

FACULTY SENATE MEETING
Mississippi/Illinois Room
April 2, 2026 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:32 pm on Thursday, April 2, 2026 in MUC Mississippi/Illinois Room by President Wai Cheah.

Present: **President** Wai Cheah, **Past President** Marcus Agustin, **President-Elect** Susan Wiediger, Undrah Baasanjav, Leah Baecht, Olga Bezhanova, Rachel Bradley, Igor Crk*, Jacob Del Rio, Stephen Duda, Isabel Gay*, Ruben Gomez, Jennifer Hookstra, Mary Kaemmerer, Tim Kalinowski, Sungho Kim, Marie Klopfenstein, Susan Kooiman, Tianyu Li, Cassandra Maynard, Shannon McCarragher, Steven Morrese, Sorin Nastasia, Barbara Nwacha, Jon Pettibone (ex officio), Beidi Qiang, Ken Rawson, Mark Ruscini, Dan Segrist, Kamran Shavezpur, Chrissy Simmons, Erik Alexander for Jason Stacy, Brian Johnson for Rebecca Swartz, Jenna Tebbenkamp, Melissa Thomeczek, Kevin Tucker, Saad Ullah, Jasbir Upadhyaya*, Cinnamon VanPutte, Chin-Chuan Wei, Andrew Wesemann, Nicholas Guehlstorf for Sophia Wilson*, Amy Winn, Duff Wrobbel, James Wulfsong, Kyong-Sup Yoon

* – attended via Teams

Absent: Mary Frazier, Carole Frick, Erik Krag, Ramana Madupalli, Mark McKenney, Lynne Miller, Marion Prats, Jeffrey Sabby (ex officio), David Sherrill, Gloria Sweida

Guests: Eric Ruckh

Announcements:

- A.** Search Committee (Vice Chancellor for Anti-Racism, Diversity, Equity, and Inclusion) – Dr. Diane Owino
- B.** Policy 1J7 (Student Evaluation of Teaching) – Student Experience Survey (SES) Implementation (Summer 2026)
- C.** Policy 1H1 General Education Program – A minor error has been identified in Policy 1H1 and is being addressed.
- D.** Starfish – Participation in Starfish is a job requirement.
- E.** AI Guiding Principles (ADDED TO AGENDA) - The AI guiding principles were circulated to FSEC members last week and should be shared with constituents. Feedback or concerns should be compiled and emailed by April 15 for submission to the Chancellor's office by April 20. Dr. Jessica Harris confirmed that the team's suggestions for changes to the guiding principles are welcome.

Consideration of Minutes:

The March 5, 2026 meeting minutes were approved as written.

Action Items:

- A.** Changes to Policy on Honors and Recognitions (Honors Programs – 1R2) – Drs. Eric Ruckh and Amy Winn did a second read to proposed revisions to University Policy 1R2, concerning the University Honors Program. Revisions clarify the UHAC's oversight role and outline reporting requirements for the Director. A proposed revision establishes clear pathways for

students to recover from academic difficulty, emphasizing student success and academic integrity. Faculty Senate approved this policy change by acclamation.

- B.** Changes to Policy on Student Academic Standards and Performance (Credit for Prior Learning – 1111) – Dr. Amy Winn did a second read to proposed revisions to University Policy 1111, concerning Credit for Prior Learning. Credit for Prior Learning not falling under specific course proficiencies or departmental designations will be designated as UNIV XXXX on the student’s transcript and will be institutional general elective credit up to 6 hours. A friendly amendment was proposed to clarify the decision-making process for awarding credits based on life experiences. The amendment specifies that a committee, composed of advising staff, the online services director, and a representative from the registrar’s office, will be responsible for evaluating and approving these credits. The amendment also emphasizes the importance of aligning these credits with the student’s program requirements and ensuring they contribute to the student’s overall learning experience. Faculty Senate approved both the friendly amendment and this policy change by acclamation.

Unfinished Business:

- A.** Update on approval to Policy 1Q8 changes (Implementation and Administrative Responsibility Policy) – February 7, 2025 – still waiting on approval.
- B.** Update on approval of changes to Retired/Emeritus Faculty Policy – May 6, 2025 – still waiting on approval.
- C.** Update on Policy 1C1 approval (Guidelines for Course Categories, Class Scheduling, and Publications) – May 2, 2025 – still waiting on approval.
- D.** Program Prioritizations: Phase 2 – No new update.

New Business:

- A.** Changes to Policy on Graduation Requirements (1F1) – Dr. Amy Winn did a first read to proposed revisions to Policy 1F1. SIUE’s transfer credit policy is being reviewed to align with regional universities. The proposed change would remove the requirement for 30 credits to be earned at a four-year institution, allowing students more flexibility in meeting the 120-credit hour graduation requirement, with the only restriction being 30 hours must be earned in residence. The discussion also touched upon the clarification of prior learning credits and the need to ensure all transfer credits are from accredited institutions.

Reports from Standing Committees:

IBHE Faculty Advisory Council: see attached report.

UPBC: see attached report.

Reports from Council Chairs:

Governance Council: see attached report.

President: See attached report.

Adjournment:

The meeting adjourned at 3:30 pm

Submitted by Michael Tadlock-Jackson, University Governance

Policies & Procedures

Table of Contents

Honors and Recognitions

Honors Program - 1R2

1. Introduction

1. The purpose of SIUE's Honors Program is to attract a diverse body of high-achieving and highly motivated students, providing them an enriching and integrative set of curricular and co-curricular experiences that develop the habits and dispositions emblematic of a love of inquiry.
2. The Honors Program is committed to delivering measurably deeper, more complex academic experiences through student-centered learning.
3. The Honors Program affords the University an opportunity for curricular and pedagogic experimentation and innovation on our own campus.

2. Honors Curriculum

Honors Scholars are required to complete a general education program that combines the requirements outlined in University policy 1D1 - University-wide Criteria for the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Professional Baccalaureate Degrees - with the following 25 credit-hour Honors curriculum.

1. Honors Seminar Sequence (15 credit-hours)

1. Honors 120, "Honors Scholars New Freshman Seminar: Big Questions and the Spirit of Inquiry," linked with Honors 121, "Honors Rhetoric" (3 credit-hours each for 6 credit-hours);
2. Honors 250, "Lower-Division Honors Seminar: Connections through the Arts and Humanities" (3 credit-hours);
3. Honors 320A, "Honors Interdisciplinary Seminar: Problems in the Social and Behavioral Sciences" (3 credit-hours);
4. Honors 320B, "Honors Interdisciplinary Seminar: Problems in the Physical Sciences, Life Sciences, and Technology" (3 credit-hours)

2. Honors Pro-Seminar Sequence (4 credit-hours)

1. Honors 100, "Honors Pro-Seminar: Learning, Working, Living" (1 credit-hour)
2. Honors 200, "Honors Pro-Seminar: The World" (1 credit-hour)
3. Honors 300, "Honors Pro-Seminar: Special Topics" (1 credit-hour)
4. Honors 499, "Honors Pro-Seminar: Civic Engagement and Inter-disciplinarily" (1 credit-hour) (concludes with participation in Honors Symposium)

3. Additional Curricular Requirements (6 credit-hours)

Honors Scholars are also required to satisfy the requirements of:

1. a lab course (EL) in the physical sciences (NS) or life sciences (LS);
2. a mathematics, statistics, or quantitative reasoning course
3. These requirements may be satisfied through major or minor degree requirements

4. Honors Curriculum for Continuing and Transfer Students

1. Continuing or transfer students with 1-30 credit-hours are exempt from Honors 120 and Honors 121 but are required to complete the remainder of the honors curriculum outlined above (19 credit-hours), including the 'Additional Requirements,' which may be satisfied in approved ways. They are required to take Honors 250 within two semesters of admittance to the program. In addition, they are required to earn credit in two English composition courses.
2. Continuing or transfer students with 31-60 credit-hours are exempt from Honors 120, Honors 121, and Honors 100; further they are exempt from either Honors 320A or Honors 320B. They are required to complete the remainder of the honors curriculum outlined above (15 credit-hours), including the 'Additional Requirements,' which may be satisfied in approved ways. They are required to take Honors 250 within two semesters of admittance to the program. In addition, they are required to earn credit in two English composition courses.

5. Exceptions to Curricular Requirements

The Director of the University Honors Program can grant exceptions to the curricular requirements of the Honors Program. The Director is required to report these exceptions to the University Honors Advisory Council as an information item at least once per term.

3. Honors Co-Curricular Requirement

Honors Scholars are required to engage in 50 hours of service before graduation (satisfied by options approved by the University Honors Advisory Council).

4. Admissions

SIUE's Honors Program seeks a diverse set of students with excellent academic credentials who are highly motivated, industrious, intellectually

curious, creative, and want to cultivate the spirit and practice of inquiry, innovation, and self-reflection.

1. Incoming Freshmen

1. Applications for admission to the Honors Program will be accepted from high school students who: have been admitted to the University; who have a high school GPA of at least 3.5; who have an ACT score of at least 25; and have satisfied other admissions requirements as established by the Director of the University Honors Program, in consultation with the University Honors Advisory Council, the Director of Undergraduate Admissions, and the Associate Vice Chancellor for Enrollment Management.

2. All Meridian Scholars are automatically admitted and required to participate in the Honors Program.

2. Continuing and Transfer Students

Applications will also be accepted from students: with up to 60 credit-hours of college-level course work; who have a college GPA of 3.5, and have satisfied other admissions requirements as established by the Director of the University Honors Program, in consultation with the University Honors Advisory Council, the Director of Undergraduate Admissions, and the Associate Vice Chancellor for Enrollment Management.

3. Exceptions

Exceptions to this admissions policy may be made only by the Director of the University Honors Program.

5. Retention Standards and Removal from Program

1. Honors Scholars must maintain a 3.2 cumulative grade point average to remain in good standing in the Honors Program.
2. Meridian Scholars must meet the stated requirements of that program. Meridian Scholars who do not maintain the required grade point average for the Meridian Scholarship but who do maintain a cumulative 3.20 grade point average are allowed to remain in the Honors Program.
3. When any Honors Scholar's cumulative grade point average falls below a 3.20, the student will be placed on program probation. Written notification will be provided to the student by the Director of the University Honors Program.
4. While on program probation, Honors Scholars are required to attain a 3.20 grade point average for the next term of attendance. A student may remain on program probation as long as they earn a 3.20 grade point average in every term of attendance. Once a student's cumulative grade point average reaches 3.20, they will be returned to regular standing in the University Honors Program.
5. While on program probation, if a student fails to attain a 3.20 grade point average for any term of attendance, they will be removed from the Honors Program. Written notification will be provided to the student by the Director of the University Honors Program.
6. Removal from Program

1. Honors students who are removed (or withdraw on their own) from the program lose the privileges (enumerated below) of the program.
2. On removal (or withdrawal) from the program, honors courses will be articulated with the Lincoln Program in the following way:

1. Honors 120: NFS (New Freshmen Seminar) and the approved Breadth attribute as determined by the Faculty Senate General Education Committee;
2. Honors 121, if passed with a C or better: FW I, FSPC;
3. Honors 250: BHUM or BFPA (as determined by the Faculty Senate General Education Committee);
4. Honors 320A or Honors 320B: IS or the approved Breadth attribute as determined by the Faculty Senate General Education Committee;
5. Honors 100, Honors 300: approved Experience attribute as determined by the Faculty Senate General Education Committee;
6. Honors 200: EGC.

