FACULTY SENATE MEETING  
Mississippi/Illinois Room, Morris University Center  
December 6, 2018 – 2:30pm  
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:30pm on Thursday, December 6, 2018 in Mississippi/Illinois Room of the Morris University Center by President Nastasia.

Present: Sorin Nastasia, Jocelyn DeGroot Brown, Marcus Agustin, Undrah Baasanjav, Stacey Brown, Lakesha Butler, Elizabeth Cali, Igor Crk, McKenzie Ferguson (for Jared Sheley), Laura Fowler, John Foster, Lisa Green, Andrew Gross, Tim Jacks, Debra Jenkins, Stephen Kerber, Marie Klopfenstein, Erik Krag, Yuliang Liu, Linda Lovata, Andy Lozowski, Nancy Lutz, Barbara McCracken, Debbie Mann, Adriana Martinez, Jennifer Miller, Shadrack Msengi, Edward Navarre, Kate Newman, Abdolreza Osouli, Junvie Pailden, Vince Rapini, Laurie Rice, Dan Segrist, Michael Shaw, Walter Siganga, Joseph Sokolowski, Yadong Wang, Chin-Chuan Wei (for Cristina DeMeo), Susan Wiediger (ex officio), Duff Wrobbel

Absent: Jeff Banker, Jane Barrow, Kathryn Bentley, Rakesh Bharati, Kathryn Brady, Kim Carter, Wai Cheah, Ayse Evrensel, Hernando Garcia, Frank Lyerla, Jonathan Pettibone, Ann Popkess, Jeffrey Sabby, Kamran Shavezipur, Bin Zhou

Excused: Faith Liebl

Guests: Emily Colton, Scott Kane, Matthew Schunke

Guest Speaker:
There was no guest speaker, however Emily Colton and Scott Kane from Textbook Services were present.

Announcements:
Emily Colton and Scott Kane explained the changes to Textbook Rental Policy 1P1. The policy previously applied only to undergraduates, but it needed to incorporate the graduate and professional school programs as all students receive these services. The changes came from Chancellor’s Council and was not requested by Textbook Services. Students requested books to be provided, and it is something that went through the Student Senate. Verbiage and grammatical changes were made as well as some clarifications such as when orders needed to be submitted.

There is one fee for textbooks and the services associated with it. Instructors can still have students purchase books, however using rental is encouraged since the students are paying these fees. Students can keep books at the end of the semester if they choose and receive a 20% discount on the price of the book if it is not returned; students do not need to inform Textbook Services in advance. There is no limit on the number of books in the policy, and most graduate courses have ordered books. Textbook Services reports back to departments if they are not able to get a book because it is out of print or if
there is a more current edition. They will not purchase from Amazon or third-party companies because books may not actually be available and shipping costs are not economically feasible.

There was an issue where section numbers had changed, and Textbook Services did not have the information for the pick list. Changes need to be communicated to them so they can update the information on the lists. They are working with Red Shelf to provide electronic books which work on a universal reader. Page numbers are generally preserved, but is dependent on the publishers. They encouraged people to reach out if they have any issues.

**Consideration of Minutes:**
The minutes for the November 1, 2018 meeting were approved as corrected.

**Action Items:**
The second reading for changes to the 1E1 Policy took place. There was a motion and second to approve, and it passed unanimously.

The first reading of changes to the 1H1 Policy took place, and Matthew Schunke was present to answer questions. The amendment to 1H1 came about after the changes to the Freshman Experience to make it a course. There were minor typo and table corrections made as well. The policy does not apply to transfer students, although they intend to create a transfer student introduction that will be recommended but not required. The changes will be presented at the next meeting for a second reading.

**Unfinished Business:**
There was no unfinished business.

**New Business:**
There was no new business.

**Reports from Standing Committees:**
The UPBC will meet on November 2 with Vice Chancellor Rachel Stack.

The IBHE Faculty Advisory Council report was posted to SharePoint and is attached.

**Reports from Council Chairs:**
The Faculty Development Council meeting will take place on November 15.

Curriculum Council discussed the policies heard earlier in the meeting. They also heard a presentation from Mary Ettling about the early stages of a badging program; feedback can be provided to her or the Curriculum Council. A written report was posted to SharePoint and is attached.

The Rules & Procedures and Welfare Councils had no report.
The Graduate Council submitted a report and is attached.

The Past President, President-Elect, and President had no report.

Public Comment:
There was no public comment.

Adjournment:
The meeting adjourned at 3:16pm.

Submitted by Anne Hunter, University Governance
I. CALL TO ORDER

II. GUESTS

III. ANNOUNCEMENTS
   a. Textbook Rental Policy 1P1 changes implemented by the Textbook Service Advisory Committee (Emily Colton, Scott Cane will be present at the meeting)

IV. CONSIDERATION OF MINUTES
   a. November 1, 2018

V. ACTION ITEMS
   a. Second Reading – Changes to 1E1 Policy
   b. First Reading – Changes to 1H1 Policy (Matt Schunke will be present at the meeting)

VI. UNFINISHED BUSINESS

VII. NEW BUSINESS

VIII. REPORTS FROM STANDING COMMITTEES
   a. UPBC – Nancy Lutz
   b. IBHE Faculty Advisory Council – Susan Wiediger

IX. REPORTS FROM COUNCIL CHAIRS
   a. Faculty Development Council – Shadrack Msengi
   b. Curriculum Council – Laurie Rice
   c. Rules & Procedures Council – Wai Cheah
   d. Welfare Council – Dan Segrist
   e. Graduate Council – Ed Navarre
   f. Past-President – Marcus Agustin
   g. President-Elect – Jocelyn DeGroot
   h. President – Sorin Nastasia

X. PUBLIC COMMENT

XI. ADJOURNMENT

The next Faculty Senate meeting will be Thursday, February 7, 2018 at 2:30 p.m. in the Mississippi/Illinois Rooms, Morris University Center
University Admission Policies – 1E1 (A, D & F)

A. Admission of Traditional First-Time Freshman

II. Admission Criteria

Priority consideration for admission will be given to students whose applications meet minimum standards for automatic admission and are completed by the priority or final deadlines. Students who do not meet minimum standards are subject to additional review by the Admissions Review Committee. Applications completed after the priority filing date or final application deadlines will be considered as space is available.

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<tr>
<th>TERM</th>
<th>PRIORITY FILING DATE</th>
<th>FINAL APPLICATION DEADLINE</th>
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<td>Fall</td>
<td>December 1</td>
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<td>Spring</td>
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<td>Summer</td>
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High School Course Requirements and Remedies

Applicants seeking admission to the University must successfully complete the following high school course requirements: 4 years of English, 3 years of mathematics, 3 years of laboratory science, 3 years of social studies, and 2 years of electives.

Applicants who have earned an ACT composite score of 23, SAT ERW + M of 1200, or higher and who either are in the upper quarter of their high school class or have a grade point average of 3.00 on a 4.00 scale in their college-prep courses are considered to have also met all high school subject pattern requirements.

Students are required to remedy any high school course deficiencies as determined by the Office of Admissions in one of the ways listed below:

English
Earn an ACT English subscore of 21 or above and an ACT Reading subscore of 21 or above, or earn an SAT Writing and Language test score of 28 or above and an SAT Reading test score of 27 or above, or earn successful placement in English 101.

Mathematics
Earn successful placement in MATH 120 or above, or successfully complete Quantitative Reasoning (QR 101).

Science
Earn an ACT Science Reasoning subscore of 23, or successfully complete a 3 semester hour course in either physical or life science.

Social Science
Successfully complete a 3 semester hour course in social science.

Electives
Successfully complete a 3 semester hour course in fine arts and humanities.

First-Time Full-Time Freshman Minimum Standards for Automatic Admission

Students with an 18 or better composite ACT score (9540 SAT ERW + M) and a high school g.p.a. of 2.50 or better on a 4.00 scale will be automatically admitted to the university, as space is available.

Students with an ACT composite less than 18 (9540 SAT ERW + M) or a high school g.p.a. less than 2.50 will be considered for admission by the Admission Review Committee on a rolling basis, as space is available.

The candidates reviewed by the Admission Review Committee will be considered for admission based on the Committee's assessment of student's ability to succeed at the university. In addition to the required admittance information, the Committee may consider information such as 7th or 8th semester grades, letters of recommendation, a graded writing sample, a personal statement or a personal interview with selected members of the committee and the success rates of previous enrollees from the candidate’s high school or admission counselor recommendation.
Applicants who have a cumulative high school grade point below 2.00 or an ACT score below 17 (or SAT ERW + M below 920) will be denied admission.

