiving nominations, update the timelines, and re-naming of the rewards.
    - i. The suggested changes to the TEAC Operating Papers were discussed and approved by the FDC on April 18<sup>th</sup>, 2024.
    - ii. First read of the TEAC Operating Papers occurred on September 5<sup>th</sup>.
    - iii. Faculty Senate Approval of TEAC Operating Papers occurred on October 3<sup>rd</sup>.
    - iv. Changes were approved by Chancellor Minor; received April 21<sup>st</sup>, 2025
- II. Faculty Development Interest Survey**
  - a. FDC and CFDI co-created the survey that was released on February 25<sup>th</sup> (SIUE Academic List Serv)- and closed Friday March 7<sup>th</sup> asking for feedback on Faculty Development Interests for Mid-week mentor, book clubs, workshops etc.
- III. AI Student-Faculty *ad hoc* committee**
  - a. First meeting between group heads was 12.11.24 (Simmons, McCarragher, You)
    - i. Plan to develop two surveys- one for faculty, one for students
    - ii. FDC finished the survey 01.16.25
    - iii. Full group meeting occurred on 01.21.25 to discuss surveys
    - iv. Faculty survey was released on Wednesday, January 29<sup>th</sup>, 2025
    - v. Data was presented to the Faculty Senate on April 3<sup>rd</sup> and a memo sent to the Office of the Provost on April 22<sup>nd</sup>.
- IV. Excellence in Undergraduate Education (EUE) Award FY2026**
  - a. Excellence in Undergraduate Education (EUE) awards for FY26 had two priorities: inclusive teaching that bridge equity gaps and course redesign for SIUE Changemakers
    - i. Proposals were due on February 28<sup>th</sup>, 2025. Seven proposals were received.
    - ii. Review of proposals was completed by FDC with recommendations to fund six of proposal provided to the Office of the Provost
    - iii. Award letters were presented to recipients on April 21<sup>st</sup>
- V. Teaching Excellence Awards for 2025**
  - a. Nominations were received from the Colleges/Schools in November.
  - b. TEAC reviewed nomination and made recommendations to the Office of the Provost on April 8<sup>th</sup>.
- VI. Continuous Improvement Conference - 2025**
  - a. CIC 2025 was held on Friday, February 14<sup>th</sup>, 2025
  - b. Title: *AI: Policy, Potential, & Pedagogy*
- VII. Nominations for 2025-2026**
  - a. TEAC Chair – Dr. Erin Vanderbunt
  - b. FDC Chair – Christine Simmons (continuing)



## **IBHE-FAC report for the SIUE Faculty Senate meeting on 1 May 2025**

The IBHE-FAC met on 21 April 2025, hosted by Joliet Junior College in Joliet, with a limited Zoom option.

*Dr. Clyde Namuo, President of Joliet Junior College*, greeted the FAC. JJC is the first community college in the country. They are seeing more student needs outside the classroom (housing, food, etc.) and feel that as an open access school they need to meet students where they are. When he was at Phoenix College he developed a shared governance structure where councils each had a VP and a faculty member as co-chairs. His background is in technology and cybersecurity; they have two AI taskforces going on campus and there is a “Cyber-Clyde” (internal to JJC only) that faculty can interact with to talk about campus topics. He sees potential in being able to easily customize assignments to students strengths and needs (e.g. Meyer-Briggs, Strengths-finder, reading level, etc.). In response to a question about whether students still need to learn to write, he said that conversations with tech employers suggest they are looking for soft skills in employees, not tech expertise, and that soft skills are what make us human. Academic leaders enforce students rediscovering their humanity, especially in light of students who are living in a digital world. In response to a comment that faculty sometimes conflate faculty autonomy with academic freedom, Dr. Namuo said that a difference here from his prior locations is that faculty roles are clearly defined in Illinois. A piece of advice he would give to higher ed leadership is that you cannot govern every interaction that is had with students. So far in response to executive orders, JJC has confirmed core values but not changed. In response to a question about dominant ideologies or viewpoints, he discussed the need to ensure that fair non-discriminatory treatment is given to all student groups, even when student groups have conflicting views. This is something he has had to enforce. He wants to create spaces for critical discourse.