6. Privileges

1. Registration

Honors Scholars shall be granted priority registration privileges, in light of the potential difficulties of scheduling honors and major courses.

2. Recognition

Honors scholars, who graduate in good standing, will be recognized at an awards ceremony hosted by the Office of the Chancellor.

7. Exceptions and Appeals

1. Honors students can request, in writing, exceptions from the requirements of the Honors Program. Requests for exceptions must: come in writing, specify from what requirement the exception is requested, and provide a brief rationale for the request. Requests for exceptions are to be delivered to the Honors Program Director. They are decided by the University Honors Advisory Council.
2. Appeals to decisions of the Director of the University Honors Program regarding admissions to the program, fulfillment of the general education requirements of the program, probation or removal from the program will be made to the University Honors Advisory Council. Decisions of that body are final.
3. Honors students retain all of their rights and responsibilities as laid out in University Policy 3C, "Student Rights and Conduct."

Approved by Chancellor effective 8/15/18

This policy was issued on August 15, 2018, replacing the July 31, 2017 version.

Document Reference: 1R2

Origin: CC 7-70/71; OP 4/10/91; OP 2/21/92; CC 13-96/97; CC#26-15/16; CC#17-16/17; CC#44-17/18

SOUTHERN ILLINOIS UNIVERSITY
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0 January 2026

To: Amy Winn, Ph.D., Associate Professor of Biological Sciences, Chair, Faculty Senate Curriculum Council

From: Eric W. Ruckh, Ph.D., Director, John Martinson Honors Program



cc: Donavan Ramon, Ph.D., Associate Professor of English, Interim Chair, UHAC
P. Denise Cobb, Ph.D., Provost and Vice Chancellor for Academic Affairs

re: further details regarding proposed modifications to 1R2

Dr. Winn:

Thank you for your guidance and efforts at explaining the proposed revisions to University Policy 1R2, discussed at its last meeting on 15 January 2026, that the University Honors Advisory Council (UHAC) sent to the Faculty Senate Curriculum Council. In response to questions that were raised on that Thursday, I have added language to the proposed 1R2 revision about the oversight role of the UHAC and the reporting requirements that the Director has to update the FSCC and Faculty Senate regularly; these revisions are highlighted in yellow in the attached document. Additionally, I want to provide both more context about the current policy in relation to retention and explain what the UHAC is proposing going forward. This context is necessary for the Undergraduate Programs Committee and the Curriculum Council, since I have been remiss in providing regular updates to the FSCC.

Honors students are high achieving students, at least in potential and most often in practice. They are generally more intentional and thoughtful about their education. However, they think, like most students do, that academic success is measured by GPA, grades, by completion of sets of requirements. We work to show them that education is more than the successful completion of requirements that purport to lead to jobs and that it involves the cultivation of reverence and criticism that allows them to be members of big and small intellectual and active communities. We strive to demonstrate that education is about the cultivation of the coordinated set of habits and dispositions that will allow them to engage in meaningful projects, helping build our futures and allowing them to thrive. For many, that takes some time and requires some 'un-learning.' It involves some dissonance as they reframe for themselves (with faculty, staff, peers encouraging them) the meaning of their education. It is also important to recognize that honors students are like their contemporaries in every other way: stressed by work, confronting challenges at home, handling problems with money and finances, sometimes struggling with their physical and mental health. When you see them in that light and add in that they are both being challenged to rethink the meaning of education and are trying to live up to their high standards of success, you can recognize, I hope, that honors students often get 'into trouble' from a retention/GPA perspective for many reasons—reasons that have to do with their lives and less to do with not working hard. That is the context in which the JMHP is trying to challenge and support our students.

Honors education is ultimately less about overloading students with more working than it is about changing the mode of study itself: less lecturing, more discussions; less banking, more participation in the construction of ideas; less imposition of pre-ordained sets of information and more exploration of problems—both contemporary and enduring—that are shared by teacher and students.

I understood some of this when I became honors director in 2013, certainly, but not all of it. I really did not understand the current experience of students—the stress and pressure under which they

Director
John Martinson Honors Program
SIUE, Campus Box 1061
Edwardsville, Illinois 62026-1061

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EDWARDSVILLE

work—some of it imposed by themselves, some by their families, some by our society. I have learnt much from our students, our staff, and other faculty over the last decade.

The limits of my understanding and experience are visible in the current retention component of University Policy 1R2. Here is how the policy, as currently written, should work. It establishes a 3.2 cumulative GPA as the minimum to be in good standing. It permits students to remain in the program under the following condition: when a student falls below the 3.2 cumulative GPA they are permitted to continue in the program, as long as in each subsequent semester (after falling below the 3.2) they achieve a semester GPA of at least 3.2. As currently written, there is no limit on how long they can continue in the program in this ‘demi-honors’ status. Further, there is no support provided them in this shadow, borderline status, beyond regular semester by semester advising appointments: they are left to their own devices, to fix their own problems.

The current policy has both theoretical and practical problems. We confronted the practical problems almost immediately. First, there were a small number of students who had (and who have) catastrophic semesters from which it is near impossible to recover honors good standing. They can continue many semesters below good standing, limping by with bear 3.2 semester GPAs and incrementally raising their cumulative GPA. What to do with them? Second, there is the issue of the students who follow one bad semester with a second bad semester and need to be removed from the program, immediately. When that happens between a fall and spring term, there is little time—a bear week, often—to identify them, notify them, drop them from honors courses and get them in some general education course. How to do that? How to do that and remain in dialogue with them, explain the situation, and get their input? Different problems emerged by the end of Spring 2017: students who had just slipped below 3.2 their first semester and then in S17 almost got a semester GPA of 3.2, like a 3.17; students who had a catastrophic first semester and recovered in S17. So: do we remove the first student and not the second, even the first has higher cumulative GPA than the second? The assistant director and I did not see a clear path forward. At the same time, I was working on launching the next necessary set of new courses. That ambiguity and pressure led me to suspend the retention policy that first year. That decision opened the door to further ambiguity and further suspensions of the policy. Applying the current policy seemed to lead to outcomes that were minimally incoherent or maximally unfair (or at least questionable).

The larger problem is that the current retention component of 1R2 does not account for the student holistically. That means that we did not, when we designed the revised honors program, carefully consider how we would support students who get into academic trouble for non-academic reasons and then how we might support them; we did not carefully consider how to support them as they transit out of the honors program in a way that doesn’t damage their future work and graduation. I have come to think that we should encounter all students with an ethic of care—to recognize the interdependent set of relations and contexts within which they live their lives—so that regardless if they are in the honors program or not they have a higher likelihood of success at the university and a higher likelihood of developing a capacity to attend to themselves and our world such that they thrive.

The revision to the retention component of 1R2 that we are proposing seeks to address these theoretical and practical problems with the current policy, holding students accountable academically, providing clear pathways to recovery of ‘good honors standing,’ providing support for students, and clear exit points for those who can’t recover. We are aiming to provide coherence to practice and policy while being perceived in operation as fair. Here is an overview of the proposed retention policy that we will submit to the Undergraduate Programs Committee if the revision of 1R2 under discussion is advanced. When I say ‘we,’ I want to be clear that the proposed retention policy was developed by a working group composed of faculty, staff, and students. It was discussed both by the UHAC and by the core faculty and staff of the JHMP multiple times; it was revised in relation to those discussions. A final draft was then taken to the whole of the UHAC and discussed. If the proposed revision to 1R2 is passed, the actual program/catalog language revision necessary will be discussed and voted on by the UHAC before being

Director
John Martinson Honors Program
SIUE, Campus Box 1061
Edwardsville, Illinois 62026-1061

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sent to the Undergraduate Programs Committee. The JMHP has been and continues to function collaboratively and is the better for it.

The potential new JMHP retention procedure retains the current 3.2 cumulative GPA for students to remain in ‘good standing’ and to graduate ‘with honors designation.’ For students who get into academic difficulty, it will create a clear status (recovery or improvement status), and clear pathways with requirements and supports for students so that they can return to good standing or be removed from the program.

We propose to establish a set of GPA checkpoints for the first four semesters. After the first semester, honors students must have at least a 3.2 to remain in good standing; if they don’t they will put into ‘improvement/recovery’ status and be required to take a new honors recovery course (HR1) in their second semester. If at the end of their second term, a student’s cumulative GPA is <2.7 they will be removed. If at the end of the second semester the student’s cumulative GPA recovers to >3.2 , they are returned to good standing. If their cumulative GPA remains <3.2 but is >2.7 , they will remain in ‘recovery status’ and will be required to take a second one-credit-hour recovery course (HR2) and a general education course in their 3rd semester. The proposed new policy gives all students at least one semester to recover; it doesn’t require the JMHP office to remove first-year students between their first fall and spring terms. At the end of their 3rd semester, honors students must have a cumulative 3.0 GPA to remain in the program. If their cumulative GPA is <3.0 , they will be removed. If their cumulative GPA is >3.0 and <3.2 , they will remain in recovery status and be required to take HR2 a second time. If at the end of their fourth semester their cumulative GPA is <3.2 , they will be removed from the program; if it is >3.2 they are returned to good standing. This process is detailed in the accompanying ‘flow-through’ graph. Our new proposed retention policy recognizes that most of our students get into trouble early and we are trying to support them in recovery, to the degree we can; at the same time, we are establishing clear requirements that protect the academic integrity of the program.

Will this proposed retention policy be an improvement? Yes, in that it will establish benchmarks (floors) below which students will be removed; yes, in that it will provide us opportunities to support students in their efforts to recover/improve their standing. Will it solve all our problems? No. Will it create new problems? Probably. I can already imagine a few new ones. But, and this is important, students retain the opportunity to appeal and I remain flexible, willing to try different strategies that support students’ academic success and campus belonging.

Will we actually be able to help students recover their cumulative GPA? We think we have some chance of success. We have run a pilot four times (F23, S24, F24, F25) through which a small number of volunteers have transited (36). About 1/2 of the students through the pilot saw their cumulative GPA either improve or stabilize.

There are two fundamental reasons for the Curriculum Council to support the revision of 1R2.

First, the JMHP should be treated like all other academic programs on campus—with the same degree of oversight (that of Undergraduate Programs and Undergraduate Courses). Second, we should be guided by epistemic humility: I am not certain how the retention policy will work, but I am confident that we can adjust it, if given the authority, to adjust it in ways that can encourage academic excellence, while supporting students.

