

ACADEMIC POLICY RECOMMENDATIONS

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Problem/Issue	Background Info	Recommended Change	Anticipated Impact
Course Repeats	<p>Beginning Summer 2003, the repeat policy requires that all earned grades carrying quality point values are to be considered when computing students' grade point averages, including each earned grade in all repeated courses. Individual units and departments may establish a limit to the number of times a course can be repeated. The student needs to check with the parent department of the course before registering for a repeat course. All grades earned for the initial and all subsequent attempts will be clearly identified and noted on the student transcript. Only those courses taken at the same institution are considered repeats under this policy.</p>	<p>Establish an Institutional policy that limits the number of times a student can repeat a course to 2 times. Exceptions may be granted by the Dean of the respective college if sufficient evidence and advisor recommendations exist.</p> <p>Following is suggested language for repeat policy as recommended as it would apply to the calculation of transfer grade point average for admission purposes as well as the University grading system.</p> <p>Requirements for Admission of Transfer Students: 2. An overall C average (2.0 on a 4.0 scale) from all post-secondary institutions. All grades earned in transferrable courses and in courses with a quality point value are used to calculate the grade point average used for admission purposes. If necessary, grade point average will be converted to a 4.0 scale and/or semester hours. All grades shown on college transcripts are used to determine an admission grade point average. Remedial (non-credit) course work is not used in calculating the admission grade point average.</p> <p>Repeat Course Policy An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times unless otherwise noted in the course description. All attempts will be calculated in the overall GPA and count toward hours earned. Grades of AU, W, PR, and INC do not count toward repeat attempts. Transfer credit is also subject to this policy in that all transferrable credit will be used to calculate grade point average.</p> <p>The motivation behind the suggested change is to limit students' ability to continually engage in registration for which they are not prepared resulting in a drain on resources. A negative consequent occurs in its application to the evaluation of transfer work. In order to maintain one standard for both our resident students and our transfer students, we are required to manually calculate GPA of transfer work applying all three time periods. Although the current repeat policy states all grades will be used to calculate the student's grade point average the application is actually represented in three different time periods; prior to summer 1996, summer 1996 through spring 2003, and spring 2003 to present. Often it is necessary to change grades on transfer work in order to effectively represent SIU grading policy. This makes the calculation of GPA, particularly for the transfer student very complex and often controversial, further limiting admissibility.</p>	<p>Students will not expend time and resources attempting to repeat a course that they have unsuccessfully attempted a total of three times. Intrusive advisement is necessary at this point to engage the student in proper academic and career planning.</p>

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		<p>Additionally, it is not clear as to whether the recommended change to policy will actually yield the desired results. Repeat details defined at the course level offers a mechanism for managing repeated registrations while keeping that authority with the program. Current policy allows "individual units and departments may establish a limit to the number of times a course can be repeated (p. 33, Undergraduate Catalog 2011-2012) ." Registration in a non-repeatable class must be authorized through an override and subsequently upon successful completion the credit for the original course is removed from the academic record. The results would be the same without further complication to the evaluation of transfer work.</p>	
Email Mail Assigned	<p>All students will receive an official email account from the University at the time of first enrollment. The student may choose to redirect SIUC mail sent to their University e-mail address to another account. However, the University will not be responsible for e-mail delivery by outside vendors or departmental servers. The University email address will be stored and maintained in the Student Information System and will be directory information unless the student requests otherwise.</p>	<p>Registrar's Office will work with Information Technology to send reminder messages and instructions on using and redirecting mail, and "pop up" reminders will be implemented each semester in Saluki Net.</p>	<p>Influence more students to use their Institutional e-mail.</p>
Notification of Directors of Status of Students: Reference Academic Standings	<p>Reports are already available in ARGOS. But these dashboards are not easily or widely used.</p>	<p>Explore alternative dashboard strategies/systems as part of a broader enrollment strategy.</p>	<p>Broader understanding of current data.</p>