Applicants who have been out of school for more than five years that do not meet the traditional first-time criteria or have not taken the ACT and/or SAT are subject to review by the Admission Review Committee.

D. Transfer Students

Applicants are considered transfer students when they present course work from regionally-accredited two-year and four-year institutions, unless all hours were earned in college courses while still in high school.

A. Students who have attempted at least 30 semester hours in courses at regionally-accredited institutions are admissible in good standing, provided they have earned a minimum cumulative 2.0 (C) grade-point average in such course work at the previous regionally-accredited school(s) attended and meet the criteria of the appropriate admission category for entering freshman.

B. Students who have attempted fewer than 30 semester hours in courses at regionally-accredited institutions are as follows:

1. **Good Standing** - Students are admissible in good standing, provided they have earned at least a cumulative 2.00 (C) grade-point average in such course work at the previous regionally-accredited school(s) attended and meet the criteria of the appropriate admission category for entering freshman.

2. **Academic Warning** - Students who have less than a cumulative 2.00 (C) grade-point average, but have a minimum 2.00 (C) term grade-point average in their last semester prior to admission are admissible on academic warning, provided they meet the criteria of the appropriate admission category for entering freshmen. Students with only one term of coursework with a less than 2.00 (C) cumulative grade-point average will be admitted on academic warning, provided they meet the criteria of the appropriate admission category for entering freshmen.

3. **Academic Probation** - Students who do not have an overall less than a cumulative 2.00 (C) grade-point average and do not meet the criteria for academic warning as stipulated are admissible on academic probation, provided they meet the criteria of the appropriate admission category for entering freshmen.

4. All transfer students who have attempted fewer than 30 semester hours must also meet the high school course requirements as described under the appropriate freshman category.

The transfer average (i.e., the cumulative grade-point average in all course work from all regionally-accredited institutions previously attended) is used only in determining the applicant's eligibility for admission. Once a student is admitted, the student's SUIE record will reflect the total number of acceptable transfer credit hours (hours earned in transferable courses with grades of A, B, C, D, Pass, satisfactory, etc.) earned, but the only grade-point average calculated will be for work completed at SUIE.

Applicants wishing to be considered for admission as transfer students must complete their admissions file at least four weeks prior to the beginning of the term for which admission is sought. For applicants with at least 30 semester hours of course work as stipulated above, a complete file consists of an application for undergraduate admission, an official transcript from each institution previously attended, and the application fee. For applicants with fewer than 30 semester hours, a complete file consists of an application for undergraduate admission, an official transcript from each institution previously attended, grades prescribed by the appropriate admission category for entering freshmen, and the application fee. (An official transcript must be sent directly to the Office of Admissions by each institution. All transcripts become the official property of the University and will not be returned or issued to another institution.) Any questions about the acceptability of specific courses for admission and/or for transfer credit should be directed to the Office of Admissions.

F. Readmission of Former Students (Undergraduate)

Former students who have not attended SUIE for one calendar year (i.e., registered and paid fees) must apply for readmission.

The readmission criteria for former students are as follows:

1. Former students are admissible, subject to the following conditions:
   a. Those students whose academic classification is **Academic good standing** for **academic probation** will be admitted with the same classification and class college major. Students indicating a desire to change majors on the application for readmission, or who were previously admitted to programs that are no longer available, shall be readmitted with an undeclared major.
These students may request a new major through the advisement process and must meet the entrance requirements for that program.

b. Those students whose academic classification is Academic Warning or Academic Probation will be admitted with the appropriate classification of Academic Warning or Academic Probation and an undeclared major. Such students must receive academic counseling and advising prior to enrolling in classes and must adhere to the agreed upon plan of action developed with their advisor.

c. Those students whose academic classification is Academic Suspension will be admitted with an undeclared major and an academic status of “Academic Probation” provided the student has not had more than one suspension. Such students must receive academic counseling and advising prior to enrolling in classes and must adhere to the agreed upon plan of action developed with their advisor.

Those students who have had two or more academic suspensions and have completed a minimum of 30 credit hours of coursework at any other regionally accredited college or university with a minimum cumulative grade point average of 2.0 since their last attendance at SIUE will be admitted in undeclared status on academic probation.

2. Former students who have two academic suspensions must seek approval for readmission from the Suspension Appeals Committee. Students will not be allowed to re-enter the university without approval from this committee.

e. Former students who have been academically suspended three times are ineligible to return to the University.

Former SIUE undergraduate students approved for readmission after six years of absence (from their last term of enrollment) from SIUE under one of the following conditions will have the option to be treated as transfer students for the purpose of calculating their SIUE grade point average (GPA) earned after reentry:

- Successful completion of 30 semester hours at a regionally accredited institution of higher education.
- Completion of a transfer associate’s degree at a regionally accredited institution of higher education.

Link: Suspension Appeals Committee
Policies & Procedures

Textbook Rental

I. Purpose

The Textbook Rental policy provides guidelines to ensure financial solvency of the textbook rental program and to keep students' fees affordable.

A. Provision of Textbooks

1. Each semester academic departments will inform Textbook Service of textbooks required for rental for the following semester not later than the dates specified (refer to Section II.B.3). Textbook Service will provide to academic departments a listing by course of the textbooks currently in adoption.
2. Departments are encouraged to consider the cost and usage of their textbooks as this directly impacts student fees.
3. Schools or colleges and departments are assigned the responsibility to plan with Textbook Service and The Cougar Store to ensure materials are requested with sufficient lead time and that costs receive the consideration required.
4. Schools or colleges and departments are responsible to ensure the materials requested will actually be used for class. If this is not the case, the materials should not be requested.
5. Textbook Service is committed to providing the correct course materials on hand for each undergraduate student. Comments, suggestions or service complaints may be forwarded to the Assistant Director Textbook Service or the Director Morris University Center.
   a. Textbooks orders will be placed in a timely fashion not later than dates specified (refer to Section II.B.3) so textbooks arrive on or by the start of classes, unless circumstances beyond the control of Textbook Service staff occur, such as late adoptions, or changes, large enrollment increases just before the start of classes, or publishers notifying Textbook Service the title is out of stock or out of print.
   i. If enrollment increases, Textbook Service staff will order additional textbooks immediately upon being notified by the department to ensure each student has a textbook.
   ii. If textbook is out of print, the faculty member adopting the textbook will be notified immediately. Textbook Service is unable to order out of print titles. If there are not enough copies for all students in the class, the rental adoption must be changed. If changing the textbook is necessary, the faculty member will be notified of alternatives to the adopted textbook.
      Once a substitute textbook is ordered Textbook Service staff will place a rush order and notify faculty when textbook arrives.

B. Textbook Adoption

1. Textbook Orders and Adoption
   a. For each course offered by each department, a maximum of either two new texts or multiple texts equal to or less than the national average retail price per course according to the National Association of College Stores (NACS)
may be adopted through Textbook Service. Exceptions require a justification by instructor and review, approval and signature of the dean. Each book will be in adoption for a minimum of three years or nine terms. Books for certain Nursing, Pharmacy and technology or computer related courses may be in adoption for two years or six terms. Additional exceptions may be made with approval of Assistant Director for Textbook Service.

b. When a new adoption is submitted, previous adoptions will be removed from inventory. Only currently adopted textbooks will be ordered.

c. Academic departments should fully utilize the current adopted textbook and not replace a textbook each time a new edition is released. Currently adopted textbooks are retained beyond the minimum adoption time period until one of the following occurs:
   i. Current textbook is out of print or obtaining additional new or used copies is difficult and cost prohibitive.
   ii. Textbook has not been utilized for any class in the last three years.
   iii. Academic department requests the textbook be deleted from inventory.
   iv. Course or course number requirement has been changed or deleted.

d. Academic departments and instructors are responsible for researching their textbook requests and for supplying accurate information including the following:

f. The instructor and academic department indicate their intention to utilize a textbook by their signatures and submission of departmental textbook order.

g. Multiple sections of a course require the instructor to indicate, per section, which textbook(s) will be assigned to each section. A new book request must indicate which section(s) will or will not be requiring the new textbook.

h. If a new textbook is ordered, processed and not utilized for all of the sections indicated on the order, the academic department will be responsible for the costs of returning the excess inventory and/or for reordering Textbook Service for the cost of the unused textbooks.

i. If there is not a rental textbook required for a course, the department should so indicate on the textbook order form. It is not mandatory for a textbook to be ordered for a course. However, Textbook Service needs to know so they can inform students there are no books required. Due to HEOA (Higher Education Opportunity Act) regulations, Textbook Service and The Cougar Store are required to provide course materials information in advance of the start of each semester.

j. Requests for course materials which are insignificantly, out of print or unavailable will be returned to the academic department with explanation by Textbook Service (i.e. annual editions, texts designed for a single semester such as consumable materials, custom course packs, solutions manuals, texts for special topics or honors courses, texts for experimental courses offered one time, unbound textbooks, etc.). If required for the course the above materials must be ordered through The Cougar Store for purchase by students.
k. The academic department chair is responsible for the completion, signing and submission of their departmental textbook orders.

l. The academic department chair is responsible for seeing that all staff members are made aware of the departmental textbook order process.

m. Requests for exceptions must be submitted with a letter of justification sent to the academic chair and dean for approval and signature. Requests will be considered by Textbook Service on a case-by-case basis.