Director
John Martinson Honors Program
SIUE, Campus Box 1061
Edwardsville, Illinois 62026-1061

Honors and Recognition

The John Martinson Honors Program – 1R2

I. Introduction

- A. The purpose of SIUE's Honors Program **John Martinson Honors Program (JMHP)** is to attract a diverse body of high-achieving and highly motivated students, providing them an enriching and integrative set of curricular and co-curricular experiences that develop the habits and dispositions emblematic of a love of inquiry.
- B. The Honors Program **John Martinson Honors Program** is committed to delivering measurably deeper, more complex academic experiences through student-centered learning.
- C. The Honors Program **John Martinson Honors Program** affords the University an **on-campus** opportunity for curricular and pedagogic experimentation and innovation ~~on~~ our own campus.
- D. **The University Honors Advisory Council (UHAC) serves as the primary clearinghouse for all discussions of the John Martinson Honors Program and its relation to all other units on campus. The UHAC is responsible for maintaining, reviewing, and updating University Policy 1R2. The UHAC is responsible for reviewing proposals for additions, terminations, and modifications of all honors courses and requirements. The UHAC is responsible for the continuing review of the John Martinson Honors Program.**
- E. **The Director of the John Martinson Honors Program is responsible to manage the John Martinson Honors Program in its day-to-day functions; to establish and oversee the assessment mechanisms of the John Martinson Honors Program; to engage in outreach and fundraising for the John Martinson Honors Program; to meet regularly with the Provost to discuss and coordinate the business of the Council and all related matters associated with the Council and the John Martinson Honors Program.**
- F. **The Director of the John Martinson Honors Program is an ex officio member of the Faculty Senate's Curriculum Council. They are responsible to provide regular updates to the Curriculum Council, discussing the business of the John Martinson Honors Program and the University Honors Advisory Council. Additionally, they are responsible for submitting an annual report to the Faculty Senate.**

II. Honors Curriculum

Honors Scholars students are required to complete a general **The honors curriculum is an alternative** general education program that combines the requirements outlined in University Policy 1D1 - University-wide Criteria for the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Professional Baccalaureate Degrees - with the following ~~25 credit-hour~~ honors curriculum.

- A. Honors Seminar Sequence (15 credit-hours)

1. Honors **HONS 120**, "Honors Scholars New Freshman Seminar: Big Questions and the Spirit of Inquiry," linked with Honors **HONS 121**, "Honors Rhetoric" (3 credit-hours each for 6 credit-hours);
 2. Honors **HONS 250**, "Lower-Division Honors Seminar: Connections through the Arts and Humanities" "**Patterns in Human Endeavors**" (3 credit-hours);
 3. Honors **HONS 320A**, "Honors Interdisciplinary Seminar: Problems in the Social and Behavioral Sciences" "**Interdisciplinary Problems in Society and Culture**" (3 credit-hours);
 4. Honors **HONS 320B**, "Honors Interdisciplinary Seminar: Problems in the Physical Sciences, Life Sciences, and Technology" "**Interdisciplinary Problems in Science and Technology**" (3 credit-hours)
- B. Honors Pro-Seminar Sequence (4 credit-hours)
1. Honors **HONS 100**, "Honors Pro-Seminar: Learning, Working, Living" "**On Education**" (1 credit-hour)
 2. Honors **HONS 200**, "Honors Pro-Seminar: The World" "**On Globalization**" (1 credit-hour)
 3. Honors **HONS 300**, "Honors Pro-Seminar: **Student-Selected Topics of Interest**" (1 credit-hour)
 4. Honors ~~499~~ **HONS 400**, "Honors Pro-Seminar: Civic Engagement and Inter-disciplinarity" "**Honors Capstone on Civic Engagement**" (1 credit-hour) (concludes with participation in Honors Symposium)
- C. Additional Curricular Requirements

~~Honors Scholars~~ **In order to satisfy other University requirements, students in the John Martinson Honors Program** are also required to satisfy the requirements of take:

1. a lab course (EL) in the physical sciences (PS) or life sciences (LS), and;
2. a mathematics, statistics, or quantitative reasoning course.
- 3.

These requirements may be satisfied through major or minor degree requirements.

D. Honors **Co-Curricular Requirement**

1. The **co-curricular requirements involve** experiential learning activities that may include service and civic engagement, academic and intellectual enrichment, professional and career development, leadership and organizational involvement, arts and cultural participation, wellness and personal growth, intercultural and global learning, campus community engagement, and other experiences designated by JMHP.
2. Honors **students** must complete the co-curricular requirements, as established by the John Martinson Honors Program, in order to graduate from the program.

3. The Director of the John Martinson Honors Program establishes the standards, categories, and documentation procedures used to verify fulfillment of Applied Explorations. These procedures are subject to review and approval under processes established by the University Honors Advisory Council and in consultation with the Vice Chancellor of Student Affairs, the Vice Chancellor for Enrollment Management, and the Honors Student Association.

E.—Honors Curriculum for Continuing and Transfer Students

- 1.—Continuing or transfer students with 1-30 credit-hours are exempt from Honors 120 and Honors 121 but are required to complete the remainder of the honors curriculum outlined above (19 credit-hours), including the 'Additional Requirements,' which may be satisfied in approved ways. They are required to take Honors 250 within two semesters of admittance to the program. In addition, they are required to earn credit in two English composition courses.
- 2.—Continuing or transfer students with 31-60 credit-hours are exempt from Honors 120, Honors 121, and Honors 100; further they are exempt from either Honors 320A or Honors 320B. They are required to complete the remainder of the honors curriculum outlined above (15 credit-hours), including the 'Additional Requirements,' which may be satisfied in approved ways. They are required to take Honors 250 within two semesters of admittance to the program. In addition, they are required to earn credit in two English composition courses.

F.—Exceptions to Curricular Requirements

The Director of the John Martinson Honors Program University Honors Program can grant exceptions to the curricular requirements of the Honors Program. The Director is required to report these exceptions to the University Honors Advisory Council as an information item at least once per term.

G.—Honors Co-Curricular Requirement

Honors Scholars are required to engage in 50 hours of service before graduation (satisfied by options approved by the University Honors Advisory Council).

III. Honors Enrollment and Participation for Continuing and Transfer Students

The John Martinson Honors Program provides multiple pathways for continuing and transfer students to join. A student's requirements are determined at the time of enrollment in the John Martinson Honors Program, based on the level of prior college coursework completed. Advanced placement, dual credit, or other pre-college credit are not typically used in determining placement.

- A. First-time, full-time students are required to complete the full honors curriculum, as outlined in Section II.
- B. For students beginning with less than 60 post-secondary credits

1. Requirements: Complete the full honors curriculum as outlined except in Section II, except for HONS 120 and HONS 121.
 2. Other Notes
 - a. Students in this pathway must demonstrate completion of two English composition/writing-intensive courses.
 - b. Students in this pathway must also complete the requirements outlined in Section II, C and Section II, D.
- C. For students beginning with 60 or more post-secondary credits
1. Requirements: Complete the following modified honors curriculum
 - a. Seminars: HONS 250 and a choice of HONS 320A or HONS 320B, chosen in conjunction with their honors advisor.
 - b. Proseminars: HONS 100, 300, and 499.
 2. Other Notes
 - a. Students in this pathway must demonstrate completion of two English composition/writing-intensive courses.
 - b. Students in this pathway must also complete the requirements outlined in Section II, C. and a modified version of the requirements established in Section II, D.

IV. Admissions

SIUE's Honors Program seeks a diverse set of students with excellent academic credentials who are highly motivated, industrious, intellectually curious, creative, and want to cultivate the spirit and practice of inquiry, innovation, and self-reflection.

A.—Incoming Freshmen

- 1.—Applications for admission to the Honors Program will be accepted from high school students who: have been admitted to the University; who have a high school GPA of at least 3.5; who have an ACT score of at least 25; and have satisfied other admissions requirements as established by the Director of the University Honors Program, in consultation with the University Honors Advisory Council, the Director of Undergraduate Admissions, and the Associate Vice Chancellor for Enrollment Management.
- 2.—All Meridian Scholars are automatically admitted and required to participate in the Honors Program.

B.—Continuing and Transfer Students

Applications will also be accepted from students: with up to 60 credit-hours of college-level course work; who have a college GPA of 3.5, and have satisfied other admissions requirements as established by the Director of the University Honors Program, in consultation with the University Honors Advisory Council, the Director of Undergraduate Admissions, and the Associate Vice Chancellor for Enrollment Management.

C.—Exceptions

~~Exceptions to this admissions policy may be made only by the Director of the University Honors Program.~~

IV. Honors Enrollment Processes

The John Martinson Honors Program enrolls students who demonstrate strong academic preparation and also show qualities such as intellectual curiosity, creativity, motivation, and openness to the values of honors education. The John Martinson Honors Program seeks a diverse community of students ready to engage in inquiry, innovation, and self-reflection.

A. The Director of the John Martinson Honors Program, in consultation with the University Honors Advisory Council and the Vice Chancellor for Enrollment Management, establishes the standards and practices governing admission to the John Martinson Honors Program. The Director, in consultation with the University Honors Advisory Council, is authorized to set eligibility criteria, determine admission outcomes, and take actions necessary to implement these standards.

B. Applications are accepted from incoming first-year students, continuing students, and transfer students who meet expectations set by the University Honors Advisory Council.

C. Meridian Scholars are automatically enrolled and required to participate in the John Martinson Honors Program.

4. ~~Retention Standards and Removal from Program~~

- ~~1.—Honors Scholars must maintain a 3.2 cumulative grade point average to remain in good standing in the Honors Program.~~
- ~~2.—Meridian Scholars must meet the stated requirements of that program. Meridian Scholars who do not maintain the required grade point average for the Meridian Scholarship but who do maintain a cumulative 3.20 grade point average are allowed to remain in the Honors Program.~~
- ~~3.—When any Honors Scholar's cumulative grade point average falls below a 3.20, the student will be placed on program probation. Written notification will be provided to the student by the Director of the University Honors Program.~~
- ~~4.—While on program probation, Honors Scholars are required to attain a 3.20 grade point average for the next term of attendance. A student may remain on program probation as long as they earn a 3.20 grade point average in every term of attendance. Once a student's cumulative grade point average reaches 3.20, they will be returned to regular standing in the University Honors Program.~~
- ~~5.—While on program probation, if a student fails to attain a 3.20 grade point average for any term of attendance, they will be removed from the Honors Program. Written~~

notification will be provided to the student by the Director of the University Honors Program.

V. Honors Academic Standards and Standing

- A. The Director of the John Martinson Honor Program, in consultation with the faculty and staff of the John Martinson Honors Program, the University Honors Advisory Council, and the Vice Chancellor for Enrollment Management, establishes the standards and practices governing retention in the John Martinson Honors Program. The Director of the John Martinson Honors Program is authorized to create categories of academic standing and to take actions necessary to implement these standards.
- B. Students in the John Martinson Honors Program must maintain a cumulative grade point average of 3.20 or higher to remain in good standing.
- C. Meridian Scholars who are no longer eligible for the Meridian Scholarship but maintain a cumulative GPA of 3.20 or higher may continue to participate in the John Martinson Honors Program.
- D. Students whose GPA falls below the minimum threshold are subject to review and action under program standards. These actions may include continued participation with conditions, limitations on privileges, or removal from the John Martinson Honors Program.
- E. Students subject to conditions for continued participation, or removed from the John Martinson Honors Program, will receive formal notification through their SIUE email account.

