

## **Scholastic Policy Committee Final Report**

### **Members:**

Cassie Quigley (Edu; Chair)
Kristine Vernon (AFLS; Sen)
Richelle Miller Kleman (Science; Del.)
Mikel Cole (Edu; Sen)
Alan Grubb (AAH; Sen)
Mark Schlautman (ECAS; Sen)
Jonathan Maier (ECAS; Del)
Krista Rudolph (Science; Del)
Ryan Toole (Business, Del)
Jan Holmevik (AAH; Sen)
<b>Ex-Officio Members</b>
Amy Lawton (Faculty Senate President)
Jason Osborne (Associate Provost and Dean of Graduate Studies)
John Griffin (Associate Provost and Dean of Undergraduate Studies)
Debra Sparacino (Registrar)

### **Topics:**

**Summer credit hours:** The maximum is 19 hours. However, students can appeal to take 21 hours through Dean Griffin's office. There are concerns about academic integrity with the large number of hours. Debra Sparacino noted most people take 6 hours, and she noted that the students who most often take more credit hours do so in order to maintain scholarships/state funding. Additionally, there is a movement toward making summer a standard semester. The chair, Cassie Quigley, scheduled a meeting with Dean Griffin to understand the checks/balances. There are a very small number of students who take close to this and Griffin's office personally handles these requests. He works with the students' advisors to determine if the appeal is granted. He only receives 1 or 2 requests each semester and usually the issue is related to graduation or research independent studies. The committee felt this was an appropriate process and that if the numbers increased due to new scholarship, Griffin stated that he would let us know if a new process needs to be in place. Below is a table of the students who took summer school and the breakdown of the credit hours.

Credit Hours Taken	Number of Students Taking that Number of Credit Hours
0	679
1	232
2	168
3	2072
4	390
5	79
6	1400
7	254
8	105
9	428
10	79
11	51
12	256
13	58
14	36
15	101
16	15
17	7
18	26
19	4
20	1
21	1
23	1
<b>Total:</b>	<b>6443</b>

**ADA Compliance issues:** Cassie reported on some of the issues regarding ADA. The committee noted this was an important issue but perhaps not a scholastics policy issue. Cassie brought EAC up-to-date on this matter and Welfare took up this issue.

**CU 1000:** Issue with non-pass students. 3 IT people swept the BB systems and found no errors in terms of assignments not being fully submitted. In the spring, 87-88% of the transfer students passed (using Canvas). There were several changes to this course. 1. It now uses Canvas which allows for personalized email reminders if assignments are missing. 2. Two modules were removed, including the essay and ethos modules. 3. Instructors are asked to respond in a timely manner. 4. There are smaller class sizes. There is still a face-to-face component with one of the modules, but they will watch that module to determine if students are being assessed accurately.

*CU1000 February Update from John Griffin:* The pass rates for the Fall Semester for CU 1000 are 87% as of Jan. 12, and likely to go up a bit. There is still an issue with one module but they are working to resolve this. This is a significant improvement. John Griffin pointed to removal of ungraded modules as well as Canvas' ability to remind students as part of this increased success.

**Global Engagement:** Cassie Quigley met with Global Engagement regarding their policies. One issue that Global Engagement has been working on is the proposal and approval process for Study Abroad programs. Previously, there was a committee which did not seem to provide helpful feedback, because many times the committee members were outside of the department and/college. Currently, Department Chairs review this but this has raised concerns as faculty members and chairs feel this is an administrator influencing curricula. Global Engagement had a Faculty Fellow, June Pilcher and the SP invited her to a meeting. Sharon Nagy attended the October SP meeting. One suggestion the committee had was whether or not these proposals could be reviewed by the curricula committees of the department involved. For information on the proposal, see:

Program

Proposal: [http://terradotta.app.clemson.edu/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=12010](http://terradotta.app.clemson.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=12010)

International

Research: [http://terradotta.app.clemson.edu/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=12320](http://terradotta.app.clemson.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=12320)

Sharon Nagy updated the SPC on their expansion of the office and work over the past year. One relevant issue is regarding the proposal review process. Specifically, the IPCC (International Programs Coordinating Committee) and the Task Force (Led by Faculty Fellow, June Pilcher) discussed how do faculty get approved for programs? Presently there are about 80 programs that are reviewed. There is a multi-iteration approval process (once approved, the program can have approval for 3 years). Right now, they are looking into the most effective way for the proposals to be approved. While Clemson Abroad may be appropriate for reviewing structural pieces (insurance, hotels, etc.), they want to ensure that the faculty receives appropriate feedback on the proposals. The Scholastic Policies Committee recommended that perhaps Curriculum Committees at the Departmental and College Level could review this. Questions remain about this process and voting as well as the policies needed to change/enact.