2. Reduction of Inventory, Books Not Used in Three Years, Obsolete Textbooks
   a. Textbook Service will provide to the academic departments a list of books not used in the past three or more years. If the department chooses to keep the textbook, they shall provide justification and advice when the textbook will next be assigned and the expected dates of use. The information must be returned to Textbook Service by the semester's textbook order deadline. If the information is not returned by the deadline or there is no response, the textbook will be removed from inventory. Excess inventory of a textbook where enrollment numbers have decreased or the class is no longer taught will also be removed from inventory.

3. Deadlines for Textbook Orders
   a. In order to meet HEOA requirements for reporting and publishing the text, the following deadlines are established for textbook orders:
      i. Fall Semester - April 1
      ii. Spring Semester - October 1
      iii. Summer Semester - March 1
   b. Textbook orders received after the due date shall not be guaranteed to arrive by the start of classes and must be sent through the dean's office for approval and signature.

4. Graduate Students
   a. Graduate students are not charged a rental fee and do not participate in the rental program. A graduate student enrolled in undergraduate classes may purchase their books at the Cougar Store in the University Center.

5. Changes to Book Orders
   a. Changes to book orders include new book orders, adding or deleting sections/textbooks not previously requested, switching of sections and instructors, increasing enrollment (i.e., adding waitlisted students), after the textbook deadline.
   b. Once the textbook orders have been submitted any change will require a letter of justification be sent through the department chair and the dean for approvals and signatures.
   c. Academic departments are responsible for notifying Textbook Service immediately upon when any change is made that affects the assigned text or number of texts required for a course, or when a section is added and the instructor assigned are switched resulting in changes to the test requirements for the course and/or section.
   d. There is a negative direct impact on students when the number of textbooks available is inadequate due to changes made without notifying Textbook Service.
e. If text or book requests are changed after Textbook Service has placed and/or received the textbook order from the publisher or distributor, the academic department will be responsible for all direct costs.

f. If a textbook request is submitted in error or with incorrect ordering information supplied to Textbook Service, the academic department will be assessed a fee to repackage, clean and return the textbooks. If the labels cannot be removed to enable return of the books, the academic department will be assessed a fee to offset the cost of the non-returnable materials.

g. Changes to textbook orders after the deadline will be permitted without penalty on a case-by-case basis (i.e. resignation of instructor, death or health related issue of instructor, class cancelled and notification made immediately, change made by enrollment or academic offices).

6. Digital Course Materials

a. Requests for web digital access codes, digital course materials or other online learning environments ordered individually or included with a physical textbook will be considered on a case-by-case basis. When possible arrangements will be made for digital materials to be provided through the course's Blackboard shell. Textbook Service will request input on the pros and cons of the request from the academic department, Assistant Director for Textbook Service and The Cougar Store, University Center Director, University Center Business Manager and the University’s ITS department. The cost of supplying the codes or online content, a price guarantee during the entire adoption time period and the financial impact on student fees will be considered. The terms of a written adoption agreement will be negotiated by Textbook Service. Until then, the adoption will not be accepted.

7. New Textbook Bundle/Package, Digital or Custom Book Orders

a. Factors to consider when ordering a textbook or textbook package:
   i. Price of text or package
   ii. Extent to which you will use the text in your class
   iii. Extent to which assignments are based on the text
   iv. Degree to which your exams, test materials will be based on the text
   v. If an actual text is required for your section of the class
   vi. If no text is required, no book order should be placed
   vii. Extent to which you will or will not use all the components in the package or if the text alone will suffice
   viii. If the component pieces are available to be purchased separately

b. Ordering a bundle or package will require the following:
   i. Provide the ISBN, publisher, indicate what comprises the bundle or custom package
   ii. Fill out the Bundle/Package order form
   iii. Obtain information from publisher representative
   iv. Obtain signatures of all instructors who will be using the package, indicating section numbers. The signature of the instructor signifies that the instructor intends to utilize the pieces of the package ordered.

c. If some pieces of the bundle/package are not used for the course or section, the academic department will bear a portion of the shipping costs associated with returning any unused pieces. If the publisher will not allow return of the unused pieces, the academic department will be charged the cost of purchasing the unused pieces.
8.7 Faculty Desk Copies
   a. It is the faculty member's or department's responsibility to obtain desk copies. Textbook publishers normally will provide desk copies at no charge to departments when requested. Textbook Service or The Cougar Store can provide publisher contact information if requested.
   b. When sufficient quantities are on hand, Textbook Service will provide a temporary loan of a textbook copy for up to six weeks. The academic department must submit an AP Invoice Distribution form with the correct account information along with the request to borrow the textbook. Any textbook not returned within the six weeks will be charged to the academic department's account.
   c. If a determination is made that there are not enough copies of a textbook to loan to the academic department due to student enrollment, a textbook will not be loaned. Undergraduate students are entitled to a text before a textbook is loaned to an academic department. Should the enrollment increase, the academic department may be requested to return a loaned textbook for a student who is enrolled.

8.8 Out of Print, Difficult to Obtain Textbooks and Old Publication Date or Edition
   a. All faculty members are requested to resubmit their new book order request to avoid adopting a textbook that is out of print, available in a new edition or a text that is difficult to obtain. Textbook Service will not source from any individual third party sellers (i.e., Amazon, eBay, etc.).
   b. Textbook Service will not keep textbooks when there are not enough copies to supply the entire class enrollment.
   c. Undergraduate students are charged a mandatory rental general fee for materials and each student is entitled to have their own individual copy of required course materials.
   d. Textbook Service will notify the academic department and instructor when a textbook is out of print or if enough copies of a current textbook cannot be obtained.
   e. The instructor will be required to submit a new book request to replace the out of print/unavailable textbook.

10.9 Student's Responsibility For Rental Textbooks
   a. A student must be enrolled in the class and present their Cougar ID card to rent textbooks.
   b. Rental textbooks are due by 5:00 p.m. Saturday at the end of final exam week. Textbooks may be returned at any time prior to the end of the semester and at any time during the semester.
   c. Students will be charged the replacement cost of their discounted price for textbooks not returned by the due date.
   d. The student accepts all responsibility for care of their textbooks as well as risk or loss from any cause including books stolen, lost or returned in an unacceptable/damaged condition. Examples of unacceptable condition include: damage caused by liquids (i.e. rain, snow, coffee, etc.), mold or mildew, chemical spills, teeth marks, missing components or supplemental materials and/or book cover/ spine damage. Books without the barcode or missing front covers will not be accepted. Determination of excessive highlighting, markings or damage, etc. is at the discretion of Textbook Service staff.
   e. A student who withdraws from the university or drops a class must return their rental textbook(s) within three days to avoid any penalties.
f. For ordering and shipping info, off campus students will follow instructions and submit the form found online at www.siu.edu/textbooks/index.shtml.

44.10 Incomplete Course Work Textbook Request
   a. Students, who are completing course work from a previous semester and require a textbook to complete course work, need the following:
      i. Student ID
      ii. Memo or email from the instructor with the name of the student, department, course number and title of textbook
      iii. Payment of the current rental general fee per credit hour as the rental fee is specific to each semester
      iv. To return the textbook by the end of the semester

44.11 Special Book Request
   a. Students requiring an additional textbook from another course for a special project, independent study or additional materials for current class will need the following:
      i. Student ID
      ii. Memo or email from the instructor with the name of the student, department, course number and title of textbook
      iii. To return the textbook by the end of the semester

44.12 Proficiency Test Textbook Request
   a. Students who wish to take a proficiency test (testing out of a particular class) will need to contact Testing Services to obtain the necessary information and paperwork. To obtain a rental text, Textbook Service will loan a textbook to the student. The student will need the following:
      i. Student ID
      ii. Appropriate proficiency paperwork with course information
      iii. Payment of a rental text for the number of credit hours for the proficiency test for each semester.
      iv. To return the textbook by the end of the semester. If the textbook is not returned by the semester deadline, the student will be charged a discounted price for the textbook.