VI. Separation from the John Martinson Honors Program

- A. Honors students who are removed (or withdraw on their own) **separated** from the program lose access to the privileges university commitments (enumerated below) of associated with the program.
- B. On removal (or withdrawal) **separation** from the program, honors courses will be articulated with the Lincoln Program in the following way:
 - 1. Honors **HONS** 120: NFS (New Freshmen Seminar) (**First Semester Transition**) and the approved Breadth attribute as determined by the Faculty Senate General Education Committee;
 - 2. Honors **HONS** 121, if passed with a C or better: FW I, FSPC;
 - 3. Honors **HONS** 250: BHUM or BFPA (as determined by the Faculty Senate General Education Committee);

4. Honors **HONS** 320A or Honors **HONS** 320B: CM or **and** the approved Breadth attribute as determined by the Faculty Senate General Education Committee;
 5. Honors **HONS** 100, Honors **HONS** 300: approved Experience attribute as determined by the Faculty Senate General Education Committee;
 6. Honors **HONS** 200: EGC.
5. Privileges
- 1.—Registration
~~Honors Scholars shall be granted priority registration privileges, in light of the potential difficulties of scheduling honors and major courses.~~
 - 2.—Recognition
~~Honors scholars, who graduate in good standing, will be recognized at an awards ceremony hosted by the Office of the Chancellor.~~

VII. University Commitments

A. The University supports the success of honors students by providing core structures, resources, and opportunities necessary for meaningful participation in the John Martinson Honors Program. These commitments ensure that students can make consistent progress through the John Martinson Honors Program while engaging fully in its academic and experiential components.

1. **Priority registration to support timely progress through John Martinson Honors Program requirements and major degree programs.**
2. **Specialized honors advising to assist with academic planning and participation in the John Martinson Honors Program.**
3. **Access to honors courses, programming, and designated community spaces that support learning, collaboration, and engagement.**
4. **Formal recognition for students who complete the John Martinson Honors Program in good standing.**
5. **Access to high-impact co-curricular learning opportunities consistent with the mission and values of the John Martinson Honors Program.**

B. The John Martinson Honors Program may develop additional opportunities, recognitions, or forms of support for participants. The design and implementation of these commitments are determined by the Director of the John Martinson Honors Program, in consultation with the University Honors Advisory Council, and other relevant University constituents.

6. Exceptions and Appeals

- 1.—~~Honors students can request, in writing, exceptions from the requirements of the Honors Program. Requests for exceptions must: come in writing, specify from what requirement the exception is requested, and provide a brief rationale for the~~

request. Requests for exceptions are to be delivered to the Honors Program Director. They are decided by the University Honors Advisory Council.

- 2.—Appeals to decisions of the Director of the University Honors Program regarding admissions to the program, fulfillment of the general education requirements of the program, probation or removal from the program will be made to the University Honors Advisory Council. Decisions of that body are final.
- 3.—Honors students retain all of their rights and responsibilities as laid out in University Policy 3C, “Student Rights and Conduct.”

VIII. Exceptions and Appeals

The John Martinson Honors Program recognizes that individual circumstances may occasionally warrant exceptions or appeals. These processes ensure fairness, uphold program standards, and provide students with a clear path for review.

- A. **The Director of the John Martinson Honors Program in consultation with the University Honors Advisory Council, and the John Martinson Honors Program faculty and staff, establishes the standards and practices governing exceptions and appeals.**
- B. **The Director of the John Martinson Honors Program is authorized by the University Honors Advisory Council to grant exceptions in individual cases, including exceptions related to the curriculum, the co-curriculum, retention standards, and other program requirements associated with the John Martinson Honors Program.**
- C. **Appeals of admissions decisions, fulfillment of program requirements, or actions related to retention and academic standing are heard by the University Honors Advisory Council. Decisions by the University Honors Advisory Council are final.**
- D. **Honors students retain all rights and responsibilities as outlined in University Policy 3C, *Student Rights and Conduct*.**

Student Academic Standards and Performance

Credit for Prior Learning - 1I11

Students who have acquired knowledge and/or skills as a result of prior learning or professional experiences may earn course credit through prior learning assessment (PLA). PLA may include credit by exam, individualized assessment, evaluation of workplace training, portfolios, and other means as deemed appropriate by the evaluating department. PLA may be obtained for

- Workplace training.
- Military training (see [Military Prior Learning Credit - 1Q4](#)).
- Holding current licenses or industry recognized certifications.
- Advanced PLacement (see [Advanced Placement Program and International Baccalaureate Credit - 1K2](#)).
- Proficiency exams (see [Undergraduate Proficiency Examination Policy - 1K4](#)).
- College Level Examination Program (CLEP) exams (see [College Level Examination Program \(CLEP\) Policy - 1K5](#)).
- Defense Activity for Non-Traditional Education Support ([DANTES/DSST](#)).
- American Council on Education (ACE) courses and programs.
- Other activities that demonstrate mastery of appropriate college-level course outcomes.

A student should consult with the department from which PLA credit is sought to discuss credit for prior learning experiences. Credit is awarded provided the student demonstrates that learning occurred as a result of the prior experience. Credit is not awarded for the experience itself. There may be a fee for PLA imposed based on the type of assessment and number of credits to be reviewed. When appropriate, fees will be assessed according to University policy and will be disclosed prior to review of prior learning. PLA academic credit will only be awarded for admitted students. Earned PLA credits may satisfy prerequisite requirements and apply toward general education requirements, majors, minors, and electives. A student cannot earn PLA credit if the student has earned a grade for a course.

Unsuccessful attempts to earn PLA credit will not be included in the student's transcript. A student can request a review of the PLA decision by filing an appeal with the Department Chair of the department evaluating the prior learning.

Approved by the Chancellor effective 7/26/19

This policy was issued on July 26, 2019.

Document References: 1I11

Origin: CC 04-18/19

Student Academic Standards and Performance
Credit for Prior Learning - 1I11

Students who have acquired knowledge and/or skills as a result of prior learning or professional experiences may earn course credit through prior learning assessment (PLA). PLA may include credit by exam, individualized assessment, evaluation of workplace training, portfolios, and other means as deemed appropriate by the evaluating department. PLA may be obtained for

Workplace training.

Military training (see Military Prior Learning Credit - 1Q4).

Holding current licenses or industry recognized certifications.

Advanced Placement (see Advanced Placement Program and International Baccalaureate Credit - 1K2).

Proficiency exams (see Undergraduate Proficiency Examination Policy - 1K4).

College Level Examination Program (CLEP) exams (see College Level Examination Program (CLEP) Policy - 1K5).

Defense Activity for Non-Traditional Education Support (DANTES/DSST).

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In addition to existing forms of PLA mentioned above, Credit for Prior Learning that does not fall under specific course proficiencies (e.g., credit under 1K4), or departmental designations, will be designated as UNIV XXXX on the student's transcript. Credit awarded under this particular PLA designation will be institutional general elective credit up to 6 hours.

Unsuccessful attempts to earn PLA credit will not be included in the student's transcript. A student can request a review of the PLA decision by filing an appeal with the Department Chair of the department evaluating the prior learning.

Approved by the Chancellor effective 7/26/19

This policy was issued on July 26, 2019.

Document References: 1I11

Origin: CC 04-18/19

**FRIENDLY AMENDMENT TO PROPOSED AMENDMENT
TO POLICY 1I11**

The proposed friendly amendment is based upon a meeting with Dawn Huckelberry who brought the proposal to Curriculum Council. It follows the form of the original policy and addresses who makes the initial decision and how a negative decision might be appealed. Since a faculty member is not directly involved in the process, an annual report is to be filed with Curriculum Council and then the Faculty Senate to determine if the process needs any adjustment. Individual decisions are not being reviewed by Curriculum Council or the Faculty Senate. Dawn Huckelberry said the requested data is already collected and not a significant burden to produce.

--- Tim Kalinowski

Student Academic Standards and Performance

Credit for Prior Learning - 1I11

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- Military training (see Military Prior Learning Credit - 1Q4).
- Holding current licenses or industry recognized certifications.
- Advanced Placement (see Advanced Placement Program and International Baccalaureate Credit - 1K2).
- Proficiency exams (see Undergraduate Proficiency Examination Policy - 1K4).
- College Level Examination Program (CLEP) exams (see College Level Examination Program (CLEP) Policy - 1K5).
- Defense Activity for Non-Traditional Education Support (DANTES/DSST).
- American Council on Education (ACE) courses and programs.
- Other activities that demonstrate mastery of appropriate college-level course outcomes.

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up to 6 hours. The student's advisor will submit the advisor's approval or disapproval, along with the student's request, to the Credit for Prior Learning Committee (CPLC) in Educational Outreach for review or appeal.

By September 15 of each year, the CPLC will file a report to the Curriculum Council for the prior academic year including:

the criteria used to evaluate requests for UNIV general elective credit (UNIV credit), the number of students granted UNIV credit, the number of hours of UNIV credit granted, the number of appeals, and the number of appeals denied.

Curriculum Council shall review the CPLC report and advise the Faculty Senate of suggested changes to the criteria or concerns about the UNIV credit process.

Approved by the Chancellor effective _____

This policy was issued on _____, 2026 replacing the July 26, 2019 version.

Document References: 1111

Origin: CC 04-18/19; CC 33-25/26

Policies & Procedures

Table of Contents

Graduation

Graduation Requirements - 1F1

Undergraduate Students

To graduate from the University with a bachelor's degree, a student must (1) satisfy all General Education requirements, (2) satisfy all other applicable University academic requirements, and (3) satisfy the requirements of her/his academic major, and any academic minor. A student must also meet the requirements for teacher certification if she/he is seeking teacher certification. The graduation requirements for each degree are set forth in the University's catalog. Each student must also satisfy any outstanding financial obligations to the University prior to graduation.

A student is graduated at the end of the academic term in which she/he completes the requirements, and the date of graduation is indicated on the student's academic record. All deficiencies for graduation, such as incomplete grades, must be satisfied within two weeks following the end of the term in which the student seeks to graduate; otherwise, the student will be graduated at the end of the academic term in which all deficiencies are completed.

Candidates for baccalaureate degrees are required to file an Application for Graduation with the Office of the Registrar by the published deadline to be considered within a specific term. Students are encouraged to submit the application at the beginning of the senior year. Applications received after published deadlines may not be processed until the following term. Each applicant for graduation is assessed a graduation fee, payable at the time of application. Application forms are available in the Office of the Registrar. Students may also submit an application online through CougarNet. Following application, the Office of the Registrar evaluates whether the student has met the University's General Education and other general academic degree requirements; the appropriate academic departments evaluate whether the student has met the requirements for the student's major and any minor. The Office of the Registrar then informs the student of requirements that must be completed.

Commencement exercises are held each fall and spring term. Attendance at commencement is voluntary. The graduation fee does not cover the rental cost for the cap and gown. These items, as well as invitations, are ordered through the Bookstore in the Morris University Center, and questions regarding them should be referred to the Bookstore. Participation in commencement exercises does not entitle a student to a degree.

Bachelor's Degree

A candidate for a bachelor's degree must fulfill all academic requirements of the University and of the student's major and minor, and maintain a minimum cumulative grade point average of 2.00 for work completed at SIUE.

Each bachelor's degree candidate must complete a minimum of 120 semester hours of credit in approved courses. Of the 120 credit hours required: (1) at least 30 hours must be earned at SIUE; (2) at least 30 additional hours must be earned at SIUE or at a four-year institution approved by SIUE; and (3) the remaining hours may be earned at an accredited two-year institution.

Dual Major

A student completing two majors under the same degree title will earn a single degree with two majors even if the majors are not contained within the same college or school. Students pursuing two majors in the same degree must complete the requirements for both majors. These students are not required to complete additional credit hours unless the requirements of each major may not be accomplished within 120 hours.