Below are the lists of proposal in the past/current year to provide a snapshot of the potential increased workload on the curriculum committees.

Number of proposals for review					
College	2016/17	New	Renewal	Multi-iteration	Actually traveled
AAH	19	4	15	10	15
BSHS	16	4	12	10	13
Business	11	2	9	9	9
CAFLS	3	2	1	1	1
CECAS	11	5	6	6	9
Education	2	0	2	2	2
Science	5	2	3	3	3
College	2017/18	New	Renewal	Multi-iteration	Actually traveled
AAH	17	3	14	13	-

BSHS	15	4	11	8	-
Business	9	2	7	7	-
CAFLS	2	2	0	0	-
CECAS	8	2	6	4	-
Education	2	0	2	2	-
Science	4	0	4	3	-

Global Engagement presented at the February Senate meeting to discuss the work of the task force and the restructuring of the Global Engagement office.

SPC created a draft policy regarding Study Abroad Proposals Review process including a review by departmental (assigned according to the prefix) and college curriculum committees. Cassie Quigley forwarded the draft to Sharon Nagy and then once approved, will forward to Danny Weathers of Policy. It was approved, the SPC feel this should be a part of the Shared Governance Website.

**GAD issues:** Jason Osborne raised a couple of issues in terms of a number of GAs/RAs taking a large number of undergraduate courses that are essentially remedial work. Ethical questions are raised due to a limited number of assistantships. There are concerns about if a change in this practice would result in a loss of high-quality graduate students. Jason raised the question if we could have a conditional admit program (beyond English Language Learners). Questions for the senate: Is there a desire for these? What do we expect from our graduate students? GA

**Remedial Courses:** Jonathan Maier raised an issue that we currently do not have a policy plan for remedial courses. This is related to the long runway project out of engineering, which was tabled due to this missing as well as some other issues. In particular, the Math department currently requires students with a low Clemson Math Placement Test (CMPT) score to take pre-calculus, or take a stretched out calculus sequence, thus resulting in the students being required to take additional credit hours toward their degree, but it is unclear how this requirement was approved or how other such remedial coursework could be required or approved in the future. The SP Chair invited Jeff Appling to come to a SP Committee meeting, and he came. This might be an area needed to follow up for next year.

**Academic Integrity Policy Changes:** Jeff Appling provided the rationale for the review of Academic Integrity Policy which included the fact the policy had not been reviewed in 14 years and the policy did not reflect current practices. The Academic Integrity Policy (see attachment) was reviewed by a committee that included faculty, students, staff, and administrators. The major changes include information about the hearing board, policies for obtaining a proctor, and an appeals section. This draft has been reviewed by General Council and was reviewed by CUGS on Friday, November 10, and then moved to the Academic Council, where it was also approved. Scholastic Policies supports the changes in the policy.

**Scale-up Schedule Type Question:** Jonathan Maier discussed an issue of course type in CurricaLog called “SCALE-UP” courses, taught in specially configured “SCALE-UP”

classrooms. The issue is that in order to support the technology in the classrooms and teaching assistants necessary to teach SCALE-UP, these courses currently require lab fees. However, they do not resemble traditional labs. Also, co-requisite lab sections are required to have (at least) twice the contact hours as their co-requisite lecture sections. Thus, it is impossible to have a 2 credit hour course with 1 lecture hour and 1 lab hour, or a 4 credit hour course with 2 lecture hours and 2 lab hours, etc. A distinct “SCALE-UP” course type with its own fee would seem to resolve this issue, but would have to be approved by Academic Council. Dean Griffin told the committee he would provide Scholastic Policies with numbers for the courses currently teaching using SCALE-UP and/or using the SCALE-UP configured classrooms, so that the committee could make an informed recommendation about how many courses would be affected by or take advantage of a dedicated course type. This is area SPC needs to follow up

**Gen Ed Update:** Bridget Trogden gave an update on the Gen Ed meeting from Monday, Nov. 6. She discussed a current focus on learning objectives for these courses as well as 2 phase approval process for new courses.

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**Academic Success Center and Student Accessibility Services:** John Griffin updated for Margaret Camp: Program called AIM—transitioning to online system. Letters for accommodation will integrate with Banner. There will be a student portal and a faculty portal (extra time, reduced distraction). Fully integrated with Canvas. Pilot in the spring (perhaps March and April), fully available in the Fall. It will have a testing feature. Additionally, there will be a new way to schedule via Vickery Hall. There will be a secure place for exams to upload to this portal. Unscheduled absences will also be in this system. Student Success Collaborative will also be added. This will be with tiered access.

**Academic Forgiveness:** Cassie Quigley presented an issue of AP vs. Transfer hours and Academic Forgiveness. Debra shared some history on the reason for that policy including system-load issues. We discussed the need to look at the policy as a whole vs. just this one item. SPC requested an Ad-Hoc committee to look at this process. Cassie reached out to Jeff Appling as well as Blake Snivley and student and faculty representation.