44.13 Lost Textbook
   a. Students who have lost or misplaced a textbook will be charged the replacement cost a discounted price for the textbook.

44.14 Stolen Textbook
   a. In the case of books stolen or destroyed by a fire, flood or other disaster, students are encouraged to have renter or auto insurance to provide the necessary coverage. Textbook Service will supply any necessary documentation for the student to file a claim with their insurance company.

46.15 Improperly Shelved Textbooks
   a. Improperly shelved textbooks are defined as three or more textbooks not returned to the proper shelf location. The exact location of each textbook is provided to the student when they return their textbooks in the form of a printed receipt with the book title and location for each book.
   b. When a stack of three or more improperly shelved textbooks is found, the last student who rented the books is determined. The textbooks are reissued to the student's ID number.
c. The student is contacted via telephone and email, and provided the opportunity to return to Textbook Service and shelve their textbooks in the proper location.
d. If the student returns during the semester and properly shuffles the textbooks, charges will be removed from their student account. If the student does not return by the end of the second week of the next semester to resolve the issue, the charges on their account will remain.

C. Textbook Return and Penalty Replacement Cost
1. The deadline for returning textbooks to Textbook Service without penalty is 5 p.m. Saturday at the end of final examination week. Students interested in keeping their book will have a discounted price for each book charged to their University account.
2. After this time, students may no longer return books and their University account will be charged for the replacement cost of a discounted price for each book. Students may have the opportunity to file a written appeal within fourteen calendar days of the deadline to request review of extenuating circumstances for verifiable reasons (i.e. documented hospitalization illness, death in the immediate family, military service, jury duty, etc.).
3. Students will be notified about the appeal via an email to the student’s SIUE email address.

D. Textbook Service Advisory Committee
1. The committee shall be comprised of one faculty member appointed by each of the Deans of the Schools of Business, Dental Medicine, Engineering, Education, Nursing, Pharmacy, and the Graduate School. Two faculty members will be appointed by the Dean of the College of Arts and Sciences.
2. One representative each from the other units utilizing Textbook Service, such as (i.e. Educational Outreach, and Learning Support Services, etc.), are appointed by the appropriate director, will serve on the committee.
3. Four undergraduate students will serve on the committee. One (1) of the students is appointed by the University Center Board and three (3) undergraduate students (one undergraduate student and one graduate student) are appointed by the Student Government President. Terms of service for student members are not to exceed two years for one academic year with possible reappointment.
4. The Assistant Director for Textbook Service and The Cougar Store, Assistant Manager for Textbook Service, Director of the University Center, and the University Center Business Manager will serve as ex-officio members of the committee. Other ex-officio members may be requested to serve on the committee by the Provost and Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs.
5. Each faculty member’s term will be for three years, with an option to renew for another three years on rotating terms. The Director of the University Center will be responsible for notifying the deans of the faculty members’ terms and requesting new faculty members from the appropriate dean.
6. At the last meeting of the spring semester, the committee will elect a chair who will serve for the upcoming year. The chair will call meetings, develop the agenda, appoint students, and provide leadership to ensure that the committee functions within its stated mission.
7. The committee is tasked with reviewing fee proposals each year before proposals are submitted for approval to ensure financial solvency of the operation and protect student interests by ensuring fees are kept affordable. The Advisory Board will report to the Vice Chancellor for Student Affairs with recommendations.

8. The committee is also tasked with reviewing Textbook Service policy. When a majority of the voting members make recommendations for changing the policies or procedures for Textbook Service, such recommendations will be forwarded to the Vice Chancellor for Student Affairs and to the Provost and Vice Chancellor for Academic Affairs for review and forwarded to the Chancellor for final approval.
Policies & Procedures

Textbook Rental

I. Purpose

The Textbook Rental policy provides guidelines to ensure financial solvency of the textbook rental program and to keep students' fees affordable.

A. Provision of Textbooks

1. Each semester academic departments will inform Textbook Service of the textbooks required for rental for the following semester not later than the dates specified (refer to Section I.B.3.). Textbook Service will provide academic departments a listing by course of the textbooks currently in adoption.
2. Departments are encouraged to consider the cost and usage of their textbooks as this directly impacts student fees.
3. Schools or colleges and departments are assigned the responsibility to plan with Textbook Service and The Cougar Store to ensure materials are requested with sufficient lead time and that costs receive the consideration required.
4. Schools or colleges and departments are responsible to ensure the materials requested will actually be used for class. If this is not the case, the materials should not be requested.
5. Textbook Service is committed to providing the correct course materials on hand for each student. Comments, suggestions or service complaints may be forwarded to the Assistant Director Textbook Service or the Director Meritis University Center.
   a. Textbook orders will be placed not later than dates specified (refer to Section I.B.3.) so textbooks arrive on or by the start of classes, unless circumstances beyond the control of Textbook Service staff occur, such as late adoptions, or changes, large enrollment increases just before the start of classes, or publishers notifying Textbook Service the title is out of stock or out of print.
   i. If enrollment increases, Textbook Service staff will order additional textbooks immediately upon being notified by the department to ensure each student has a textbook.
   ii. If textbook is out of print, the faculty member adopting the textbook will be notified immediately. Textbook Service is unable to order out of print titles. If there are not enough copies for all students in the class, the rental adoption must be changed. If changing the textbook is necessary, the faculty member will be notified of alternatives to the adopted textbook. Once a substitute textbook is ordered Textbook Service staff will place a rush order and notify faculty when textbook arrives.
B. Textbook Adoption

1. Textbook Orders and Adoption
   a. For each course offered by each department, a maximum of either two new
texts or multiple texts equal to or less than the national average retail price
per course according to the National Association of College Stores (NACS)
may be adopted through Textbook Service. Exceptions require a justification
by instructor and review, approval and signature of the dean. Each book will
be in adoption for a minimum of three years or nine terms. Books for certain
Nursing, Pharmacy and technology or computer related courses may be in
adoption for two years or six terms. Additional exceptions may be made with
approval of Assistant Director for Textbook Service.
   b. When a new adoption is substantiated, previous adoptions will be removed from
inventory. Only currently adopted textbooks will be ordered.
   c. Any special communication or agreement between the instructor and a
publisher representative regarding the department placing of a textbook order,
including but not limited to pricing, custom publishing, bundling or digital
materials, will need to be submitted to Textbook Service for approval.
   d. Academic departments should fully utilize the current adopted textbook and
not replace a textbook each time a new edition is released. Currently adopted
textbooks are retained beyond the minimum adoption time period until one of
the following occurs:
   i. Current textbook is out of print or obtaining additional new or used
copies is difficult and cost prohibitive.
   ii. Textbook has not been utilized for any class in the last three years.
   iii. Academic department requests the textbook be deleted from inventory.
   iv. Course or course number requirement has been changed or deleted.
   e. Academic departments and instructors are responsible for researching their
textbook requests and for supplying accurate information including the
following:
   i. Title, author, publisher/distributor, edition, binding/product type,
   ii. International Standard Book Numbers (ISBN), course and section
numbers, and instructor’s name
   f. The instructor and academic department indicate their intention to utilize a
textbook by their signatures and submission of departmental textbook orders.
   g. Multiple sections of a course require the instructor to indicate, per section,
which textbook(s) will be assigned to each section. A new book request must
indicate which section(s) will or will not be requiring the new textbook.
   h. If a new textbook is ordered, processed and not utilized for all of the sections
indicated on the order, the academic department will be responsible for the
costs of returning the excess inventory and/or for reimbursing Textbook
Service for the cost of the unused textbooks.
   i. If there is not a rental textbook required for a course, the department should
note this on the textbook order form. It is not mandatory for a textbook to
be ordered for a course. However, Textbook Service needs to know so they
can inform students there are no books required. Due to HIPAA (Health
Education Opportunity Act) regulations, Textbook Service and The Cougar
Store are required to provide course materials information in advance of the
start of each semester.
j. Requests for course materials which are ineligible, out of print or unavailable will be returned to the academic department with explanation by Textbook Service (i.e. annual editions, texts designed for a single semester such as consumable materials, custom course packs, solution manuals, texts for special topics or honors courses, texts for experimental courses offered one time, unbound textbooks, etc.). If required for the course the above materials must be ordered through The Cougar Store for purchase by students.

k. The academic department chair is responsible for the completion, signing and submission of their departmental textbook orders.

l. Lecturers will work with supervisors on adoption of textbooks.

m. Requests for exceptions must be submitted with a letter of justification sent to the academic chair and dean for approval and signature.