Second Degree

A second degree is defined as one of the following:

- 1) A different degree - e.g. Bachelor of Science and Bachelor of Social Work
- 2) A subsequent degree - e.g. 1st B.S. awarded Fall 2015, 2nd B.S. awarded Spring 2016

A student seeking a second baccalaureate degree, as defined above, must complete a minimum of 30 semester hours beyond the requirements for the first degree, and must satisfy the requirements of the primary concentration for the second degree. At least 15 semester hours must be taken in residence at SIUE.

Foreign Language Requirement for Bachelor of Arts Degree

A person seeking a Bachelor of Arts degree must establish, either by examination or by approved college courses, proficiency in a foreign language equivalent to having completed one year of college-level work in the language. Requirements for some degrees may require proficiency in a foreign language at a level exceeding that equivalent to one year's college-level study.

Graduation Appeals Committee

The University Graduation Appeals Committee hears student petitions regarding the University's general requirements for a baccalaureate degree. The Committee does not consider appeals concerning satisfaction of requirements established by an academic department for the major or minor concentration. An appeal concerning those requirements is initiated through the respective academic department.

Appeals to the Committee are initiated through the Office of the Registrar. Ordinarily, the Committee will give consideration to an appeal only if there is tangible evidence that the matter at issue resulted from conditions beyond the student's control.

Graduate Students

Degrees are awarded at the end of each semester and at the end of the summer term. In order to qualify for a diploma, a student must (1) file a graduation application, (2) complete all course requirements of a degree

program, (3) successfully complete the exit requirement of the program, if applicable, by the last day of finals week in the graduating term, (4) turn in the thesis or dissertation (if such is a program requirement), and (5) satisfy all other program requirements such as internship, practicum, or foreign language requirements where appropriate. The student is responsible for complying with Graduate Student Continuous Enrollment Policy 1L16. The date of a degree shall be the end of the semester or summer term in which the Office of the Registrar is able to document all of the above. A minimum cumulative GPA of 3.0 (A = 4.0) is required in all graduate coursework for awarding the degree. See Graduate Student Forgiveness Policy - 1L18. Individual programs can have a higher GPA requirement.

Students pursuing graduate and professional degrees concurrently before having earned a baccalaureate degree may not be awarded the graduate degree prior to the professional degree unless an exception has been granted by the Graduate School Dean or designee.

No credit is allowed toward a graduate degree for courses in which a grade less than C is recorded. Students must satisfy the minimum overall graduate point average (GPA) in graduate policy and for the major in order to graduate. Students may graduate with Incomplete grades in graduate-level courses not required for the major provided that the overall GPA does not fall below the minimum requirement when failing grades for these Incomplete grades are factored into the overall GPA. Incomplete grades will remain on the transcript until either the course requirements have been completed or the Incomplete lapses to a failing grade as described in Policy 1J5, whichever occurs first.

The Office of the Registrar will clear for graduation those students who have completed course requirements or who are registered in final courses and who have on file the items listed above. Clearance for graduation consists of formal notification to the student and academic unit that, with the recording of grades for certain stipulated courses and maintenance of appropriate grade-point average, a student is entitled to a diploma.

Commencement exercises are held each fall and spring term. To be listed in the printed Commencement program, a graduate student must have filed an application to graduate according to the published schedule. Participation in Commencement exercises does not entitle a student to a degree.

Second Program

Requirements for graduate students completing a second major, specialization, or degree are contained in Policy 1L12.

Retention

Requirements for retention are contained in Policy 1L2.

Transfer Credit

Requirements for transfer credit are contained in Policy 1J6.

Culminating Project

For requirements, see University Policy 1L8. In order to comply with Federal regulations, culminating projects proposals for research involving human subjects, animals, or biohazardous materials, including recombinant DNA, must be cleared by the appropriate University committee before data collection begins. See Policy 1M9 Protection for Human Subjects, Policy 1M10 Instructional and Research Animal Welfare, and Policy 1M3 Biohazardous Material Use. Projects involving unmanned aerial systems (UAS) must comply with University

UAS requirements. Graduate students funded on research projects must comply with Graduate School Responsible Conduct of Research requirements. Contact the Graduate School's research compliance staff for additional information and assistance.

A. Master's Degree

A student is required to complete the academic requirements of the University, including a minimum of 30 semester hours of acceptable graduate credit meeting the above GPA requirement. One-half of the required credits must be earned in courses numbered 500 or above and at least two-thirds must be earned in the field of major study or an approved cooperative or inter-disciplinary program. Only credit earned within a 6-year period preceding the completion of all requirements, whether at SIUE or elsewhere, is counted toward a master's degree, unless an exception is granted by the Dean of the Graduate School or designee. Substitution of academic requirements is only allowed in exceptional circumstances and must be approved by the Dean of the Graduate School or designee. Degrees, such as the Master of Fine Arts, may require more than 30 semester hours; all other requirements listed above will still apply.

Thesis or Other Creative Effort

Each candidate for a master's degree shall prepare and submit a thesis except where a graduate program has been approved by the Graduate Council to provide for some other arrangement. For thesis requirements, see University Policy 1L8. A draft of the thesis must be submitted by the Monday preceding finals week in the term graduation is sought. The final thesis must be approved by the Graduate School within 5 weeks of graduation. A student may only register for thesis credit hours beyond the maximum number of hours specified by the program with the approval of the the Graduate School Dean or designee.

Non-Thesis Programs

Students in graduate programs that do not require a thesis are governed by specific requirements of the appropriate programs, and their work is directed by an Advisory Committee of at least three graduate faculty members. Research papers or other projects required in lieu of a thesis are not filed with the Graduate School.

Exit Requirement

Each candidate for a master's degree is required to pass an exit requirement, conducted by an advisory committee composed of at least three members of the graduate faculty. The examination requires advanced application of skills and knowledge. The student is expected to demonstrate an approved standard of scholarship and to provide evidence of the ability to think critically, to draw and defend conclusions, and to complete the work in a creditable manner. A report of the results of this examination is filed with the Office of the Registrar.

Foreign Language Requirement

Some graduate degree programs stipulate a foreign language requirement. In these cases, students will make arrangements to satisfy the requirement through means identified in the Graduate Catalog.

Specialist Degree

Specialist degree programs are for qualified students with master's degrees who wish to pursue advanced graduate programs in an educational field. Students complete a minimum of 30 semester hours beyond the master's degree. A maximum of 12 semester hours at the 400 level may be included. Only credit earned within a 6-year period preceding the completion of all requirements, whether at SIUE or elsewhere, is counted toward a specialist's degree, unless an exception is granted by the Dean of the Graduate School or designee. Students work with an advisory committee of three qualified graduate faculty members and are required to pass an exit requirement for the degree.

Post-Baccalaureate and Post-Master's Certificates

A minimum GPA of 3.0 (A = 4.0) is required in all graduate coursework required by the program for awarding the certificate. See also Policy 1L14. Specific certificate programs may have additional requirements. Only credit earned within a 6-year period preceding the completion of all requirements, whether at SIUE or elsewhere, is counted toward the certificate. Any exceptions must be approved by the Dean of the Graduate School.

Doctoral Degree

The following section describes the general regulations for the doctoral programs. For information about specific degree programs, students should consult the specific degree program description.

SIUE Doctoral Degree Requirements

The doctoral degree is awarded pending fulfillment of curriculum requirements, passing a qualifying exam, completing a dissertation/final doctoral project and successfully defending it before a graduate faculty committee. These requirements are set forth in more detail below.

Generally, only credit earned within an 8-year period preceding the completion of all requirements, whether at SIUE or elsewhere, is counted toward the doctoral program. However, individual programs may vary their specific requirements. See the relevant program description in the Graduate Catalog for program specific requirements. Any exceptions must be approved by the Dean of the Graduate School.

Curriculum Requirements

Students must successfully complete curriculum requirements for their program. The curriculum for each program is specified in the Graduate Catalog.

Qualifying Examination

Students must take and pass a qualifying examination before admission to candidacy. Eligibility for the examination is only upon recommendation of the pertinent graduate faculty. Students generally prepare for this examination through independent study and/or course work, as advised and supervised by the pertinent graduate faculty. The form and content of the examination are determined by the graduate faculty of each of the doctoral programs.

Admission to Candidacy

Admission to candidacy must be recommended by the pertinent graduate faculty and approved by the

Dean of the Graduate School. If the candidacy period terminates before completion of requirements for the degree, students may be re-admitted to candidacy after passing another qualifying examination and following the same procedure as for the first such admission.

Dissertation/Final Project

Each candidate for a doctoral degree shall prepare and submit a dissertation except where a graduate program has been approved by the Graduate Council to provide for some other arrangement.

The dissertation/final project proposal must be approved by the committee and the title of the dissertation/final project registered with the Dean of the Graduate School no later than the first day of classes in the term in which the student expects to graduate. After admission to candidacy, a student must complete a doctoral dissertation or final project according to the specific guidelines of the academic program. For requirements, see Policy 1L8. A draft of the dissertation must be submitted by the Monday preceding finals week in the term graduation is sought. The final dissertation must be approved by the Graduate School within 5 weeks of graduation.

Dissertation/final projects are supervised by a faculty committee, consisting of at least three graduate faculty, one of whom is designated chair. The status of other committee members varies dependent upon the policies of the individual academic program.

While working on a dissertation or final project, students must register for dissertation/final project hours. After students have completed all coursework and the maximum number of dissertation/final project credit hours specified by the doctoral program, students must remain continuously enrolled per Policy 1L16. A student may only register for dissertation/final project credit hours beyond the maximum number of hours specified by the program with the approval of the Dean of the Graduate School.

Oral Defense

An oral defense conducted by the students' doctoral committee covers the subject of the dissertation/final project. A report of the results of this examination is filed with the Office of the Registrar.

Cooperative Doctoral Degree Programs Between SIUE and SIUC

A cooperative doctoral program between SIUE and SIUC permits graduate students admitted to a participating program to be enrolled in certain designated courses at either SIUE or SIUC and earn credits towards fulfillment of the doctoral degree requirements at SIUC. In addition to following all relevant SIUE and SIUC policies, graduate students must meet the requirements outlined in the approved doctoral program memorandum of understanding linked in the Graduate Catalog.

Professional Programs

School of Dental Medicine

Graduation from the School of Dental Medicine implies that the student, as a new dental health practitioner, has acquired the knowledge, skills and values needed to assume the responsibility for the

protection of human life and health. Therefore the School of Dental Medicine has defined a set of competencies which all students must demonstrate in order to qualify for graduation. Promotion from one academic year to the next and graduation from the program are based on satisfactorily meeting the performance standards indicative of competence that have been established by the faculty. These include: successfully passing all competency examinations, passing all courses, maintaining a minimum grade point average as established by the faculty, and attaining a sufficient level of clinical experiences as defined in the Student Interactive Learning Progress System. In addition students must meet expectations for attendance and be in full compliance with the Code of Student Conduct for the School of Dental Medicine.

School of Pharmacy

Students must complete the curriculum in accordance with progression guidelines to be eligible for graduation from the Pharm.D. program.

School of Nursing

Students must complete the curriculum in accordance with progression guidelines to be eligible for graduation from the Doctor of Nursing (DNP) program

Approved by Chancellor effective 8/2/23

This policy was issued on August 2, 2023, replacing the July 26, 2021 version.