GPA Calculator	<p>GPA calculators are very common tools made available to students at many other universities. Although students can view their unofficial transcripts, along with current and cumulative GPA, in SalukiNet, SIU currently does not have a tool for students to independently calculate their projected GPA for a semester or academic program.</p> <p>There is a serious implication for students that fall below a certain GPA (example, 1.0). Unfortunately, there are students that find themselves in poor academic standing after their first semester but choose to continue their enrollment at SIU. There is a threshold for students in extremely low academic standing that are never able to "dig" their self "out of the hole". It is important for students to be able to regularly assess their academic standing through such tools as a GPA calculator.</p>	<p>It is recommended that an interactive GPA calculator be built and placed inside SalukiNet with the ability to populate existing data such as completed credit hours, current GPA, current enrolled courses and course credit hours. The committee has discussed the need for two calculators. The first calculator would allow a student to see their short term view of their current GPA, as well as, make short term estimates of their projected end of semester grades to provide a projected GPA. The second calculator would allow a student to evaluate a longer term goal, such as achieving a certain GPA for graduation or meeting program requirements for a graduate program. This task should be quite feasible and will require collaboration between the Registrar's Office and the Banner Team.</p>	<p>Educating students about their academic standing is critical to student retention and successful degree completion. Providing students with a GPA calculator, is a simple method to help students regularly "check" their academic standing and hopefully determine early if they need additional help to quickly get back on track. Due to the upcoming state performance based funding requirements, standards will be measured on areas of course completion and graduation rates. The GPA calculator supports student success that leads to these measurement goals.</p>
Attendance	<p>Attendance plays a vital role in student success. The 2011/2012 Undergraduate Catalog issues the following statement:</p> <p>"The faculty of Southern Illinois University Carbondale affirms the importance of prompt and regular attendance on the part of all undergraduate students. Quality instruction clearly depends upon active student participation in the classroom or its equivalent learning environment. In the transition from high school to the university and from the university to the work-place, personal success is directly related to good</p>	<p>Tracking attendance will be strongly encouraged, but will continue to be optional and at the discretion of the instructor. The Center for Teaching Excellence will provide training for instructors that want to use the attendance and intervention tools in Desire2Learn.</p> <p>No change to the catalog copy.</p>	<p>Students that attend class regularly are more likely to be successful and complete the course. This outcome supports the goal of student success and the upcoming state performance based funding requirements.</p>

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	<p>attendance.</p> <p>As a caring public institution, SIUC has the obligation to encourage its primary constituents, the students, to meet their responsibilities first of all to themselves, but also to their families, their classmates, their instructors and the taxpayers and donors who underwrite higher education in the state of Illinois.</p> <p>For these reasons the SIUC faculty remind undergraduates and their instructor that the first day of class is just as valuable as the last day of class; that work and other extracurricular commitments do not necessarily justify an absence; that holidays begin and end precisely as stated in the University calendar; that instructors should be notified three days prior to religious observances that major examinations, term papers, and/or assigned projects for one class do not exempt students from their need to attend another; and finally, that some financial assistance at the university is actually contingent upon attendance.</p> <p>Students who stop attending a class without officially dropping will be subject to being awarded a WF grade for the class. The WF grade is assigned by the instructor along with an indication of the recorded last date of attendance. The WF grade counts as an F in the undergraduate GPA calculation. The last date of attendance associated with the WF may affect the student's enrollment status, and thus their eligibility for financial aid.</p> <p>These guidelines express the faculty's collective concern for the undergraduates and for one important feature of their education here at SIUC."</p> <p>Note that the statement stops short of requiring attendance in courses. Because we administer Title IV aid, if the university defines itself as an attendance taking university, the university would be required to collect "last date of attendance" in support of financial aid refunds within 45 days of the last attendance date. If the university fails to meet that 45 day requirement, resulting in an audit finding, we would jeopardize our eligibility to administer Title IV aid. Therefore, the University cannot require that attendance be taken.</p> <p>Although SIU does not require attendance, some core courses such as ENGL 101 and SFY 101, have used attendance as a means to ensure students attend their course regularly. Tracking attendance is a manual task for instructors that choose to require students to come to class. Attendance is either entered in an attendance book or online in the current learning management system, Blackboard. Inputting attendance data in Blackboard has been a bit clunky.</p>	<p>Partner with an early warning and alert system used by the University College.</p> <p>Promote the new system prior to the beginning of every semester via faculty listservs, campus mail, and announcements to appropriate constituency groups.</p> <p>Encourage faculty to use the new system by providing training on the tool.</p>	

