AGENDA
COUNCIL ON UNDERGRADUATE STUDIES
Friday—April 9, 2010—1:30 P.M.
Student Senate Chambers

I. Call to Order

II. Consideration of minutes of March 12, 2010 meeting

III. Old business
   a. Reduced Course Load with Full Time Academic Status for Students with Disabilities—Arlene Stewart

IV. New business
   a. Undergraduate committee reports.
      i. Academic Advising Committee—Jan Murdoch, Chair
      ii. Academic Grievance Committee—David E. Barrett, Board Chair
      iii. Academic Integrity Committee—Jeffrey R. Appling, Chair
      iv. Admissions Committee—Robert Barkley, Chair
      v. Calhoun Honors College Committee—Bill Lasser, Director
      vi. Academic Eligibility Committee—Patrice Noel, Julia Lusk
      vii. ePortfolio Program—Gail Ring, Director
      viii. Scholarships and Awards Committee—Elizabeth Milam, Keith Reeves
      ix. Registrar’s Report—Stan Smith, Registrar
      x. Transfer and Bridge Programs—Sue Whorton, Director
      xi. Undergraduate Curriculum Committee—Jan Murdoch, Chair

V. Other business
   a. Proposal for Undergraduate Students and Graduate Level Transfer Credits—Stan Smith

VI. Adjournment
Minutes
Council on Undergraduate Studies Meeting
March 12, 2010

PRESENT: Jeffrey R. Appling, presiding; Sandy Edge; Julia Lusk; Sue Whorton; Audrey Bodell
(for Robert Barkley); Stan Smith; John M. Coggleshall; Keith Reeves; Flora Riley;
Casey Berkshire; Gail Ring; Sean Brittain; Dana Irvin; Mary Von Kaenel; Mickey
Hall; Bob Horton (for Vic Shelburne); Dan Warner; Arlene Stewart; Verna Howell;
and Barbara Rogers.

I. Called to order.

Appling called the March 12, 2010 meeting of the Council on Undergraduate Studies
to order at 1:30 PM in the Student Senate Chambers. The minutes of the February
12, 2010 meeting were amended and approved with the following changes: Page 2,
paragraph 6, “Barrett reported on a recent grievance with important implications
for faculty. A faculty member who suspected a student of cheating tried to handle
the matter informally instead of following the current University Academic
Integrity guidelines for dealing with cheating. The faculty member’s actions
ultimately resulted in the student filing a grievance with the Academic Grievance
Board.” Page 3, paragraph 1, “Irvin reported the first round of acceptance letters
has gone out. Students can continue to apply until March 1st. She stated phone calls
have been minimal from students receiving denial letters.”

II. Old Business.

A. Smith presented clarification on the Proposal for a Uniformly Scheduled Fall
Break regarding the effective date. At the last meeting, 2010 was the supported
date to begin. Since so many calendars were in place, Smith said after he
conferred with members of the Scholastic Policies Committee of the Faculty
Senate, faculty from the college of Nursing, and others, 2010 was too soon to
make the change. Smith met again with the Calendar Committee and there was
agreement that the effective date would be 2011. The proposal will be on the
agenda for the March 26th meeting of the Academic Council.

III. Committee Reports.

A. Academic Advising Committee—Appling reported for Murdoch that the
committee had met and held discussions regarding transfer students and the
restructuring of the math placement tests (use SAT score in more robust way to
avoid the beginning-of-semester shuffle and place these students in the correct
starting place from the beginning).
Applying noted updates and changes to the *Advising Manual* are in process and or handouts will be available at the May 4th advising workshop and notes regarding math placement will be included in this manual. Applying suggested members ask Dr. Christopher L. Cox for additional information regarding math placement.

B. **Academic Grievance Committee**—Applying reported for Barrett the committee has not received any new grievances since the last meeting. Two students came for paperwork and instructions but have not returned and noted sometimes grievances get bottled up waiting for communication for recommendations.

C. **Academic Integrity Committee**—Lusk reported all fall cases have been resolved and there are ten or fifteen new cases.

D. **Admissions Committee**—Bodell reported for Barkley that applications are up 4 per cent; acceptances are 9,120 (up 3 per cent); deposits are ahead of last year (973); transfers are up 1 per cent; appeals will be reviewed next week and letters mailed.

E. **Calhoun Honors College Committee**—Irvin reported the Honors College is in the final process of accepting membership forms and Monday will be the last round of applications. Irvin announced the new CHS rubric is now HON.

F. **Academic Eligibility Committee**—Lusk reported eligibility activities are slow until letter of notification for students who need to attend summer school are processed. She noted that Noel is still meeting with the students on probation and working with some upper class students with the purpose of focusing on “other than first semester students”.