Requests will be considered by Textbook Service on a case-by-case basis.

2. Reduction of Inventory, Books Not Used in Three Years, Obsolete Textbooks

a. Textbook Service will provide to the academic departments a list of books not used in the past three or more years. If the department chooses to keep the textbook, they will provide justification and advice when the textbook will next be assigned and the expected dates of use. The information must be returned to Textbook Service by that semester’s textbook order deadline.

b. If the information is not returned by the deadline or there is no response, the textbook will be removed from inventory. Excess inventory of a textbook where enrollment numbers have decreased or the class is no longer taught will also be removed from inventory.

3. Deadlines for Textbook Orders

a. In order to meet HECA requirements for reporting and publisher/sourcing lead times, the following deadlines are established for textbook orders:

   i. Fall Semester - April 1

   ii. Spring Semester - October 1

   iii. Summer Semester - March 1

b. Textbook orders submitted after the due date are not guaranteed to arrive by the start of classes and must be sent through the dean’s office for approval and signature.

4. Changes to Book Orders

a. Changes to book orders include new book orders, adding or deleting sections/textbooks not previously requested, switching of sections and instructors, increasing enrollment (i.e. adding waitlisted students), after the textbook deadline.

b. Once the textbook orders have been submitted any changes will require a letter of justification be sent through the department chair and the dean for approvals and signatures.

c. Academic departments are responsible for notifying Textbook Service immediately upon any change made that affects the assigned text or number of texts required for a course, or when a section or sections and the instructor assigned are switched resulting in changes to the text requirements for the course and/or section.

d. There is a negative direct impact on students when the number of textbooks available is inadequate due to changes made without notifying Textbook Service.
e. If text or book requests are changed after Textbook Service has placed and/or received the textbook order from the publisher or distributor, the academic department will be responsible for all direct costs.

f. If a textbook request is submitted in error or with incorrect ordering information supplied to Textbook Service, the academic department will be assessed a fee to reissue, cancel, and return the textbooks. If the labels cannot be removed to enable return of the books, the academic department will be assessed a fee to offset the cost of the non-returnable materials.

g. Changes to textbook orders after the deadline will be permitted without penalty on a case-by-case basis (i.e., resignation of instructor, death or health related issue of instructor, class cancelled and notification made immediately, change made by enrollment or academic offices).

5. Digital Course Materials

a. Requests for digital access codes, digital course materials, or other online learning environments ordered individually or included with a physical textbook will be considered on a case-by-case basis. When possible, arrangements will be made for digital materials to be provided through the course’s Blackboard shell. Textbook Service will request input on the pros and cons of the request from the academic department, Assistant Director for Textbook Service and The Cougar Store, University Center Director, University Center Business Manager and the University’s ITS department. The cost of supplying the codes or online content, a price guarantee during the entire adoption time period and the financial impact on student fees will be considered. The terms of a written adoption agreement will be negotiated by Textbook Service. Until then, the adoption will not be accepted.

6. New Textbook Bundle/Packaging, Digital or Custom Book Orders

a. Factors to consider when ordering a textbook or textbook package:
   i. Price of text or package
   ii. Extent to which you will use the text in your class
   iii. Extent to which assignments are based on the text
   iv. Degree to which your exams, test materials will be based on the text
   v. If an actual text is required for your section of the class
   vi. If no text is required, no book order should be placed
   vii. Extent to which you will or will not use all the components in the package or if the text alone will suffice
   viii. If the components are available to be purchased separately

b. Ordering a bundle or package will require the following:
   i. Provide the ISBN, publisher, indicate what comprises the bundle or custom package
   ii. Fill out the Bundle/Package order form
   iii. Obtain information from publisher representative
   iv. Obtain signatures of all instructors who will be using the package, indicating section numbers. The signature of the instructor signifies that the instructor intends to utilize the pieces of the package ordered.

c. If some pieces of the bundle/package are not used for the course or section, the academic department will bear a portion of the shipping costs associated with returning any unused pieces. If the publisher will not allow return of the unused pieces, the academic department will be charged the cost of purchasing the unused pieces.
7. Faculty Desk Copies
   a. It is the faculty member’s or department’s responsibility to obtain desk copies. Textbook publishers normally will provide desk copies at no charge to departments when requested. Textbook Service or The Cougar Store can provide publisher contact information if requested.
   b. When sufficient quantities are on hand, Textbook Service will provide a temporary loan of a textbook copy for up to six weeks. The academic department must submit an AP Invoice Distribution form with the correct account information along with the request to borrow the textbook. Any textbook not returned within the six weeks will be charged to the academic department’s account.
   c. If a determination is made that there are not enough copies of a textbook to loan to the academic department due to student enrollment, a textbook will not be loaned. Undergraduate students are entitled to a text before a textbook is loaned to an academic department. Should the enrollment increase, the academic department may be requested to return a loaned textbook for a student who is enrolled.

8. Out of Print, Difficult to Obtain Textbooks and Old Publication Date or Edition
   a. All faculty members are requested to renumber their new book order request to avoid adopting a textbook that is out of print, available in a new edition or a text that is difficult to obtain. Textbook Service will not source from any individual third party sellers (i.e. Amazon, eBay, etc.).
   b. Textbook Service will not keep textbooks when there are not enough copies to supply the entire class enrollment.
   c. Students are charged a mandatory general fee and each student is entitled to have their own individual copy of required course materials.
   d. Textbook Service will notify the academic department and instructor when a textbook is out of print or if enough copies of a current textbook cannot be obtained.
   e. The instructor will be required to submit a new book request to replace the out of print/ unavailable textbook.

9. Student’s Responsibility For Rental Textbooks
   a. A student must be enrolled in the class and present their Cougar ID card to rent textbooks.
   b. Rental textbooks are due by 5:00 p.m. Saturday at the end of the final exam week. Textbooks may be returned at any time during the semester.
   c. Students will be charged a discounted price for textbooks not returned by the due date.
   d. The student accepts all responsibility for care of their textbooks as well as risk or loss from any cause including books stolen, lost or returned in an unacceptable/damaged condition. Examples of unacceptable condition include: damage caused by liquids (i.e. rain, snow, coffee, etc.), mold or mildew, chemical spills, teeth marks, missing components or supplemental materials and/ or book cover spine damage. Books without the barcode or missing front covers will not be accepted. Determination of excessive highlighting, markings or damage, etc. is at the discretion of Textbook Service staff.
   e. A student who withdraws from the university or drops a class must return their rental textbook(s) within three days to avoid any penalties.
f. For ordering and shipping info, off-campus students will follow instructions and submit the form found online at www.aliw.edu/textbook/index.shtml.

10. Incomplete Course Work Textbook Request
   a. Students who are completing course work from a previous semester and require a rental textbook to complete course work, need the following:
      i. Student ID
      ii. Memo or email from the instructor with the name of the student, department, course number and title of textbook
      iii. Payment of the current general fee for each semester
      iv. To return the textbook by the end of the semester

11. Special Book Request
   a. Students requiring an additional textbook from another course for a special project, independent study or additional materials for current class will need the following:
      i. Student ID
      ii. Memo or email from the instructor with the name of the student, department, course number and title of textbook
      iii. To return the textbook by the end of the semester

12. Proficiency Test Textbook Request
   a. Students who wish to take a proficiency test (testing out of a particular class) will need to contact Testing Services to obtain the necessary information and paperwork. Textbook Service will loan a textbook to the student. The student will need the following:
      i. Student ID
      ii. Payment of the general fee for each semester.
      iii. To return the textbook by the end of the semester. If the textbook is not returned by the semester deadline, the student will be charged a discounted price for the textbook.

13. Lost Textbook
   a. Students who have lost or misplaced a textbook will be charged a discounted price for the textbook.

14. Stolen Textbook
   a. In the case of books stolen or destroyed in a fire, flood or other disaster, students are encouraged to have renters or auto insurance to provide the necessary coverage. Textbook Service will supply any necessary documentation for the student to file a claim with their insurance company.