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	<p>The committee discussed the options for tracking attendance as a method to determine early intervention for students at risk of falling below good standing. Intervention software, such as GradesFirst, is being used by some campus programs to track attendance, determine at-risk students, and implement intervention procedures to help students “stay on track”.</p> <p>The recently purchased new learning management system, Desire2Learn, includes a built-in attendance tool and some early intervention tools.</p>		
Early Grade Reporting and Alerts	<p>A number of studies have shown that students who receive early feedback regarding their progress in courses succeed at significantly higher rates than those who receive no such feedback and intervention (an increase in GPA for 8-18% of students). Additionally, providing such alerts would allow SIU to engage an intervention team whose purpose would be to determine the best confection of student-support services to deploy for the student. SIU’s own 2008-09 student survey averred that students sought earlier feedback regarding their progress.</p> <p>Institutions from community colleges to state flagships have reported positive outcomes associate with Early-Alert (Pre-Midterm) Programs. We analyzed Virginia Commonwealth University, University of Mississippi, and University of Wisconsin-Oshkosh.</p> <p>Results from these programs include the following: (a) decreased the number of students placed on academic warning the following term, (b) increased the percentage of students receiving final course grades of C or better/decreased the number of students receiving grades of D, F, or W, and (c) increased the first-to-second semester retention rate (National Academic Advising 1990-2010). Note that these results match those of GPA warning.</p> <p>As with the GPA warnings, results of attendance-warnings (in our case voluntary) and interventions include: (a) verification of a direct correlation between students’ class attendance and their academic success (GPA), and (b) increased academic success (higher GPA) for students with multiple absences who received intervention demonstrated greater academic success (higher GPA) than students who did not receive intervention (Anderson & Gates, 2002).</p>	<p>Direct GA instructors of first-year courses to record grades in D2L (and, if possible, attendance) and encourage faculty to provide the same information. Provide students with feedback on their academic progress (which should include attendance) and encourage faculty to provide the same information.</p> <p>Deploy Hobson’s Retain – a communication platform already on campus that interacts live with Banner – to request grades from GAs and faculty four weeks into the semester for all 100- and 200-level courses. Communicate the results of those surveys to the students and to an intervention team comprising their advisors, their academic unit, and Learning Support Services. Require grade reporting for all University College courses.</p>	<p>Students receiving meaningful feedback will earn better grades in those courses and be retained at higher rates.</p> <p>Interventions will be offered, and students receiving interventions based on poor performance on early reports will earn higher grades and be retained at higher rates.</p>
Incomplete Grades	<p>An INC is assigned when, for reasons beyond their control, students <i>engaged in passing work</i> are unable to complete all class assignments, An INC must be changed to a completed grade with in a time period designed by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. Students should not reregister for</p>	<p>Recommendation is not to change policy but to take measures to adequately educate faculty in the appropriate application of all grading regulations and methods for management.</p> <p>Include guidelines for the application of academic policy in new faculty training to enhance understanding of purpose and value of policy.</p> <p>Incomplete Grade agreement requirement (recommendation) that verifies criteria</p>	<p>Properly trained faculty who understand the purpose of policy, how to apply it will lead to consistent and defensible application practices. Completing an Incomplete agreement further ensures ample consideration is applied to the request, policy is reiterated and compliance verified with the approval</p>

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	<p>courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F. 32, <i>Undergraduate Catalog 2011-2012</i>.</p> <p>Policy design provides for circumstance with measurable criteria to establish eligibility, timeframe with which to maintain control and explicit consequence to non-compliance. The intention is to provide a student who otherwise is performing well in a class, or classes an opportunity to complete registration following a significant event (accident or illness). For example, a student in week 12 who is in an automobile accident followed by an extended hospital stay and/or recovery can request an INC for a class (or classes) and as long as that student was passing the class at the time of the accident the student would be eligible for a favorable response from the instructor(s). The time frame provided not only allows for instructor control but also a one-year limit that defines margins for application. An event severe enough to prevent completion in one-year clearly requires alternative response. The policy is explicit in intent and application with criteria well defined and understood by the reader. The problem occurs in the misapplication by faculty and insufficient support by administration. Faculty are either uninformed or misuse the policy to avoid (or defer) assigning a failing grade. The situation is further exacerbated by institutional "over-correcting" with back-dated withdrawals and delayed consequence resulting in artificial academic standing.