Jonathan reported that a committee had been approved by Academic Council to be formed. Jeffery Appling and Debra Sparacino will chair the committee. John Griffin will reach out the SPC Chair for nominations from Faculty Senate. Alan Grubb will serve as Faculty Senate rep.

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**Lab Fee issue:** Counselor Education (Amy Milsom) had a question about laboratory fees. Cassie presented an issue with a local lab fee issue in which counseling education students are required to use testing materials that can only be purchased by someone with a licensure. The department has instituted a lab fee for these materials, however they are subject to the 50% lab fee return and therefore students must be charged double for the tests. The Provost’s Office reported this retainment of 50% of lab fees is to pay for infrastructure, however the students are on the UCG campus and therefore do not see the benefits of main campus infrastructure issues. SPC is going to forward this issue to Finance, however, the SPC had a potential workaround for this issue. If the vendor could be added to Marketplace, the students would be able to purchase

the materials that way without a lab fee needing to be accessed and thus prevent the inflated costs.

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**Undergraduate Studies Cheat Sheet on Academic Integrity:** The SPC provided feedback on this. The committee suggested several avenues including the website, a news story with a video, as well as a possible addition to professional development for the Bridge Courses.

**Attendance Policy:** The SPC received a request for mandatory attendance as well as an examination into the requirement of students attending events or trips outside of scheduled class time. Bruce King, who teaches some of the largest class sizes (700 students) presented his attendance policy and procedures. The SPC feels that the current requirement of having an attendance policy is adequate. Additionally, as related to concerns over students being required to attend related outside events (i.e., school visits, field trips) John Griffin's office currently handles these issues and he does not feel they are unreasonable. Most are resolved easily and more likely related to the student missing the first several options with the last option being during another class. John frequently references faculty's syllabi for the attendance policies and finds them clear and applied consistently. John will notify the SPC if he feels there is an increase in the number of these types of issues.

**Bookstore issue Complaint Filed:** Cassie Quigley and Jan Holmevik met with AP Granberg on Tuesday, March 6, 2018. The meeting focused on the memo the SPC has drafted with the goal working toward these five solutions (see below). During the meeting we focused on two separate pathways for the solutions: 1. Issues that need to be resolved now, and 2. Issues that need to be resolved during the contract renegotiation.

1. Ensure that when available, freely available material (e.g., open source materials) are made known to students before the students are directed to the Barnes and Noble "online shopping cart" to buy physical textbooks; provide notice to students that if they choose to have a printed copy of such materials they are optional.
2. Ensure that when available, digital versions of required books (e.g., "eBooks") are made known to students before the students are directed to the Barnes and Noble "online shopping cart" to buy physical textbooks; provide notice to students that if they choose to have a printed copy of such materials they are optional.
3. Ensure that the edition that the instructor requests is available and not use a newer, more expensive edition as a replacement without the instructor's approval.
4. Create a plan to meet the spirit of HEOA, particularly providing students with all the options for acquiring their required textbooks (beyond just the purchase of physical textbooks through Barnes and Noble). According to Legal Counsel, Renee Roux, entering information on the FacultyEnlight system which drives the Barnes and Noble "online shopping cart" is not required to meet HEOA.
5. Involve Faculty Senate in the decision-making process of the renewal of the bookstore contract.
6. Numbers 1-2 are in direct violation of the HEOA.

The Barnes and Noble Bookstore on Clemson University's Campus continually makes decisions that impact faculty members' ability to teach and students' ability to learn. Additionally, the tone and the interactions with bookstore employees, General Manager, Ken Herrington, and Textbook Manager, Mike Namiranian, have been unproductive.

**Evidence of Complaint:** Since May 2017, Faculty Senate has attempted to work with the Bookstore to ensure compliance with HEOA. Despite numerous meetings, (see summary below), the bookstore is making unilateral decisions that appear not to be in our students' best interests.

HEOA requires students access to textbook information prior the start date of the semester. However, the bookstore regularly does not stock enough books for students and, at times, appears actively misleads students when free materials or eBook versions are available. This creates a particular challenge for scholarships students who are forced to purchase their books at Barnes and Noble, despite the fact their books are often available online at a far cheaper price.

Cassie Quigley, Jan Holmevik, and Mikel Cole are meeting with AP Granberg in April to finalize an action plan.

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#### Action Items for 2019-2020 Committee

- Ensure action plan for Bookstore and HEOA are met
- Follow the Academic Forgiveness Committee to ensure SPC is updated (Alan Grubb is contact)
- Look into longer-term solution for Lab Fee issues
- Follow up on Scale-up courses as well as course types (Jonathan Maier and John Griffin are contacts)