G. **E-Portfolio**—Ring reported the semester is marching toward graduation and notes are being taken regarding the number of students who have started, in-process or completed their artifacts for the seven competencies. Lists will continue to go to the deans and chairs. This semester, the numbers of students for graduation are four times more than last semester so the numbers of students to monitor are more, however “percentage wise”, more students have begun work on their e-portfolio.

Ring noted this week eleven awards were presented for the best e-portfolio.

H. **Scholarships and Awards Committee**—Reeves announced that Financial Aid has disbursed all of the federal work study funds because more students worked more hours this semester. These students’ salaries will be switched to institutional funds. Information for next year is not available.

I. **Registrar’s Report**—Smith stated the number of candidates for May graduation is a larger number than usual.

Registration Services is distributing materials for registration. Registration for fall semester begins Monday, March 29, 2010.

J. **Transfer Programs and Bridge Programs**—Whorton stated the next Bridge class will have 550 students and there was an additional 60 students remaining on the waiting list. The class filled quickly. Interest was expressed by twenty per cent
more; it was unfortunate that all could not be accepted. This was sad news for both the parents and students.

K. Undergraduate Curriculum Committee—Appling announced that on March 5th the University Undergraduate Curriculum Committee had a spirited discussion regarding general education recommendations on competencies. The committee approved eight competencies for the 2010-2011 catalog. The eight competencies include an adequate expression of communication skills. The rubrics will be redone this summer from 19 to the new 8 competencies.

Appling welcomed anyone who can assist in this process and thanked the representative of the College of Agriculture, Forestry and Life Sciences for the proposed reformatting of the general education page.

Other Business

Arlene Stewart, Director of Disability Services, presented a change in policy to reduce the course load with full-time academic status for students with disabilities, which had previously been presented to the council two years ago.

Stewart noted that this year the committee has been actively working on the proposal to answer appropriate questions.

Berkshire asked what happens to a student who simply cannot stay enrolled in the number of classes agreed upon at the beginning of the semester.

Howell and Whorton both emphasized there needs to be an appeal process in place for any exceptions.

Stewart will work with Whorton for wording on the statement for Process 1 and will amend the appeal process, which will become Notes #9 and #9 will become #10.

In the approval list Approved—Major Depart. Chair or Academic Advisor will become Academic Advisor or Major Depart. Chair.

Horton for Shelburne reported the Faculty Senate had not seen the proposal.

Stewart will edit the policy and forward to Council members to include the Chair of the Student Senate and Chair of the Faculty Senate’s Scholastics Policy Committee.

Horton announced Dan Warner has been elected the new President-elect of the Faculty Senate. There being no further business, the meeting was adjourned at 2:40 P.M.

Respectfully submitted: Barbara S. Rogers
Policy: Reduced Course Load with Full-Time Academic Status (RCL/FTAS) for Students with Disabilities

Responsible Administrative Offices: Undergraduate Studies or the Graduate School and Student Disability Services

Implementation Date: August 1, 2010

Policy: Students with documented disabilities may, on an individual basis and under extraordinary circumstances, apply for full-time academic status while taking a reduced course load. This is understood to mean taking fewer than 12 hours for an undergraduate and fewer than 9 hours for a graduate student. In general, the approved number of credit hours for RCL/FTAS is 9 hours for undergraduate students and 6 hours for graduate students. The RCL/FTAS designation is not available during Maymester or summer sessions. The request for RCL/FTAS must be made each semester.

Purpose: To provide full-time academic status (RCL/FTAS) to students with significant disabilities who, because of the direct impact of the disability, are unable to carry a full academic course load.

Process: 1. Students will initiate the process by meeting with a Disability Specialist at Student Disability Services, who will review the appropriateness of the request, and verify that documentation and support such a request.

2. The student will fill out a RCL/FTAS request form.

3. The student will take the (RCL/FTAS) form to each of the designated signees to discuss the accommodation, make appropriate plans for continued academic progress, and obtain signatures.

4. Any designated signee who has questions, should contact the Director of Student Disability Services before signing the form.

5. The Director of Student Disability Services will send a letter of approval or non-approval to the student and a copy of the RCL/FTAS form and the approval/non-approval letter to the major department, Records and Registration and Undergraduate Studies or the Graduate School, as appropriate.

6. Applications for RCL/FTAS must be approved before 30 calendar days of the semester have elapsed each Spring and Fall semester for which the designation is sought. Applications for RCL/FTAS must be renewed each semester.

Notes: 1. Students approved for RCL/FTAS are held to the same academic requirements and standards for satisfactory academic progress that apply to other students.

2. Students approved for RCL/FTAS will be billed for tuition based on the number of credit hours for which they register. Regular charges will apply.

3. Clemson University cannot control whether external entities (such as health insurance companies and scholarship donors) will accept this designation.

4. Some honors and designations (such as the Dean’s and President’s Lists and some scholarships) are based on course load and will not be available to students with RCL/FTAS.

5. The reduced course load may result in an adjusted financial aid package. It is recommended that students who request this accommodation consult with a financial aid counselor.