</p>	<p>as having been met with clearly defined dates and requirements signed by instructor, student, and department chair.</p> <p>Frequent and timely communications regarding important dates and appropriate application of policy to both student and faculty using all available venues. Provide assistance for faculty to include policy and date related information to students through Blackboard and on syllabi.</p> <p>Provide expert advice and a variety of tools to record and calculate grades and collect attendance.</p> <p>Monitor data for proper use and frequency to provide guidance and correction as needed.</p>	<p>process. Follow-up data of incomplete grade assignment and completions compared to adherence to process will monitor quality in application and identify where corrections are needed. It is believed that adequate guidance, consistent application supported by an approval process, and monitoring of results will lead to fewer instances of incomplete grade assignments. The approval process reinforces authority and responsibility of policy and continues to educate all parties in the process.</p>
<p>Cap on Dropping Courses</p>	<p>Currently, SIUC students can drop and add courses without limitation as long as they meet the deadlines set forth in the Undergraduate Catalog. The University College has been investigating a cap on the number of courses that students would be allowed to drop. The intent of such a policy is to help students understand that:</p> <ul style="list-style-type: none"> • Dropping courses can considerably delay time-to-degree. • Dropping courses after the 2nd week also has significant monetary implications; the students will not receive a refund for the course. • Dropping courses is a serious decision and should not be used as a method to excuse poor study habits, to erase a bad semester, or to shop for more academically lenient courses. • Dropping courses can have implications for financial aid and satisfactory progress. <p>Other universities have implemented policies on limiting the number of dropped courses. Some examples follow.</p> <ul style="list-style-type: none"> • The Texas Legislature passed a state bill (TEC Section 51.907) that limits state students at state institutions to 6 dropped classes in the course of their undergraduate career. For more information, see: http://www.tamtu.edu/affairs/registrar/SenateBill1231.shtml • IUPUI allows first year students (under 25 hrs) to drop only one course per semester. See: 	<p>Undergraduates with continuing student status will be allowed a maximum of 6 credit hours of dropped courses during any fall or spring semester.</p> <p>Any student who has attended a community college or a 4-year institution prior to attending SIU is allowed a maximum of 12 credit hours of dropped courses.</p> <p>For the purposes of this policy, a dropped course is defined as any course dropped after the official date for receiving a full refund (example: 2nd week for a 16 week course).</p> <p>Customize SalukiNet to track and limit dropped courses based on the new policy.</p> <p>Submit Form 90 to change catalog copy to reflect the new policy. Policy will apply to all students beginning Fall 2013.</p> <p>Advertise and advise appropriately to incoming students.</p> <p>Disseminate new policy to faculty and train advisors.</p>	<p>The number of courses dropped will decrease.</p> <p>The policy change may necessitate more intensive advisement, especially for at risk students.</p>

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	<p>http://uc.iupui.edu/Academics/Policies/FreshmanDropPolicy.aspx</p> <ul style="list-style-type: none"> At Clemson University undergraduate students can drop no more than 17 hrs during their degree period. Transfer students are limited to 14 hrs of dropped coursework. University of Illinois at Chicago allows 4 dropped courses during the undergraduate career. See: http://www.uic.edu/depts/oar/registration/policies_procedures.html#droppin_g Dartmouth limits undergraduates to a limit of 3 dropped courses. 																														
Residency Requirements	<p>Each student must complete the residence requirement by taking the last year, which is defined as 30 semester hours, or by having three years of credit, which is defined as 90 semester hours at Southern Illinois University Carbondale. Only credit for those courses for which the student has registered and for which a satisfactory grade has been recorded at Southern Illinois University Carbondale may be applied toward the residence requirement hours. Students enrolled in an approved program delivered off-campus will have completed their residence requirement for the University upon completion of all courses required by the program. Credit for work experience, CLEP, Advanced Placement, military credit or proficiency credit is considered non-resident. <i>p. 40, Undergraduate Catalog 2011-2012.</i></p> <p>Some academic programs have requested more flexibility in residency requirements to help facilitate degree completion particularly those with a strong distance education population. Current policy as stipulated above allows an interruption to residency for those students who are engaged in web-based or off-campus delivery programs. However, the on-campus student is allowed a limited exemption authorized by the college, of no more than 12 semester hours. Distance education program designs ensure that 30 semester hours is completed as a part of degree requirements while providing some leniency in interruption of resident work.