15. Improperly Shelved Textbooks
   a. Improperly shelved textbooks are defined as three or more textbooks not returned to the proper shelf location. The exact location of each textbook is provided to the student when they return their textbooks in the form of a printed receipt with the book title and location for each book.
   b. When a stack of three or more improperly shelved textbooks is found, the last student who rented the books is determined. The textbooks are released to the student’s ID number.
   c. The student is contacted via telephone and email, and provided the opportunity to return to Textbook Service and shelve their textbooks in the proper location.
d. If the student returns during the semester and properly shelves the textbooks, charges will be removed from their student account. If the student does not return by the end of the second week of the next semester to resolve the issue, the charges on their account will remain.

C. Textbook Return and Penalty Replacement Cost

1. The deadline for returning textbooks to Textbook Service without penalty is 5 p.m. Saturday at the end of final examination week. Students interested in keeping their book will have a discounted price for each book charged to their University account.
2. After this time, students may no longer return books and their University account will be charged a discounted price for each book. Students may have the opportunity to file a written appeal within fourteen calendar days of the deadline to request review of extenuating circumstances for verifiable reasons (i.e., documented hospitalization, illness, death in the immediate family, military service, jury duty, etc.).
3. Students will be notified about the appeal via an email to the student’s SIUE email address.

D. Textbook Service Advisory Committee

1. The committee shall be comprised of one faculty member appointed by each of the Deans of the Schools of Business, Dental Medicine, Engineering, Education, Nursing, Pharmacy, and the Graduate School. Two faculty members will be appointed by the Dean for the College of Arts and Sciences.
2. One representative from other units utilizing Textbook Service (i.e., Educational Outreach, Learning Support Services, etc.), appointed by the appropriate director, will serve on the committee.
3. Four students will serve on the committee. Two students are appointed by the University Center Board and two students (one undergraduate student and one graduate student) are appointed by Student Government. Terms of service for student members are for one academic year with possible reappointment.
4. The Assistant Director for Textbook Service and The Cougar Store, Assistant Manager for Textbook Service, Director of the University Center, and the University Center Business Manager will serve as ex-officio members of the committee. Other ex-officio members may be requested to serve on the committee by the Provost and Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs.
5. Each faculty member’s term will be for three years, with an option to renew for another three years on rotating terms. The Director of the University Center will be responsible for notifying the deans of the faculty members’ terms and requesting new faculty members from the appropriate deans.
6. At the last meeting of the spring semester, the committee will elect a chair who will serve for the upcoming year. The chair will call meetings, develop the agenda, appoint students, and provide leadership to ensure that the committee functions within its stated mission.
7. The committee is tasked with reviewing fee proposals each year before proposals are submitted for approval to ensure financial solvency of the operation and protect student interests by ensuring fees are kept affordable. The Advisory Board will report to the Vice Chancellor for Student Affairs with recommendations.

8. The committee is also tasked with reviewing Textbook Service policy. When a majority of the voting members make recommendations for changing the policies or procedures for Textbook Service, such recommendations will be forwarded to the Vice Chancellor for Student Affairs and to the Provost and Vice Chancellor for Academic Affairs for review and forwarded to the Chancellor for final approval.
Regarding ratification of proposed changes for Policy 1P1

Nastasia, Sorin;
Rice, Laurie

Dear Sorin and Laurie,

Thanks for reaching out on this issue. University Policy 1P1, as Laurie noted, charges the Textbook Service Advisory Committee with making recommendations for changes to policy or procedure in Textbook Services. Those recommendations are then forwarded to both the Vice Chancellor for Student Affairs and the Provost, before getting final approval from the Chancellor. As such, neither Graduate Council nor Faculty Senate have any formal role in the amending or approval of this policy.

It is my understanding that members of the Textbook Service Advisory Committee brought the proposed policy changes to both Graduate Council and Faculty Senate as an information item only. I understand that Graduate Council did vote on the matter, but that was not necessary and probably only added to the confusion when the proposed changes came to the Faculty Senate. The Faculty Senate does not need to vote on this issue.

While the Textbook Service Advisory Committee is the only body charged with changes to University Policy 1P1, I do think a conversation could be had with Dr. Jeffrey Waple regarding the composition of that committee in the future. For example, would Faculty Senate and Graduate Council be interested in having a representative on the Advisory Committee? I think Dr. Waple would give serious consideration to a written proposal that would broaden the membership of the Advisory Committee to include a single representative from the Senate and Grad Council. If you want, we could discuss this further.

If you have any other questions, please don't hesitate to reach out.

Best,

Tom

Dr. Tom Jordan
Coordinator for Policy
Office of the Provost
Southern Illinois University Edwardsville
618-650-3678
thjorda@siue.edu
According to the current policy, [https://www.siu.edu/policies/1p1.shtml](https://www.siu.edu/policies/1p1.shtml) section D number 8:

"The committee is also tasked with reviewing Textbook Service policy. When a majority of the voting members make recommendations for changing the policies or procedures for Textbook Service, such recommendations will be forwarded to the Vice Chancellor for Student Affairs and to the Provost and Vice Chancellor for Academic Affairs for review and forwarded to the Chancellor for final approval."

Also:

*The current fee calculation, as already approved by the Chancellor's Council prior to the 2018-2019 academic year, covers textbook service rentals for graduate students, and no additional textbook service fee will be deducted from graduate students upon Policy 1P1 proposed changes implementation, so the concern regarding fees expressed by FSEC members is resolved*
Policies & Procedures

General Education

General Education Program - 1H1

A. OBJECTIVES FOR THE BACCALAUREATE DEGREE

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

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

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

Analytic, Problem-solving, and Decision-making Skills

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

Oral and Written Communication Skills

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

Foundation in Liberal Arts and Sciences

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

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

Scientific Literacy

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

Ethics

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

Preparation in an Academic or Professional Discipline

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

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

• First Semester Transition: All new freshmen are required to take a First Semester Transition course that helps students transition to college, with a specific focus on preparation for college level academic work and becoming an engaged member of the SIUE community.
• FOUNDATIONS: All students are required to take five (5) Foundations courses which develop competencies in written and oral communication, logic, and quantitative literacy that form the bases of information literacy and scientific literacy.
• BREADTH: All students are required to take at least three (3) credit hours in each of the six (6) Breadth areas (for a minimum of 18 credit hours) which provide the opportunity to explore the breadth of human knowledge by introducing students to the principles, substance, and methodology of disciplines beyond their major. These courses are distributed across six Breadth Areas: Fine and Performing Arts, Humanities, Information and Communication in Society, Life Sciences, Physical Sciences, and Social Sciences.
• INTERDISCIPLINARY STUDIES: All students are required to take one (1) course that carries the Interdisciplinary Studies designation course to foster awareness of the interrelationships among branches of human knowledge.
• EXPERIENCES:
New Freshman Seminar: All new freshmen are required to enroll in a New Freshman seminar that introduces students to university learning, expectations and procedures by exploring various topics of academic and civic interest with an experienced faculty member.

- Laboratory Experience: All students are required to take a laboratory course in order to develop scientific literacy that helps shape informed citizens;
- United States Cultures Experience: All students are required to take a course or complete an approved project or activity that explores the diverse, pluralistic population of the United States and the contributions these diverse groups have made to our shared culture;
- Global Cultures Experience: All students are required to take a course or complete an approved project or activity that explores one or more non-U.S. cultures in order to gain an appreciation and understanding of human diversity in an increasingly globalized world;
- Health Experience: All students are required to take a course or complete an approved project or activity in order to promote improved health and well-being.

- DIVERSITY OF KNOWLEDGE:
  - Students seeking a Bachelor of Arts degree are required to complete eight (8) courses in fine and performing arts and humanities, including two (2) semesters of the same foreign language.
  - Students seeking a Bachelor of Science degree are required to complete eight (8) courses in the life, physical, or social sciences, including two (2) courses designated as laboratory courses.
  - Students seeking a Bachelor of Liberal Studies or a professional baccalaureate degree are required to complete eight (8) courses in fine and performing arts and humanities, including two (2) semesters of the same foreign language or eight (8) courses in the life, physical, or social sciences, including two (2) courses designated as laboratory courses.