6. State of South Carolina scholarship eligibility while on RCL/FTAS is possible with approval from the Commission on Higher Education (CHE). A request to CHE stating that this student is taking an appropriate course load based on the documented disability is necessary. A letter of support from Student Disability Services (SDS) may also be necessary. It is the student’s responsibility to file the request for RCL/FTAS each term and to get the letter of support from SDS each academic year.

7. Student-athletes must consult with the Office of Compliance Services in the Athletic Department to verify continued athletic eligibility. Student-athletes should be aware that an NCAA waiver is required to participate in intercollegiate athletics while enrolled in less than 12 hours for an undergraduate student and 9 hours for a graduate student. In addition, if the student-athlete wishes to seek relief from NCAA degree-progress requirements, a separate NCAA waiver is required.

8. Student-athletes should also consult with an advisor at Vickery Hall.

9. Any student who receives a RCL/FTAS accommodation, but then decreases his/her credit hours below the approved number, will have to fill out a new request form to update and maintain their RCL/FTAS status.

March 12, 2010
Clemson University
Request for Reduced Course Load with Full-Time Academic Status

Name: ____________________________________________

CUID Number: ___________________________ E-mail: ___________________________

- I am requesting a reduced course load with full-time academic status for the ____________________________ semester. Current disability documentation is on file with Student Disability Services (SDS).
- I agree to stay enrolled in at least _____________ hours for the remainder of this semester.
- I have read the Reduced Course Load with Full-Time Academic Status Policy and Notes.

_____________________________ ________________________________ ____________________
Student Signature Print Name Date

_____________________________ ________________________________ ____________________
Disability Specialist Signature Print Name Date

_____________________________ ________________________________ ____________________
Approved – Academic Advisor or Major Dept. Chair* Print Name Date

_____________________________ ________________________________ ____________________
Approved – Undergraduate Studies or Graduate School Print Name Date

_____________________________ ________________________________ ____________________
Approved – Director, Student Disability Services** Print Name Date

* Departmental signature indicates that a plan for continued academic progress is in place and has been agreed to by the student and the department.

** SDS Director signature indicates Clemson’s approval of the request. Other signatures are to ensure that the student’s academic program has been reviewed and all parties are in agreement to support this request.

Upon return of this form, with all appropriate signatures, to Student Disability Services, a letter will be issued by SDS to the student confirming or denying Reduced Course Load/Full-Time Academic Status. A copy of the letter and this form will be sent to the major department, Records and Registration, the Office of Compliance Services in the Athletic Department and Undergraduate Studies or the Graduate School, as appropriate.

Policy and Notes on Reverse

Student Disability Services  864-656-6848  20-G Redfern Health Center  sds-l@clemson.edu

March 25, 2010
Dear Jan and Bruce,

This email is a request that an agenda item be added to the next meeting of the respective Undergraduate and Graduate Councils. The topic concerns both groups, and an ad hoc committee made up of representatives from each council might be one way of initialising addressing the matter. The issue relates to undergraduate students transferring graduate level credits from other colleges to satisfy Clemson undergraduate degree requirements. The several paragraphs below provide some additional details.

Recently, a Department Chair asked about evaluating graduate level credits from the University of Wisconsin—Madison to be applied to an undergraduate degree at Clemson. The student is in his second semester at Clemson. He previously attended several colleges as an undergraduate and has an undergraduate degree from Colorado State University. He also has a graduate degree from the University of Wisconsin—Madison.

In my talking with Robert Barkley, Becky Pearson, and LeDon Wilson, we cannot ever remember evaluating graduate credits from another college to be applied to an undergraduate degree at Clemson.

As you know, Clemson seniors with 3.0 or better can request to take up to 12 graduate credits at Clemson and apply them to their undergraduate degree. Alternately, the twelve graduate credits could be used as part of a master's degree at Clemson. But the same credits cannot be used twice. In recent years, a few Clemson departments have participated in a combined bachelor's/master's plan (students must have 3.4 cumulative GPA) whereby up to 12 credits of graduate credits can apply to both the undergraduate and graduate degree at Clemson.

Present policies in both of these bachelor/master plans involve Clemson courses only.

In our discussions noted above, we were unsure as to whether the graduate credits should be evaluated for undergraduate credit or not. But we did feel strongly that the matter was important enough for the university to develop a policy specifically covering graduate credits from other colleges being evaluated for undergraduate credits at Clemson. Any new policy on graduate credits transferring from other colleges could affect our own current policy on undergraduates using Clemson graduate courses to meet undergraduate requirements. The two policies would need to be compatible.

On Tuesday, March 23, 2010 I had an opportunity to share this matter with the scholastic policies committee (a subcommittee of the faculty senate). There was general support for the transferability of such courses, but they concurred on the need for further study to be sure all the ramifications were considered.

Regards, Stan Smith