</p>	<p>As we consider the suitability of the Universities current residency requirement please note that our policy is consistent with the Illinois public universities as well as our closest out-of-state competitors.</p> <table border="1" data-bbox="1198 565 1964 1437"> <thead> <tr> <th>School</th> <th>Residency Requirement</th> </tr> </thead> <tbody> <tr> <td>Illinois State</td> <td>30 of the last 60</td> </tr> <tr> <td>Northern Illinois</td> <td>30 SH at NIU after earning 80 SH (College & Dept. Residence required in some cases)</td> </tr> <tr> <td>Western Illinois</td> <td>30 while at WIU; 15 taken in year prior to graduation (credit earned by proficiency exam does not satisfy residency requirement)</td> </tr> <tr> <td>Eastern Illinois</td> <td>42 SH with 32 in Jr/Sr years; 12 in residence during senior year. (Minimum 12 SH in residence courses applicable to the GPA in discipline.</td> </tr> <tr> <td>Univ of Illinois U/C</td> <td>60 SH of UIUC credit - 21 SH must be 300 or 400 level courses at UIUC campus location. Concurrent enrollment at another collegiate institution does not interrupt residency of 30 SH</td> </tr> <tr> <td>University of Illinois-Chicago</td> <td>Last 30 hours at UIC. ½ of SH required for student's major area of study must be completed at UIC.</td> </tr> <tr> <td>Northeastern Illinois</td> <td>Last 30 at Northeastern</td> </tr> <tr> <td>University of Illinois-Springfield</td> <td>30 SH in residence at UIS</td> </tr> <tr> <td>Bradley University</td> <td>30 SH; 24 of last 30 SH must be earned in residence.</td> </tr> <tr> <td>Chicago State University</td> <td>30 SH & including 6 hours in major field of study</td> </tr> <tr> <td>SIU Edwardsville</td> <td>30 SH at SIUE</td> </tr> <tr> <td>Murray State</td> <td>32 hours must be earned in residence & at least 20 of last 32 SH required for graduation must be earned at Murray State.</td> </tr> <tr> <td>SEMO</td> <td>Minimum 30 hours in residence</td> </tr> </tbody> </table>	School	Residency Requirement	Illinois State	30 of the last 60	Northern Illinois	30 SH at NIU after earning 80 SH (College & Dept. Residence required in some cases)	Western Illinois	30 while at WIU; 15 taken in year prior to graduation (credit earned by proficiency exam does not satisfy residency requirement)	Eastern Illinois	42 SH with 32 in Jr/Sr years; 12 in residence during senior year. (Minimum 12 SH in residence courses applicable to the GPA in discipline.	Univ of Illinois U/C	60 SH of UIUC credit - 21 SH must be 300 or 400 level courses at UIUC campus location. Concurrent enrollment at another collegiate institution does not interrupt residency of 30 SH	University of Illinois-Chicago	Last 30 hours at UIC. ½ of SH required for student's major area of study must be completed at UIC.	Northeastern Illinois	Last 30 at Northeastern	University of Illinois-Springfield	30 SH in residence at UIS	Bradley University	30 SH; 24 of last 30 SH must be earned in residence.	Chicago State University	30 SH & including 6 hours in major field of study	SIU Edwardsville	30 SH at SIUE	Murray State	32 hours must be earned in residence & at least 20 of last 32 SH required for graduation must be earned at Murray State.	SEMO	Minimum 30 hours in residence	<p>With delegated authority made available to the academic colleges allowing a limited interruption to residency for on-campus students and the board approved residency satisfied through program completion available to off-campus and web-based programs the negative consequences is minimal. Conversely allowing fewer hours or resident work to be completed to accommodate one or two specific programs would damage the institutions ability to provide quality curricular design. HLC uses five criteria to measure how well we fulfill our mission; program integrity, management of capacity, effectiveness in teaching, acquisition and use of knowledge, and service. Residency is a critical mechanism needed to support and maintain a high level of quality expected of a top-tier research institution.</p>
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		<p>There are four major institutional policies common to all baccalaureate degrees; total number of hours, senior institution hours, residency, and overall grade point average. Higher Learning Commission (HLC) policy (February 2011) directs accreditation of institutions of higher education and monitors the value of these basic requirements to direct and ensure program quality. The recommendation is to maintain the current residency policy.</p>	
<p>Second Chance Program</p>	<p>The Second Chance Program allows some former students who previously experienced academic difficulty, and who have since matured and returned to SIU, an opportunity to get off Probation faster and to graduate in a timely manner. It establishes a new grade point average calculated from the first semester of readmission.</p> <p>Eligibility requirements are that one must be an adult reentering student, a veteran or a community college graduate. Among other requirements are that one have previously earned less than 60 semester hours at SIUC. This latter requirement precludes the benefit from those who experienced academic difficulty later in their previous career at SIUC.</p> <p>It has been suggested that the name "Second Chance" may have negative connotations and that it does not specifically describe the program. Some prospects and applicants confuse Second Chance with "Chance" programs for special admit freshmen, offered at other institutions.