- SENIOR ASSIGNMENT: All seniors are required to complete the Senior Assignment that demonstrates breadth commensurate with SIUE’s general education expectations and proficiency in the academic major. The Senior Assignment represents the culmination of the entire undergraduate experience at SIUE and should integrate the best aspects of each student’s baccalaureate education. Each academic major has its own Senior Assignment, so the specifics of the requirement vary, but they share a challenge to each SIUE student to achieve individual academic excellence. This is what distinguishes baccalaureate education at SIUE.
### C. COURSE REQUIREMENTS FOR THE GENERAL EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>FULFILLED BY</th>
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</thead>
<tbody>
<tr>
<td><em>First Semester Transition (FST)</em></td>
<td>First Semester Transition 101 completed during the first semester of matriculation</td>
</tr>
<tr>
<td><strong>FOUNDATIONS</strong></td>
<td><strong>15 Credit Hours Required</strong></td>
</tr>
<tr>
<td>Written Expression I</td>
<td>English 101 with a grade of at least C and completed within the first 30 hours</td>
</tr>
<tr>
<td>Written Expression II</td>
<td>English 102 with a grade of at least C and completed within the first 45 hours</td>
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<tr>
<td>Oral Expression</td>
<td>Applied Communication Studies 101 completed within the first 30 hours</td>
</tr>
<tr>
<td>Logic/Critical Thinking</td>
<td>Reasoning and Argumentation 101 completed within the first 45 hours</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>Quantitative Reasoning 101 completed within the first 60 hours</td>
</tr>
<tr>
<td><strong>BREADTH</strong></td>
<td><strong>18 Credit Hours Required</strong></td>
</tr>
<tr>
<td>Fine and Performing Arts (FPA)</td>
<td>Course designated BFPA</td>
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<tr>
<td>Humanities (HUM)</td>
<td>Course designated BHUM</td>
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<tr>
<td>Information and Communication in Society (ICS)</td>
<td>Course designated BICS</td>
</tr>
<tr>
<td>Life Sciences (LS)</td>
<td>Course designated BLS</td>
</tr>
<tr>
<td>Physical Sciences (PS)</td>
<td>Course designated BPS</td>
</tr>
<tr>
<td>Social Sciences (SS)</td>
<td>Course designated BSS</td>
</tr>
<tr>
<td><strong>INTERDISCIPLINARY STUDIES (48)</strong></td>
<td><strong>3 Credit Hour Required</strong> Course with designated the prefix IS</td>
</tr>
<tr>
<td><strong>EXPERIENCES</strong></td>
<td></td>
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<tr>
<td>New Freshman Seminar (NFS)</td>
<td>For incoming freshmen, course designated NFS</td>
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<tr>
<td>Laboratory Experience (LAB)</td>
<td>Course designated EL</td>
</tr>
<tr>
<td>United States Cultures Experience (USC)</td>
<td>Course or approved project or activity designated EUSC</td>
</tr>
<tr>
<td>Global Cultures Experience (GC)</td>
<td>Course or approved project or activity designated EGC</td>
</tr>
<tr>
<td>Health Experience (H)</td>
<td>Course or approved project or activity designated EH</td>
</tr>
</tbody>
</table>

**DIVERSITY OF KNOWLEDGE**

- Bachelor of Arts degree
  - At least 24 credit hours required
  - 8 courses designated BFPA, FPA, BHUM or HUM, including 2 semesters of the same foreign language

- Bachelor of Science degree
  - 8 courses designated BLS, LS, BPS, PS, BSS or SS, including 2 courses designated EL

- Bachelor of Liberal Studies or professional baccalaureate degree
  - 8 courses designated BFPA, FPA, BHUM or HUM, including 2 semesters of the same foreign language or 8 courses designated BLS, LS, BPS, PS, BSS or SS, including 2 courses designated EL

**SENIOR ASSIGNMENT**

- Requirements established by individual departments

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

**D. ADDITIONAL PROVISIONS AND CONDITIONS**

1. University departments have the authority, subject to established University procedures, to require of their degree candidates more specific or more extensive study in general education than the General Education program requires. This departmental authority, however, does not extend in the opposite direction to forgiveness or diminution of General Education requirements.

2. Students must satisfy all general education components to obtain a baccalaureate degree at Southern Illinois University Edwardsville.
Courses, projects, and activities that may be used to satisfy Experience requirements shall be approved by the General Education Committee and shall be designated in the Undergraduate Catalog. Courses, projects, and activities meeting Experience requirements may also be used to fulfill major, minor, elective or General Education requirements, subject to the provisions of a student's major or minor and other General Education program provisions.

Approved by Chancellor effective 5/18/15
This policy was issued on June 18, 2015, replacing the March 14, 2003 version.
Document Reference: 1H1
Origin: OP 6/4/84; CC 6-86/86; OP 2/2/87; CC 17-86/87; OP 11/18/91; CC 25-91/92; CC 34-91/92; CC 1-93/94; CC 2-93/94; OP 8/2/95; CC 2-98/99; CC 2-00/01; CC 15-00/01; CC 1-07/08 & CC 13-14/15
IBHE-FAC report for the SIUE Faculty Senate meeting on 6 December 2018

The IBHE-FAC met on 16 November 2018 at Illinois Wesleyan University in Bloomington, Illinois.

IWU Provost Mark Brody talked about information shared by Dr. Jean Twenge, author of the book iGen, during her visit to IWU. This generation has always been in the smartphone era, and has been more watched by their parents. They are more connected online but more disconnected from support, with many differences in experiences. As student experiences become more individual, IWU has sought to define a characteristic that allows defining their institution. In addition to a Gateway program, they have developed a non-required, competitively selected First Year Experience that involves passionate students in enriched and out-of-classroom experiences. They are trying to connect students to faculty mentors earlier. At the other end of the students’ careers, there is also a signature experience; this is not in every major.

IBHE Executive Director Al Bowman talked about current happenings in Springfield and provided some financial context for higher education. This year’s revenues are looking good so far, but there is eight billion in unpaid bills and the ongoing pension liability, so balancing revenue and spending will still be a challenge. He has heard no conversation about reducing the number of public universities; some are recovering enrollment. More needs to be done with future oriented programs to keep high school graduates in Illinois. A joint memo was shared about the ISBE teacher shortage document (see attachment). Director Bowman indicated he will return to retirement at the end of this year.

Illinois Representative Don Brady (R-105), member of the Higher Education Working Group, talked with the FAC. Last year they focused on students, and six pieces of legislation passed from their group, including Aim High, MAP funding, and the issue of sharing information about university options with students. They heard from quite a few students and other groups and are trying to address the issues raised. Currently the focus is coming up with a funding formula for higher education in Illinois. He’d like to see a formula for discussion by spring – he does not feel higher education can survive the four years a similar process took for K-12. Higher ed will need to pay attention to numbers and have serious conversations with trustees, seeking the better good of higher education.

Working groups met. Caucuses met and spent the majority of their time sharing information about the working groups to build cross-connections. Working groups reported out on plans for their December meetings and their intended products.

Dr. Jason Heffer, Deputy Superintendent, Illinois State Board of Education, spoke with the FAC via Zoom phone call regarding the recommendations in in “Teach Illinois Strong Teachers, Strong Classrooms”. Most of the discussion was about the role of higher education versus other providers for licensure. He focused on trying to add flexibility, such as needed by paraprofessionals and career changers. He stated there was no current intention to change statute to move licensure out of higher education, but cannot predict 10-15 years ahead. A statement of clarification was requested by FAC members, which he said he would discuss with others.

Minutes from October were approved. Thanks were extended to the host.

The December IBHE-FAC meetings will be by working groups, at various locations and dates.

Included in SharePoint: K-12 Meeks Smith Letter.pdf (also available via IBHE webpage).

With regards, Susan D. Wiediger, representative for SIUE to the IBHE-FAC. For more information about any of these items, please contact me at swiediger@siue.edu.
November 14, 2018

James T. Meeks  
Chairman  
Illinois State Board of Education  
100 N. First Street  
Springfield, IL 62777

Dr. Tony Smith  
State Superintendent of Education  
Illinois State Board of Education  
100 N. First Street  
Springfield, IL 62777

Dear Chairman Meeks and Superintendent Smith,

Education leaders in both K-12 and higher education recognize the mounting challenges unfolding across the state as we find it increasingly difficult to attract and retain teachers throughout Illinois. On October 17, 2018, the Illinois State Board of Education (ISBE) took action on various recommendations from the State Superintendent and staff related to educator shortages in Illinois and the findings of a September 2018 ISBE report. We strongly believe that some of these actions, ostensibly to attract more teachers, bypass important quality, rigor and accreditation standards that historically have produced high quality, long lasting teachers throughout our state. Further, our classroom teachers’ response to the Board action is that it fails to address the cause of the teacher shortage.