Document Reference: 1F1

Origin: OC 7/1/86; OC 9/10/91; OC 3/19/92; OP 4/2/96; OP 1/6/03; GR 4/23/12; CC#15-12/13, FS#01-12/13 & GR 3/21/13; GR 13/14-07; GR 14/15-20; CC#13-16/17 & GR 16/17-03; GR 17/18-01; OP 7/18/19; GR 18/19-15; GR 20/21-20; GR 22/23-08

Making SIUE More Transfer-Friendly: A Case for Policy Change

Why do we need this: The simplest enrollment and retention strategy we can implement is a clearer, more generous transfer credit policy. SIUE's current transfer policies make students limit community-college transfer hours, while regional peer institutions are more flexible. For example, Illinois and Missouri peers (ISU, NIU, UIS, UMSL, Missouri State) allow more transfer hours (64–72 from two-year schools). By revising the current policy on transfer, SIUE can become the most transfer-friendly choice in the St. Louis region—saving students time and money while boosting our enrollment, considering that we have 900,000 potential students in our metropolitan statistical area who have earned some college credit but not a degree.

Current Policy Landscape at IL and MO institutions

Transfer and Degree Credit Policy Comparison (Formatted for Report)

Institution	Admission Threshold for Transfers	Transferable Credit Limits	Residency Requirement	Alternative Credit (CLEP, AP, Military, etc.)
SIUE	≥30 hrs + 2.0 GPA admitted in good standing; <30 hrs must also meet first-year criteria.	No limit overall; for 2-year transfers, 60 hrs must be from a 4-year, with 30 at SIUE.	Minimum 30 hrs at SIUE (included in 4-year requirement).	CLEP/DSST accepted (max 32 hrs toward degree); military credit accepted within cap if ACE-evaluated.
SIUC	2.0 GPA and good standing; <12 hrs require freshman credentials. A.A./A.S. from partner states grants junior standing and UCC completion.	Flexible; limited only by 42 upper-division (300–400) hrs needed for degree.	Must satisfy residency; 42 upper-division hrs required.	CLEP, AP, military, work experience, and proficiency exams accepted; may count as resident credit.
Illinois State University	≥24 hrs + 2.0 GPA; <24 hrs meet freshman requirements.	Up to 75 lower-division hrs from community colleges.	30 of last 60 hrs at ISU; 45 must be upper-division.	Accepts AP, CLEP, IB, and ACE military credit (departmental review applies).
Eastern Illinois University	≥24 hrs: 2.0 GPA; <24 hrs require freshman criteria.	No max transfer limit; 120 hrs total, 40 upper-division, 30 at EIU.	30 hrs at EIU.	CLEP/AP accepted; military/ACE credit accepted with no published cap.
University of Illinois Springfield	≥24 hrs for transfer evaluation; <24 hrs must meet freshman requirements.	Up to 72 lower-division + 30 upper-division (max 90 hrs).	30 hrs at UIS.	AP, CLEP, and ACE military credit accepted.
University of Missouri–St. Louis	<24 hrs: apply as first-year; ≥24 hrs submit transcripts	Credit policies set by department and transfer guides.	Typically 30 hrs at UMSL.	Accepts AP, CLEP, and military credit via equivalency systems.

Institution	Admission Threshold for Transfers (GPA varies by program).	Transferable Credit Limits	Residency Requirement	Alternative Credit (CLEP, AP, Military, etc.)
Missouri State University	≥24 hrs + 2.0 GPA; <24 hrs meet freshman standards.	No hard cap; must fulfill upper-division and residence rules.	Must meet residence and upper-division requirements.	Accepts AP, CLEP, IB, and ACE military training credit.
Southeast Missouri State University	≥24 hrs + 2.0 GPA; <24 hrs need HS credentials.	Max 64 hrs from 2-year, 85 hrs total.	30 hrs at SEMO; 39 upper-division for degree.	Accepts AP, CLEP, IB, and ACE military credit (max 30 hrs test-based).
Murray State University	≥24 hrs + 2.0 GPA; <24 hrs require HS record.	Up to 90 hrs; 60 from 2-year max.	32 of last 40 hrs at Murray State.	Accepts CLEP, DSST, AP, and ACE military credit (max 32 hrs).
Western Kentucky University	≥24 hrs + 2.0 GPA; <24 hrs require HS record.	Up to 90 hrs total; 60 from 2-year max.	30 of last 36 hrs at WKU.	Accepts AP, CLEP, IB, and ACE military credit (max 45 hrs).
Austin Peay State University	≥12 transferable hrs + 2.0 GPA; <12 hrs require HS record.	Max 60 hrs from 2-year; 90 total.	25% of degree (min 30 hrs) must be earned at APSU.	Accepts CLEP, DSST, AP, IB, and ACE military credit; military credit unlimited if degree-relevant.
Grand Valley State University (GVSU)	≥30 hrs + 2.0 GPA typical; <30 hrs require HS record.	Up to 80 hrs from community colleges.	30 hrs at GVSU; last 10 hrs in residence.	Accepts AP, IB, CLEP, and ACE military credit; no published cap.
Lindenwood University	Minimum 2.0 GPA and good standing; no minimum transfer hours required.	Accepts up to 90 total transfer hrs (66 from 2-year).	30 hrs at Lindenwood; 18 of last 24 hrs must be in residence.	Accepts AP, CLEP, DSST, IB, and ACE military credit (max 30 hrs test/ACE credit).

SIUE and SIUC comparison

Category	SIUE (Policy 1J6 & 1F1)	SIUC
Accepted Institutions	Accepts credit from regionally accredited institutions (or in candidacy status).	Accepts credit from accredited institutions and those recognized by state-approved peers .
Remedial/Developmental Credit	Not accepted.	Not explicitly addressed, but typically excluded; credits not meeting requirements may still apply as electives.

Category	SIUE (Policy 1J6 & 1F1)	SIUC
Alternative Credit Sources	CLEP/DSST accepted, but capped (max 32 hours toward degree).	Explicit recognition of CLEP, AP, military credit, work experience, and proficiency exams , often posted as resident credit after minimum enrollment.
Degree Credit Hours	120 credit hours required for a bachelor's degree.	120 credit hours required for a bachelor's degree.
Residency Requirements	At least 30 hours at SIUE .	At least 42 hours at 300-level or above , earned at or awarded through a senior-level institution .
Distribution of Credit	Additional 30 hours must come from SIUE or another approved 4-year school. Remaining hours can be transferred from a 2-year institution .	No hard cap from 2-year schools, but degree must include 42 upper-division credits .
Treatment of Non-Applicable Credit	Courses not counting toward general education, major, or electives are not accepted .	Courses not counting toward core or major requirements may still apply as general elective credit rather than being discarded.

Gap: SIUC's policy is more transparent and student-centered, positioning them as the more transfer-friendly choice within our own system. SIUE's current policy risks appearing rigid and outdated by comparison.

Recommended Language Consideration for SIUE

Option 1 – System Aligned Approach

120 hours total, with flexibility to accept CLEP, AP, military, proficiency exam credit, and work experience, where appropriate. Requires 30 hours at SIUE, 30 at SIUE or an approved 4-year institution, 42 hours at 300+ level, and remaining at accredited 2-year institutions.

Option 2 – Transfer-Centered (Best Practice):

120 hours total, explicitly inclusive of nationally recognized credit sources. Requires 30 hours at SIUE, 42 at the 300+ level, remaining hours from accredited two-year institutions. Streamlines requirements to minimize duplication of learning.

Why This Matters

1. Protect Academic Rigor, Remove Red Tape

- **Not lowering standards** — still 120 hours, GPA minimum, and upper-division credit.
- Recognizes vetted credit sources (CLEP, AP, military, prior learning) already accepted nationally.
- Faculty retain authority over what counts toward the major.

2. Enrollment and Retention Advantage

- Transfer students are mobile, cost-conscious, and savvy. They choose institutions that recognize their prior work.
- Competitors (SIUC, UMSL, SNHU, etc.) already market their transfer-friendliness.

- **Evidence:** Students with 90%+ of credits accepted are **2.5x more likely to graduate** than those with less than half accepted ([Center for Higher Education Policy and Practice. \(2024, May 15\). Improving credit transfer can help more students graduate from college. CHEPP. Retrieved August 18, 2025\).](#)

3. Reduce Time-to-Degree = Better Outcomes

- Students losing credits face “credit inflation,” wasting financial aid and delaying graduation.
- Late graduation is strongly linked to attrition ([Center for Higher Education Policy and Practice. \(2024, May 15\). Improving credit transfer can help more students graduate from college. CHEPP. Retrieved August 18, 2025\).](#)

4. Equity and Access

- Transfer students are disproportionately first-gen, low-income, working adults, and veterans.
- Current rigid policies hurt these groups most, reinforcing inequity.
- **Evidence:** Lower-income students face **20–30% lower transfer rates** and bachelor’s completion ([American Council on Education. \(2021\). Reimagining transfer for student success: The National Task Force on the Transfer and Award of Credit.](#)

5. Faculty Prestige and Institutional Reputation

- Seamless transfer pathways are markers of innovation and student-centeredness.
- Improves recruitment of diverse students and enhances partnerships with community colleges and employers.

A transfer-friendly SIUE keeps students moving forward, strengthens equity, boosts retention, and makes us more competitive. Faculty can still safeguard the rigor of their disciplines while the institution demonstrates flexibility and innovation.

Graduation

Graduation Requirements - 1F1

Undergraduate Students

To graduate from the University with a bachelor's degree, a student must (1) satisfy all General Education requirements, (2) satisfy all other applicable University academic requirements, and (3) satisfy the requirements of her/his academic major, and any academic minor. A student must also meet the requirements for teacher certification if she/he is seeking teacher certification. The graduation requirements for each degree are set forth in the University's catalog. Each student must also satisfy any outstanding financial obligations to the University prior to graduation.

A student is graduated at the end of the academic term in which she/he completes the requirements, and the date of graduation is indicated on the student's academic record. All deficiencies for graduation, such as incomplete grades, must be satisfied within two weeks following the end of the term in which the student seeks to graduate; otherwise, the student will be graduated at the end of the academic term in which all deficiencies are completed.

Candidates for baccalaureate degrees are required to file an Application for Graduation with the Office of the Registrar by the published deadline to be considered within a specific term. Students are encouraged to submit the application at the beginning of the senior year. Applications received after published deadlines may not be processed until the following term. Each applicant for graduation is assessed a graduation fee, payable at the time of application. Application forms are available in the Office of the Registrar. Students may also submit an application online through CougarNet. Following application, the Office of the Registrar evaluates whether the student has met the University's General Education and other general academic degree requirements; the appropriate academic departments evaluate whether the student has met the requirements for the student's major and any minor. The Office of the Registrar then informs the student of requirements that must be completed.

Commencement exercises are held each fall and spring term. Attendance at commencement is voluntary. The graduation fee does not cover the rental cost for the cap and gown. These items, as well as invitations, are ordered through the Bookstore in the Morris University Center, and questions regarding them should be referred to the Bookstore. Participation in commencement exercises does not entitle a student to a degree.

Bachelor's Degree

A candidate for a bachelor's degree must fulfill all academic requirements of the University and of the student's major and minor, and maintain a minimum cumulative grade point average of 2.00 for work completed at SIUE.