</p>	<p>Eliminate the requirement that the Second Chance applicant have previously earned fewer than 60 hours. Change the name from "Second Chance" to "Academic Renewal". Proposed revised catalog copy:</p> <p>Academic Renewal Program for former students</p> <p>The Academic Renewal Program is designed to allow some former Southern Illinois University Carbondale students, who had academic difficulty in their initial enrollment, an opportunity to get off Probation faster and to graduate in a timely manner. The program permits eligible students to establish a new grade point average calculated from their first semester of readmission</p> <p><i>Program Eligibility Requirements.</i> Former Southern Illinois University Carbondale students who meet one of the following qualifications may apply for entrance to the Academic Renewal Program.</p> <ol style="list-style-type: none"> 1. Adult re-entering students who are at least twenty-four years of age and who previously earned at Southern Illinois University Carbondale less than a 2.0 grade point average. Applicants who have attended any post-secondary institution, college, or university including Southern Illinois University Carbondale within the immediate three years prior to re-entering Southern Illinois University Carbondale in the Second Chance Program, must have earned a 2.0 cumulative GPA. 2. Veterans who have completed at least one year of active military service after having previously earned at Southern Illinois University Carbondale less than a 2.0 GPA. Southern Illinois University Carbondale must be the first institution attended since discharge or separation. 3. Community college associate degree graduates who have previously earned from SIUC a grade point average below 2.0 prior to completing an associate degree from a regionally accredited institution. SIUC must be the first institution attended since earning the associate degree. <p><i>Application/Admission Guidelines and Academic Regulations.</i></p> <ol style="list-style-type: none"> 1. A former Southern Illinois University Carbondale student must meet the University readmission requirements at the time of readmission before applying for the Academic Renewal Program. 2. The Academic Renewal Program application must be submitted before completing the first semester of attendance after being readmitted to the University. The application should be submitted soon after the readmission decision is granted. 3. A student can be admitted to Academic Renewal only once. Students who are suspended for scholastic reasons while enrolled in Academic Renewal cannot be readmitted to this program. 4. Teacher Education Programs in the College of Education and Human Services as well as those majors in other colleges in which a student intends to pursue a Teacher Education Program are not available to students in the Academic Renewal Program. 5. Students readmitted through the Academic Renewal Program will have Academic Renewal indicated on their transcripts with an appropriate explanation of the program included in the transcript explanation sheet, which is attached to all transcripts. 6. A new Southern Illinois University Carbondale grade point average will be calculated from the first term of readmission through the Academic Renewal Program. 	<p>No negative impact is foreseen.</p> <p>More students will be eligible for the program.</p> <p>"Academic Renewal" is a name more reflective of similar programs at other institutions.</p>

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		<p>7. The new Southern Illinois University Carbondale grade point average will apply only to scholastic retention, and the grade point average required for graduation from the University. All grades earned at Southern Illinois University Carbondale, including all work taken prior to admittance to the Academic Renewal Program, will be used in the calculation of student classification, major program grade point average, collegiate unit requirements, graduation honors, and total semester hours completed.</p> <p>8. Previously earned work at Southern Illinois University Carbondale will remain on the student's official record and passing work may be used to satisfy degree requirements.</p> <p>9. Students readmitted through the Academic Renewal Program may not use the University's forgiveness policy to calculate another GPA for graduation purposes.</p> <p>10. To be eligible for graduation, a student readmitted through the Academic Renewal Program must earn at least 30 additional semester hours at Southern Illinois University Carbondale.</p> <p>11. An Academic Renewal student who changes majors to a program, that does not participate in Academic Renewal, (see number 4 above) will have their previous SIUC grade point average calculated in all future grade point averages.</p>	
Reinstatement after Scholastic Suspension	<p>Students whose term and overall University grade point averages are below 2.0 are placed on Scholastic Probation. Probationary students who end the term with a term and a University GPA below 2.0 are placed on Scholastic Suspension. The catalog states that students may seek reinstatement after a minimum of two semesters' interruption.</p> <p>In practice, any student who petitions a dean to allow earlier reinstatement is allowed to continue in enrollment, thus diluting the gravity of Probation. Many students seek to "shop" for a lenient academic unit and academic units may have a financial incentive to take in desperate but academically failing students.