Specific concerns include:

- Rule-making to allow unaccredited (so far undefined) entities other than institutions of higher education to prepare educators for Illinois licensure in job-embedded settings. ISBE states these changes will remove barriers and create new avenues of entry into the profession while maintaining high standards. How can the state maintain high standards if we can’t identify who these future entities are, what standards they follow, or if they are even accredited?

- These proposals include no references to effective models of educator preparation in higher education in Illinois, leading policymakers to conclude that innovative, job-embedded preparation models do not exist among Illinois colleges and universities – when in fact, they do and have been in place in some cases for decades. This omission doesn’t change the fact that these programs maintain high edTPA performance assessment and licensure pass rates, and graduates of these programs are effective and stay in the profession. Other important models also exist. For example, community colleges, which serve first-time freshmen as well as returning adults and support the most diverse students in the state, have a long history of program articulation with their university partners. Focusing on these partnerships and building stronger 2 + 2 agreements across teacher education programs is one of several ways to meet the shortage through the existing system.

- Students who enter these proposed, job-embedded programs will have no assurance of the long term value of their course of study, its portability/transferability to other forms of professional employment, and the assurance that appropriate records or transcripts of their work will be maintained by these undefined entities or deemed valid for future use. In contrast, accreditation and other regulatory protections for students are de facto components of educator preparation provided through institutions of higher education.
- Our members tell us that the real cause of the teacher shortage is inadequate salary, pension uncertainty, and demonization of the teaching profession. In addition to the objections we outline to the alternative licensure program, we would add that it is yet another treatment of a symptom of the shortage and not of the shortage itself.

- Ultimately, many of these recommendations will likely compound the educator shortage issue, while factors contributing to teacher attrition go unaddressed. Research on educator shortages is clear: 1) under-prepared individuals who are left to learn on the job are most often placed in high poverty, high minority communities serving our most vulnerable students which serves to exacerbate existing inequities; and 2) these individuals leave teaching at higher rates. Illinois schools will only experience more churn and difficulty in filling educator positions through these approaches.

We, the undersigned, respectfully call on the Illinois State Board of Education to carefully consider the above mentioned concerns before advancing these items to rulemaking and/or the legislative process. Higher education leaders and classroom teachers stand ready to work with you and the K-12 community to ensure that higher education’s contributions in teacher education and development advance our joint efforts to provide equitable access to high-quality learning opportunities for all Illinois students.

Respectfully,

Public University Presidents

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<td>Zbalaynaka Scott, Chicago State University</td>
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<td>Gloria Gibson, Northern Illinois University</td>
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<td>Elaine Mannon, Governors State University</td>
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<td>J. Kevin Dorsey, Southern Illinois University</td>
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Community Colleges Presidents

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<td>Seamus Reilly, Carl Sandburg College</td>
<td>George Evans, Kaskaskia College</td>
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<td>Ann Rendell, College of DuPage</td>
<td>Craig Lynch, Kennedy-King College</td>
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<td>Lori Saddick, College of Lake County</td>
<td>Laurie Borowicz, Kishwaukee College</td>
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<td>Stephen Nacco, Danville Area Community College</td>
<td>Jonathan Bullock, Lake Land College</td>
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<td>David Sam, Elgin Community College</td>
<td>Dale Chapman, Lewis and Clark Community College</td>
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<td>Gerald Edgren, Frontier Community College</td>
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<td>Ignacio Lopez, Harold Washington College</td>
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<td>Shawn Jackson, Harry S Truman College</td>
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<td>Keith Cornille, Heartland Community College</td>
<td>Clinton Gabbard, McHenry County College</td>
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<td>Tim Hood, Highland Community College</td>
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Sauk Valley Community College Peggy Bradford, Shawnee Community College Lynette Stokes, South Suburban College Jonah Rice, Southeastern Illinois College Nick Marce, Southwestern Illinois College Curtis Oldfield,
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**Independent Illinois Colleges and Universities Presidents**

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<th>Rebecca Sherrick, Aurora University</th>
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<td>Jo Ann Rooney, Loyola University Chicago</td>
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<td>A. Gabriel Estaban, DePaul University</td>
<td>Marnelle Alexis, MacMunn College</td>
<td>of the Art Institute of Chicago</td>
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<td>Donna Carroll, Dominican University</td>
<td>Mark Tierney, MacMurray College</td>
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<td>Emil Wright, Eureka College</td>
<td>McKendree University</td>
<td>David Dockery, Trinity International University</td>
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<td>Robert Zimmer, University of Chicago</td>
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<td>Clarence Wyatt, Monmouth College</td>
<td>Arvid Johnson, University of St. Francis</td>
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<td>Barbara Farley, Illinois College</td>
<td>Nivine Megahed, National Louis University</td>
<td>Roseanne Rosenthal, VanderCook College of Music</td>
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**Illinois Federation of Teachers**

**Illinois Education Association**

**cc:**
- Senate President John J. Cullerton
- Senate Minority Leader William E. Brady
- Senator Neil Anderson
- Senator Scott M. Bennett
- Senator Jennifer Bertino-Tarrant
- Senator Emil Jones, III
- Senator Kimberly A. Lightford
- Senator Pat McGuire
- Senator Tom Rooney
- Senator Chapin Rose
- Senator Pat Schimpf
- Senator Chuck Weaver
- Speaker of the House Michael J. Madigan
- House Minority Leader Jim Durkin
- Representative Thomas M. Bennett
- Representative Dan Brady
- Representative Terri Bryant
- Representative Kelly Burke
- Representative Fred Crespo
- Representative Norma K. Hammond
- Representative Jeanne M. Ives
- Representative Rita Mayfield
- Representative Katie Stuart
- Representative Emanuel Chris Welch
FSCC Report
Chair: Laurie Rice

The curriculum council met on November 15, 2018

The curriculum council heard a second read and voted to approve revisions to Policy 1H1 regarding FST and IS. These revisions were proposed by the General Education committee.

The curriculum council heard an overview of a Badging Pilot Program by Mary Ritling, Office of Educational Outreach and Gireesh Gupchup. It provided feedback on a variety of issues raised.

The curriculum council discussed proposed Policy 1P1 (textbook rental) provisions and discussed whether there should be Faculty Senate representation on the Textbook Services Advisory Committee. The council recommends that the committee work with the chair of the Academic Standards and Policies Committee when revisions are needed.

The curriculum council heard reports from its standing committees and various ex officio members. Items of note include:

- The catalog copy for accelerated Master’s proposals are under consideration in the Undergraduate Programs Committee.
- The Undergraduate Courses Committee reviewed 16 proposals. All but four were approved. The rest were sent back to departments for changes.
- The Academic Standards and Policies Committee is working on a new prior learning assessment policy.

Next meeting: January 17 at 2:30 pm
Graduate Council Report

The Graduate Council of the Faculty Senate met on Thursday 15 November 2018.

In the Announcements, reports from the Course Review Committee and the Graduate Committee on Assessment were made available via Sharepoint. There were announcements from the Graduate School regarding the replacement of recently vacated positions.

The Chair of the Graduate Council Programs Committee presented two Form 91A for approval: from Biological Sciences an adjustment in admission GPA requirements; and from Art & Design a rearrangement of credits for final project courses in the Art Studio MFA. Both items were approved. From the Programs Committee three Schools presented requests for Accelerated Entry Programs. The School of Engineering has Accelerated Entry Programs for Mechanical Engineering, Industrial Engineering, Computer Science, and Civil Engineering. The School of Nursing has Accelerated Entry Programs for Family Nurse Practitioner, Healthcare & Nursing Administration, Nurse Educator, and Nursing. The College of Arts & Sciences has Accelerated Entry Programs for Criminal Justice Studies, Environmental Sciences, English (Specialization in Literature), English (Teaching English as a Second Language), and Mass Communications Media Studies. After discussion of the changes that the Programs Committee had requested of the Schools, all of the Accelerated Entry Programs were approved.

The Chair of the Educational and Research Policies Committee presented two policy changes: 1M3 the Policy on Biohazardous Material Use; and the promotion policy for Graduate School Research Center Research Faculty. Discussion of changes to the promotion policy focused on the clarity of the policy regarding promotion requirements. Small changes to the wording of Section III Table I were made by friendly amendment. Both policy changes were approved.

Policy 1P1 (textbook rental) was discussed again and it was resolved that the policy did not need to be voted upon by the Graduate Council. Discussion of how the policy change was implemented lead to the inclusion of a Graduate Council member in the Textbook Advisory Committee going forward.