Each bachelor's degree candidate must complete a minimum of 120 semester hours of credit in approved courses. Of the 120 credit hours required, at least 30 hours must be earned at SIUE.

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Dual Major

A student completing two majors under the same degree title will earn a single degree with two majors even if the majors are not contained within the same college or school. Students pursuing two majors in the same degree must complete the requirements for both majors. These students are not required to complete additional credit hours unless the requirements of each major may not be accomplished within 120 hours.

Second Degree

A second degree is defined as one of the following:

- 1) A different degree - e.g. Bachelor of Science and Bachelor of Social Work
- 2) A subsequent degree - e.g. 1st B.S. awarded Fall 2015, 2nd B.S. awarded Spring 2016

A student seeking a second baccalaureate degree, as defined above, must complete a minimum of 30 semester hours beyond the requirements for the first degree, and must satisfy the requirements of the primary concentration for the second degree. At least 15 semester hours must be taken in residence at SIUE.

Foreign Language Requirement for Bachelor of Arts Degree

A person seeking a Bachelor of Arts degree must establish, either by examination or by approved college courses, proficiency in a foreign language equivalent to having completed one year of college-level work in the language. Requirements for some degrees may require proficiency in a foreign language at a level exceeding that equivalent to one year's college-level study.

Graduation Appeals Committee

The University Graduation Appeals Committee hears student petitions regarding the University's general requirements for a baccalaureate degree. The Committee does not consider appeals concerning satisfaction of requirements established by an academic department for the major or minor concentration. An appeal concerning those requirements is initiated through the respective academic department.

Appeals to the Committee are initiated through the Office of the Registrar. Ordinarily, the Committee will give consideration to an appeal only if there is tangible evidence that the matter at issue resulted from conditions beyond the student's control.

Graduate Students

Degrees are awarded at the end of each semester and at the end of the summer term. In order to qualify for a diploma, a student must (1) file a graduation application, (2) complete all course requirements of a degree program, (3) successfully complete the exit requirement of the program, if applicable, by the last day of finals week in the graduating term, (4) turn in the thesis or dissertation (if such is a program requirement), and (5) satisfy all other program requirements such as internship, practicum, or foreign language requirements where appropriate. The student is responsible for complying with [Graduate Student Continuous Enrollment Policy 1L16](#). The date of a degree shall be the end of the semester or summer term in which the Office of the Registrar is able to document all of the above. A minimum cumulative GPA of 3.0 (A = 4.0) is required in all graduate coursework for awarding the degree. See [Graduate Student Forgiveness Policy - 1L18](#). Individual programs can have a higher GPA requirement.

Students pursuing graduate and professional degrees concurrently before having earned a baccalaureate degree may not be awarded the graduate degree prior to the professional degree unless an exception has been granted by the Graduate School Dean or designee.

No credit is allowed toward a graduate degree for courses in which a grade less than C is recorded. Students must satisfy the minimum overall graduate point average (GPA) in graduate policy and for the major in order to graduate. Students may graduate with Incomplete grades in graduate-level courses not required for the major provided that the overall GPA does not fall below the minimum requirement when failing grades for these Incomplete grades are factored into the overall GPA. Incomplete grades will remain on the transcript until either the course requirements have been completed or the Incomplete lapses to a failing grade as described in [Policy 1J5](#), whichever occurs first.

The Office of the Registrar will clear for graduation those students who have completed course requirements or who are registered in final courses and who have on file the items listed above. Clearance for graduation consists of formal notification to the student and academic unit that, with the recording of grades for certain stipulated courses and maintenance of appropriate grade-point average, a student is entitled to a diploma.

Commencement exercises are held each fall and spring term. To be listed in the printed Commencement program, a graduate student must have filed an application to graduate according to the published schedule. Participation in Commencement exercises does not entitle a student to a degree.

Second Program

Requirements for graduate students completing a second major, specialization, or degree are contained in [Policy 1L12](#).

Retention

Requirements for retention are contained in [Policy 1L2](#).

Transfer Credit

Requirements for transfer credit are contained in [Policy 1J6](#).

Culminating Project

For requirements, see [University Policy 1L8](#). In order to comply with Federal regulations, culminating projects proposals for research involving human subjects, animals, or biohazardous materials, including recombinant DNA, must be cleared by the appropriate University committee before data collection begins. See [Policy 1M9 Protection for Human Subjects](#), [Policy 1M10 Instructional and Research Animal Welfare](#), and [Policy 1M3 Biohazardous Material Use](#). Projects involving unmanned aerial systems (UAS) must comply with University UAS requirements. Graduate students funded on research projects must comply with Graduate School Responsible Conduct of Research requirements. Contact the Graduate School's research compliance staff for additional information and assistance.

A. Master's Degree

A student is required to complete the academic requirements of the University, including a minimum of 30 semester hours of acceptable graduate credit meeting the above GPA requirement. One-half of the required credits must be earned in courses numbered 500 or above and at least two-thirds must be earned in the field of major study or an approved cooperative or inter-disciplinary program. Only credit earned within a 6-year period preceding the completion of all requirements, whether at SIUE or elsewhere, is counted toward a master's degree, unless an exception is granted by the Dean of the Graduate School or designee. Substitution of academic requirements is only allowed in exceptional circumstances and must be approved by the Dean of the Graduate School or designee. Degrees, such as the Master of Fine Arts, may require more than 30 semester hours; all other requirements listed above will still apply.

Thesis or Other Creative Effort

Each candidate for a master's degree shall prepare and submit a thesis except where a graduate program has been approved by the Graduate Council to provide for some other arrangement. For thesis requirements, see [University Policy 1L8](#). A draft of the thesis must be submitted by the Monday preceding finals week in the term graduation is sought. The final thesis must be approved by the Graduate School within 5 weeks of graduation. A student may only register for thesis credit hours beyond the maximum number of hours specified by the program with the approval of the the Graduate School Dean or designee.

Non-Thesis Programs

Students in graduate programs that do not require a thesis are governed by specific requirements of the appropriate programs, and their work is directed by an Advisory Committee of at least three graduate faculty members. Research papers or other projects required in lieu of a thesis are not filed with the Graduate School.

Exit Requirement

Each candidate for a master's degree is required to pass an exit requirement, conducted by an advisory committee composed of at least three members of the graduate faculty. The examination requires advanced application of skills and knowledge. The student is expected to demonstrate an approved standard of scholarship and to provide evidence of the ability to think critically, to draw and defend conclusions, and to complete the work in a

creditable manner. A report of the results of this examination is filed with the Office of the Registrar.

Foreign Language Requirement

Some graduate degree programs stipulate a foreign language requirement. In these cases, students will make arrangements to satisfy the requirement through means identified in the Graduate Catalog.

Specialist Degree

Specialist degree programs are for qualified students with master's degrees who wish to pursue advanced graduate programs in an educational field. Students complete a minimum of 30 semester hours beyond the master's degree. A maximum of 12 semester hours at the 400 level may be included. Only credit earned within a 6-year period preceding the completion of all requirements, whether at SIUE or elsewhere, is counted toward a specialist's degree, unless an exception is granted by the Dean of the Graduate School or designee. Students work with an advisory committee of three qualified graduate faculty members and are required to pass an exit requirement for the degree.

Post-Baccalaureate and Post-Master's Certificates

A minimum GPA of 3.0 (A = 4.0) is required in all graduate coursework required by the program for awarding the certificate. See also [Policy 1L14](#). Specific certificate programs may have additional requirements. Only credit earned within a 6-year period preceding the completion of all requirements, whether at SIUE or elsewhere, is counted toward the certificate. Any exceptions must be approved by the Dean of the Graduate School.

Doctoral Degree

The following section describes the general regulations for the doctoral programs. For information about specific degree programs, students should consult the specific degree program description.

SIUE Doctoral Degree Requirements

The doctoral degree is awarded pending fulfillment of curriculum requirements, passing a qualifying exam, completing a dissertation/final doctoral project and successfully

defending it before a graduate faculty committee. These requirements are set forth in more detail below.

Generally, only credit earned within an 8-year period preceding the completion of all requirements, whether at SIUE or elsewhere, is counted toward the doctoral program. However, individual programs may vary their specific requirements. See the relevant program description in the Graduate Catalog for program specific requirements. Any exceptions must be approved by the Dean of the Graduate School.

Curriculum Requirements

Students must successfully complete curriculum requirements for their program. The curriculum for each program is specified in the Graduate Catalog.

Qualifying Examination

Students must take and pass a qualifying examination before admission to candidacy. Eligibility for the examination is only upon recommendation of the pertinent graduate faculty. Students generally prepare for this examination through independent study and/or course work, as advised and supervised by the pertinent graduate faculty. The form and content of the examination are determined by the graduate faculty of each of the doctoral programs.

Admission to Candidacy

Admission to candidacy must be recommended by the pertinent graduate faculty and approved by the Dean of the Graduate School. If the candidacy period terminates before completion of requirements for the degree, students may be re-admitted to candidacy after passing another qualifying examination and following the same procedure as for the first such admission.

Dissertation/Final Project

Each candidate for a doctoral degree shall prepare and submit a dissertation except where a graduate program has been approved by the Graduate Council to provide for some other arrangement.

The dissertation/final project proposal must be approved by the committee and the title of

the dissertation/final project registered with the Dean of the Graduate School no later than the first day of classes in the term in which the student expects to graduate. After admission to candidacy, a student must complete a doctoral dissertation or final project according to the specific guidelines of the academic program. For requirements, see [Policy 1L8](#). A draft of the dissertation must be submitted by the Monday preceding finals week in the term graduation is sought. The final dissertation must be approved by the Graduate School within 5 weeks of graduation.

Dissertation/final projects are supervised by a faculty committee, consisting of at least three graduate faculty, one of whom is designated chair. The status of other committee members varies dependent upon the policies of the individual academic program.

While working on a dissertation or final project, students must register for dissertation/final project hours. After students have completed all coursework and the maximum number of dissertation/final project credit hours specified by the doctoral program, students must remain continuously enrolled per [Policy 1L16](#). A student may only register for dissertation/final project credit hours beyond the maximum number of hours specified by the program with the approval of the Dean of the Graduate School.

Oral Defense

An oral defense conducted by the students' doctoral committee covers the subject of the dissertation/final project. A report of the results of this examination is filed with the Office of the Registrar.

Cooperative Doctoral Degree Programs Between SIUE and SIUC

A cooperative doctoral program between SIUE and SIUC permits graduate students admitted to a participating program to be enrolled in certain designated courses at either SIUE or SIUC and earn credits towards fulfillment of the doctoral degree requirements at SIUC. In addition to following all relevant SIUE and SIUC policies, graduate students must meet the requirements outlined in the approved doctoral program memorandum of understanding linked in the Graduate Catalog.

Professional Programs

School of Dental Medicine

Graduation from the School of Dental Medicine implies that the student, as a new dental health practitioner, has acquired the knowledge, skills and values needed to assume the responsibility for the protection of human life and health. Therefore the School of Dental Medicine has defined a set of competencies which all students must demonstrate in order to qualify for graduation. Promotion from one academic year to the next and graduation from the program are based on satisfactorily meeting the performance standards indicative of competence that have been established by the faculty. These include: successfully passing all competency examinations, passing all courses, maintaining a minimum grade point average as established by the faculty, and attaining a sufficient level of clinical experiences as defined in the Student Interactive Learning Progress System. In addition students must meet expectations for attendance and be in full compliance with the Code of Student Conduct for the School of Dental Medicine.