</p>	<p>Change requirements for reinstatement after scholastic suspension. Discourage reinstatement prior to the standard two semester separation from the University. Require that any reinstatement of a continuing student, or readmission prior to the two semesters' separation, must be to the academic unit from which the student was suspended. Proposed catalog copy is as follows:</p> <p>Scholastic Suspension Students will be scholastically suspended from the University if they fail to meet the requirements of their conditional or probational status. Students placed on Scholastic Suspension may seek reinstatement after a minimum of two semesters' interruption but must furnish tangible evidence that additional education can be successfully undertaken. Continuing students (those suspended at the end of the immediate preceding term) may not change academic units, nor may those readmitted prior to the end of the normally required two semester period of separation from the University. Some academic units have scholastic requirements in addition to the overall University requirements listed here. Students must comply with the University requirements as well as those requirements applying to individual schools and colleges.</p>	<p>Long term fewer suspensions as students take Probation more seriously.</p> <p>Possible short term enrollment impact in some units.</p> <p>Need for maintenance of documentation in Enrollment Management.</p>
Changing Drop/Withdrawal Deadline	Many students do not have the opportunity to submit a substantial amount of work, or receive back the results of mid-term examinations, by the current Week Eight drop/withdraw deadline.	Move the drop and the withdrawal deadlines from the half-way point of the term to 60% of completion. The changes would be as follows.	<p>Students needing to drop classes, but needing to retain their current hours of enrollment, would have few course sections to choose from, as it would be too late to register for second half eight week courses.</p> <p>Students, enrolled in full semester length courses, withdrawing Week Ten, would have attended 60% of the term and thus not have federal unsubsidized loans charged back. This would reduce past due charges to the University, a barrier to</p>

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		<table border="1"> <thead> <tr> <th data-bbox="1174 170 1365 365">If classes meet for</th> <th data-bbox="1365 170 1559 365">current deadline</th> <th data-bbox="1559 170 1752 365">proposed deadline to drop or withdraw</th> <th data-bbox="1752 170 1946 365"></th> <th data-bbox="1946 170 2139 365"></th> <th data-bbox="2139 170 2333 365"></th> </tr> </thead> <tbody> <tr> <td data-bbox="1174 365 1365 397"></td> <td data-bbox="1365 365 1559 397"></td> <td data-bbox="1559 365 1752 397"></td> <td data-bbox="1752 365 1946 397"></td> <td data-bbox="1946 365 2139 397"></td> <td data-bbox="2139 365 2333 397"></td> </tr> <tr> <td data-bbox="1174 397 1365 430">13-16 weeks</td> <td data-bbox="1365 397 1559 430">8th week</td> <td data-bbox="1559 397 1752 430">10th week</td> <td data-bbox="1752 397 1946 430"></td> <td data-bbox="1946 397 2139 430"></td> <td data-bbox="2139 397 2333 430"></td> </tr> <tr> <td data-bbox="1174 430 1365 462">9-12 weeks</td> <td data-bbox="1365 430 1559 462">6th week</td> <td data-bbox="1559 430 1752 462">8th week</td> <td data-bbox="1752 430 1946 462"></td> <td data-bbox="1946 430 2139 462"></td> <td data-bbox="2139 430 2333 462"></td> </tr> <tr> <td data-bbox="1174 462 1365 495">8 weeks</td> <td data-bbox="1365 462 1559 495">4th week</td> <td data-bbox="1559 462 1752 495">5th week</td> <td data-bbox="1752 462 1946 495"></td> <td data-bbox="1946 462 2139 495"></td> <td data-bbox="2139 462 2333 495"></td> </tr> <tr> <td data-bbox="1174 495 1365 527">7 weeks</td> <td data-bbox="1365 495 1559 527">4th week</td> <td data-bbox="1559 495 1752 527">4th week</td> <td data-bbox="1752 495 1946 527"></td> <td data-bbox="1946 495 2139 527"></td> <td data-bbox="2139 495 2333 527"></td> </tr> <tr> <td data-bbox="1174 527 1365 560">4-6 weeks</td> <td data-bbox="1365 527 1559 560">3rd week</td> <td data-bbox="1559 527 1752 560">4th week</td> <td data-bbox="1752 527 1946 560"></td> <td data-bbox="1946 527 2139 560"></td> <td data-bbox="2139 527 2333 560"></td> </tr> <tr> <td data-bbox="1174 560 1365 592">2-3 weeks</td> <td data-bbox="1365 560 1559 592">1st week</td> <td data-bbox="1559 560 1752 592">2nd week</td> <td data-bbox="1752 560 1946 592"></td> <td data-bbox="1946 560 2139 592"></td> <td data-bbox="2139 560 2333 592"></td> </tr> <tr> <td data-bbox="1174 592 1365 625">Less than 2 weeks</td> <td data-bbox="1365 592 1559 625">2nd day</td> <td data-bbox="1559 592 1752 625">2nd day</td> <td data-bbox="1752 592 1946 625"></td> <td data-bbox="1946 592 2139 625"></td> <td data-bbox="2139 592 2333 625"></td> </tr> <tr> <td data-bbox="1174 625 1365 722">Individualized Learning courses</td> <td data-bbox="1365 625 1559 722">8th week</td> <td data-bbox="1559 625 1752 722">10th week</td> <td data-bbox="1752 625 1946 722"></td> <td data-bbox="1946 625 2139 722"></td> <td data-bbox="2139 625 2333 722"></td> </tr> </tbody> </table>	If classes meet for	current deadline	proposed deadline to drop or withdraw										13-16 weeks	8th week	10th week				9-12 weeks	6th week	8th week				8 weeks	4th week	5th week				7 weeks	4th week	4th week				4-6 weeks	3rd week	4th week				2-3 weeks	1st week	2nd week				Less than 2 weeks	2nd day	2nd day				Individualized Learning courses	8th week	10th week				<p>enrollment for many students.</p> <p>The new deadlines would apply to graduate students, as well.</p>