*Shawn Schumacher, FAC Chair*, discussed some changes in who will be meeting with the FAC for the remaining meetings. He requested summaries from working groups and caucuses to prepare his report for the board. The FAC will meet jointly with the IBHE meeting in June. *Mike Phillips, FAC Legislative Liaison*, sent out a list of bills. Of particular interest might be the Equitable University Funding ([SB 13](#) and [HB 1581](#), important to pay attention to amendments) and Student Teacher Stipend ([HB 1375](#)) bills, but a number of other bills affecting various aspects of higher education are also still active (forbidding AI from being used as the primary instructor of record at community colleges, requiring a specific number of mental health counselors at public institutions, requiring reports about IAI, permitting baccalaureate degrees at community colleges, creating a direct admission act, and addressing student sanctions related to conduct and free speech, and perhaps more) – if you are interested in Mike’s summary please email me and I will forward it to you. He also reviewed plans for the legislative visits that he will coordinate for FAC members the day before the May meeting.

*Jill Gebke, Assistant Director of Academic Affairs, IBHE*, reported that that Dr. Nora Lee Heist (School of Communication and Journalism, Eastern Illinois University) has been appointed as the public university faculty member of the IBHE. Jill reported that there are some concerns about timeliness and data security associated with the changes in student loan administration.

She will be attending an informational session soon about the changes to the Carnegie Classifications, as they are being entirely revised (not just the previously released research changes).

During the business meeting, minutes were approved, and the progress on the Prior Learning Assessment survey was updated. We spent time discussing a rough draft of a statement from the Early College Working Group. The Election Committee was formed to elect officers for next year, and a new website administrator was recruited. Student visa concerns and revocations were discussed, including items such as Fulbright applications being down and what countries may be stepping up their recruitment of international applicants.

Working groups and caucuses met. Some highlights from working group report-outs: Early College is comparing the Dual Credit Quality Act to the requirements of National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation; Student/Faculty Mental Health is about to submit their survey for IRB approval; AI/Tech is looking at ADA compliance issues; and the PLA group is exploring their preliminary survey data. Caucuses discussed officers and members for next year as well as general discussions about our institutions.

The next IBHE-FAC meeting will be May 16<sup>th</sup> in Springfield.

With regards, Susan D. Wiediger, representative for SIUE to the IBHE-FAC. For more information about any of these items, please contact me via email at [swiedig@siue.edu](mailto:swiedig@siue.edu). SIUE's alternate representative is Shelly Goebel-Parker, [egoeb1p@siue.edu](mailto:egoeb1p@siue.edu).

**Governance Council Annual Report**  
**for**  
**2024-2025**

Handled public forum related to SEHHB department split.

Re-worked operating papers to shift from Rules & Procedures Council to Governance Council.

Drafted the survey questions for the Chancellor & the Provost to work with a different Likert type scale, considered suggested changes by the President, conducted survey, & generated report.

Requested and received updated roll for those eligible to vote for senate.

Determined if reallocation of senators by unit was needed (was not) & informed academic units of senators whose terms were up. Requested those senator elections be conducted.

Handled selection of people for four Instructor Senator positions whose terms are expiring.

-- Tim Kalinowski, Chair

## **President's Report to Faculty Senate**

**May 1, 2025**

### **Meeting with Chancellor Minor**

1. April 24, 2025

- Academic Program Prioritization
  - Will not be rushed and will need to find the right balance.
  - Thoughts on the importance of the process.
  - Discussed how the process will continue (Phase 2 start; most faculty not under contract during summer) and how the process can be improved (need to have early and serious conversations between administration (college/school dean) and faculty); continued emphasis on why shared governance is an essential part of any program prioritization.

### **Meeting with Provost Cobb**

1. April 11, 2025

- Discussed how the academic program prioritization will proceed (Phase 2 timeline; potential issues/challenges with possible rollout of proposals); Provost expressed concerns about some items presented during the open forum (e.g., timeline presented on program approval).

### **Other Faculty-Senate related activities**

- Attended the open forum for the second set of academic program prioritization proposals (Art History; Music Theory and Composition; Musical Theater) on April 10, 2025.
  - CAS Dean presented proposed plan (teach out to students in the recommended specializations to be removed; proposals are intended to direct efforts in increasing enrollment in other better-enrolled specializations; savings will improve net revenue).
  - Several individuals (faculty, alumnus, community members) gave their assessment of and concerns about the proposal.
- Attended the open forum for the third set of academic program prioritization proposal (Bioprocess Chemistry; Medical Science; French; German; discontinue

teaching of Chinese; merging of two departments (Foreign Languages with English Language and Literature).

- CAS Dean presented proposal plan (savings generated from discontinuing specializations; concern on the number of students in the specialization (including number of graduates)).
  - Several individuals (faculty, alumnus, community members) gave their assessment of and concerns about the proposal.
- Attended meeting of SIU System Faculty Collaboration Award group (SIU advisory group) on April 11, 2025 to discuss current number of applications (need to advertise more; encourage faculty who have worked with faculty from other campus to apply).