School of Pharmacy

Students must complete the curriculum in accordance with progression guidelines to be eligible for graduation from the Pharm.D. program.

School of Nursing

Students must complete the curriculum in accordance with progression guidelines to be eligible for graduation from the Doctor of Nursing (DNP) program

Approved by Chancellor effective 8/2/23

This policy was issued on August 2, 2023, replacing the July 26, 2021 version.

Document Reference: 1F1

Origin: OC 7/1/86; OC 9/10/91; OC 3/19/92; OP 4/2/96; OP 1/6/03; GR 4/23/12; CC#15-12/13, FS#01-12/13 & GR 3/21/13; GR 13/14-07; GR 14/15-20; CC#13-16/17 & GR 16/17-03; GR 17/18-01; OP 7/18/19; GR 18/19-15; GR 20/21-20; GR 22/23-08

IBHE-FAC report for the SIUE Faculty Senate meeting on 2 April 2026

The IBHE-FAC met on 20 Mar 2026 at Rockford University in Rockford, IL.

Patricia Lynott, President of Rockford University, welcomed the FAC. She expressed the view that the fundamentals of education are currently being challenged; change is fine, but we are the guardians of change. *Elizabeth Davies, Provost of Rockford University*, explained that they are currently working on Higher Learning Commission (HLC) materials. Rockford U. is the alma mater of Jane Addams, founder of Hull House and Nobel Prize winner, who remains emblematic to Rockford University about the importance of intersection between “town and gown”. A series of speakers then highlighted specific initiatives and programs that foster interconnections with the community.

Kristen Clarke, Director of Lang Wellness Center and Social Work Program Director, spoke about “*Community Partners Become Community Internship Opportunities*”. Some of these connections grow through student life and student affairs – she recommended having the student life person send the connecting email, and then opening the conversation about possible internships. For example, they do Denim Day events with a range of local partners and that context provides interactions and opportunities to find internship placements for students. Rockford has been on both sides of the internship process – their campus health clinic is staffed by UIC residents who gain small clinic experience; they have a mental health pipeline that starts with high school juniors, leads through Rock Valley Community College, Rockford University, or University of Illinois for a Bachelors of Social Work with an option to continue to the UofI Masters in Social Work.

Elizabeth Nardi, Chief Strategy and Research Officer, presented findings from their own local economic impact study conducted jointly with the Region 1 Planning Council. They focused on impact from the university (\$20.2M), from the university’s students (\$21.8M), and from specific visitors they can measure (\$1.3M) such as sports or performing arts attendees (harder to track “family came to town and took student out to eat”). Then you expand this to look at jobs that are supported in the area due to this, and people that move to the community. They studied the specific Return on Investment for students in terms of average lifetime income (RU, \$3M; associate or some college \$2.6M, HS grad \$2.5M). She also spoke about their growing Rockford Pathways Program to develop local teachers: RU reduces tuition, school district (RPS) pays some tuition, clinical experiences are in RPS, preferential hiring, school district pays costs to get the Masters degree in urban education for RPS hires. The 9th cohort is in the program, the 4th is finishing the Masters, and they are scaling the Masters portion of the program to Peoria. Rockford also has a Rockford Promise program that has increased from 3-5 students receiving free tuition to about 100, because casino taxes are used to fund scholarships.

Deepshikha Shukla, Associate Vice President for Business Innovation & Dean of the College of Professional and Extended Learning (CPEL), spoke about “*Bridging Opportunities, Empowering Individuals*”. Her faculty background helps her see how faculty contribute and fit in to the community. Rockford is mostly an industrial area. CPEL is the front door for community and employer engagement, and they build *with* employers rather than *for* employers. This is leading to workforce aligned programming such as skills-based certifications that are short-cycle and modular. They build pipelines to connect at-risk youth to career development and internship

opportunities that open career pathways. The CPEL model is co-creation, mobility, and partnerships, as opposed to what might be considered the traditional model of engagement, access, and programs. A group called 815 Elevate brings together RU leaders and community leaders. They work with the local community college to identify the best partnership for particular needs and see the whole system as an ecosystem. The process has led to increased engagement and recognition of RU in the community. From the beginning, President Lynott established these community programs as additional stipended work for faculty, not part of the workload, so it is compensated additional work rather than disruptive to existing teaching assignments. There is effort involved in maintaining relationships, so there is some dependence on passionate individuals, but there is some support and recognition of the effort involved.

Mary Weeks-Baxter, Andrew Sherratt Professor of English and Director, Jane Addams Center for Civic Engagement, spoke about “*Grounding Community Engagement in University Mission: A Case Study of the Jane Addams Center at Rockford University*”. She reviewed the history and various programs of the Jane Addams Center, and how they tie in to community and civic engagement. A major annual event is the Day of Service, which is timed to coincide with the observation of Jane Addams’ birthday and on which all classes are cancelled.

Thomas P. McNamara, Mayor of Rockford, provided his perspective on these programs. Rockford, at ~25%, is consistently below national and state levels for educational attainment, so the educational partnerships are important to them. Any student can get free bus rides (K-12, GED, beauty school, whatever). They have built the Rockford Promise that provide free tuition to either Northern Illinois University or Rockford University. More than 500 students are now at those two universities, and about 60% of them are minority students. Promise students are exceeding general admission folks and the mentorship program is very meaningful. The community recruits mentors for every student, as well as there being a success coordinator at each campus. The number of scholarships is essentially unlimited for 17 years due to the agreement he negotiated with the casino. For those in the community without kids, they can see the benefits of rising home values, etc. He sees childhood trauma and educational attainment as things that communities must address.

IBHE Chair Pranav Kothari talked with the FAC about a range of issues, responding in part to a list of questions provided previously. He talked about IBHE’s role in engaging with the Governor’s Office and reviewing programs. There are groups that have advocacy roles, but IBHE has a statutory role. The board is more expert on higher education than on political aspects. There is so much contact with the deputy governor that having something arrive at legislation that hadn’t been discussed first is unlikely. When it comes to needs assessment for the state, the IBHE publishes data but doesn’t put calls out – perhaps they should push information out a bit more. They do a lot of technical expert work, for example explaining why a breakdown proposed in a bill would not align with how the system (e.g. relationships between IBHE and the Illinois Community College Board) works. Other topics, such as bachelors at community colleges and how to define the roles of different parts of the education ecosystem, issues of syllabi alignment between programs like IAI and program review, structure of the General Education Common Core and associated impacts. An interesting phrase from that last point was

a comment from an FAC member that the GECC package is seen as a minimum but it functions as a maximum, which limits the uniqueness of institutions.

Dan Hrozencik, FAC Chair, reported on a recent funding coalition meeting and upcoming plans for the year and for next year's FAC officers. *Sue Wiediger* reported on the recent IBHE meeting held at SIUE. In addition to the report from the Student Advisory Council, there was a discussion of a new ad hoc committee being formed to review the *Thriving Illinois* strategic plan. IBHE was asked for input on which of seven clusters were seen as most important to focus on for the remaining five years of the plan: Pathways to Degree Completion; Affordability; Workforce and Economic Development; Targeted Talent Development; Efficiency; Equity and Student Success; Student Access/Retaining Talent in Illinois. *Mike Philips, FAC Legislative Liaison*, shared his updated bill list. April 16th is higher education advocacy day. He also talked about the upcoming IBHE-FAC legislative visit day. *Trish Aumann, Managing Director of Academic Strategy and Programs for IBHE*, echoed that there would be more upcoming information on the strategic plan. The Diversifying Faculty Initiative awarded funding to 34 new and renewal students. IAI panels are starting. The HOUSE summit will be on May 21. The [APEER report](#) (Annual Report on Academic Program Efficiency and Effectiveness at Illinois Public Universities) came out and includes some workforce data that is different, so feedback is welcome; the workforce data is not as comprehensive as some of what is available, but they were trying to increase helpfulness in the time that they had. A particular question related to APEER is times when a program is important but will always be small (e.g. you don't need that many veterinarian cardiologist Ph.D.s).

Working groups met and reported on progress on their projects. Caucuses did not meet. Minutes were passed. There was a brief discussion of institutions' progress toward meeting the Title II accessibility deadline.

The next IBHE-FAC meeting will be March 20th at Morton College in Rockford, IL.

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. SIUE's alternate representative is Shelly Goebel-Parker, egoeb1p@siue.edu.

Report to Faculty Senate

UPBC

4/2/2026

UPBC met on Friday, March 6th and discussed updates to the REFACT-R dashboard with representatives from the Office of Institutional Research and Studies.

We will meet again on Friday, April 3rd at 9:30 am in the Third Floor Conference Room in the Library. Chancellor Minor will be joining us to answer questions and discuss his priorities.

We are currently reviewing the Chancellor's proposed AI Policy and the proposal to create a Division of Social Sciences within CAS as proposed by multiple departments in the Phase 2 program prioritization process.

I am also reviewing all Phase 2 proposals along with the Faculty Senate President, Grad Council Chair, and Student Senate President.

We are again moving forward with the plans to merge UPBC and UQC and hope to have some announcements soon, with a goal to seek approval from constituency groups in Fall 2026.

We will be discussing these issues in an additional meeting to be scheduled in the week of April 6th.

Respectfully Submitted,

Jonathan Pettibone,

Chair, UPBC

Governance Council Report
for
April 2, 2026

On March 19, 2026, the Council edited and approved the Quadrennial reviews of the Chancellor and the Provost. They were sent to the President, Chancellor, and Provost, as appropriate, for any response on March 23, 2026 - responses, if any, to be submitted to Gov. Council within 10 working days.

Discussed the selection process for Instructors (at this time we will not have a full slate).

-- Tim Kalinowski, Chair

President's Report to Faculty Senate

April 2, 2026

Meeting with Professor Megan Robb, President of the Faculty Association (March 18 11, 2026)

- A. We discussed the review process of Program Prioritization Phase 2 proposals.
- B. We discussed the new contract start date for faculty in Fall 2026 and the bargaining between FA and the upper administration.

UQC Meeting (March 5, 2026)

- A. The NSSE data were reviewed.

Other Faculty-Senate Related Activities

- 1) Reviewed two Program Prioritization Phase 2 proposals from Anthropology and Environmental Sciences, and met with Dr. Pettibone, Dr. Sweida, and President Jenna Nestor to deliberate our respective reviews on March 4, 2026. The committee's memos were sent to Provost Cobb and Dean Leonard on March 26, 2026.
- 2) Reviewed a Program Prioritization Phase 2 proposal from History, and met with Dr. Pettibone, Dr. Sweida, and President Jenna Nestor to deliberate our respective review on March 26, 2026. The committee's memo was sent to both Provost Cobb and Dean Leonard on March 30, 2026.
- 3) Reviewed two Program Prioritization Phase 2 proposals (Mathematics and Statistics and Music), and met with Dr. Pettibone, Dr. Sweida, and President Jenna Nestor to deliberate our respective reviews on March 30, 2026. The committee's memos were sent out on April 1 and April 2, 2026 respectively.