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Forgiveness Policy for Graduation	<p>The University's forgiveness policy for graduation allows the exclusion of up to ten hours of D or F grades earned outside the major and taken prior to the last 60 hours completed at the University. Alternately, it allows graduation if a student earns a minimum 2.10 GPA for the last 60 hours of work at the University.</p> <p>While this policy allows up to ten hours to be excluded from the GPA, most courses award three hours of credit, making application of the policy awkward. Also, as designed, the policy helps only those students whose academic problems occur in the first two years of work at the University. It offers little or no help for students who have significant problems passing upper level courses or for students who have personal, or health, crises during their final years. Requiring that the courses be outside the major severely limits the number of courses eligible for forgiveness.</p>	<p>Change the maximum hours to be excluded from ten to twelve and remove the requirement that the excluded hours be outside the major and be taken prior to the last 60 hours at the University. Revised catalog copy would read as follows:</p> <p><i>Forgiveness Policy.</i> The University has adopted a policy for students whose only graduation problem concerns the <i>C</i> average for all work taken at the University. Such students may ask that the average be computed by one of the following methods: (1) by excluding from calculation of the grade point average a maximum of 12 semester hours of <i>D</i> or <i>F</i> grade at the University-or, (2) by earning a grade point average of 2.10 or higher for the last 60 semester hours of work completed at the University. The student will be graduated if the average meets either of the two alternatives. It be noted that the two alternatives are offered as a means of computing the GPA for graduation only and may not be used for any other purpose. All grades, including those designated as repeats are included in forgiveness calculation.</p>	<p>No negative impact is anticipated. Removing the forgiveness restriction "outside the major" would not affect the level of performance required of students in their major. Major requirements, including major GPA would stand. This change would only affect the institutional GPA required to graduate.</p>																																																												
Finals Week/Student Access to Course Syllabi	<p>It has been university policy since at least 1981 to require final examinations to occur during final exam week at the end of the semester for all courses that have them. But enforcement of this policy for the past several years has been soft, and so more and more students are burdened by preparation for finals the last weeks of classes in addition to the last of their term-assignments like research papers, group-work reports, and projects. The result is all too often not students' best efforts.</p>	<p>Deans will ensure that all chairs and directors obtain copies of course syllabi before each semester to verify that the final examination schedule for each course is listed. Those courses, which have finals or final unit exams, must observe the finals week policy. Those syllabi in need of revision will be returned to faculty for correction before distribution to students in class and in the department office. Chairs and directors will also retain copies of the syllabi on file to ensure that students have access to them. Notices as to the availability of these documents</p>	<p>Students will have more time to prepare for their final assignments, attend class, and study for final examinations. Students will have better access to their syllabi, alerting them to assignments, quizzes and tests, projects, and other matters important to their success in the courses</p>																																																												

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	<p>Official notice of final exam week is sent directly to the faculty, so students would not otherwise know when their exams are scheduled unless they are listed on the course syllabi. Not only must the final exam schedule be listed on all course syllabi, whenever appropriate, but also students must have access to the syllabi with this information from the very beginning of the semester in order for them to plan accordingly. In most cases, by Board of Trustees policy, hard copies are prepared and distributed to students the first week of classes. Faculty, who have web-enhanced their courses on Blackboard/Desire2Learn, are also posting digital copies of their syllabi. But some students are still at a loss as to where to get a copy, especially if they registered for the course after the first week or do not have easy access to online course materials. A back-up arrangement for student access to syllabi, with their final exam schedule, is in order.</p>	<p>will be posted outside the office doors so students will know. This arrangement will help enforce the finals week policy, as well as provide students copies of their syllabi in departmental offices.</p>	<p>they are taking. The result of enforcing the policies concerning finals week and student access to syllabi should be better measures of student success.</p>
Multiple Student Release Forms	<p>We currently have several Information release forms that students and parents sign. Currently the release information is only good for the office in which you sign the form. They are not scanned to a student's record and other campus offices do not have access to review the release form. This cause confusion for parents and students that have signed release forms but are not able to get the information they requested.</p>	<p>We propose a universal release form that is housed in the Registrar's office and scanned and indexed to each student's record. This would give view access to the form to anyone on campus that has access to Xtender. This would allow University College as well as the Academic units the right to speak with parents/guardians with a student's permission.</p>	<p>Less frustration for students, parents, faculty and staff. All University employees with access to Xtender will be able to access the release form when needed</p>