UNFINISHED
Evaluation of Instruction Form – Leads: Xiaobo and Naren
We had continued discussions, framed by an excellent and informative PowerPoint that Janie Lindle prepared and presented. We looked at constructs that research suggests are valid for students to evaluate and those that aren’t. This issue will be handed off to the 2012-2013 Scholastic Policies committee.

iroar: There is no action needed by SP, but we should keep current on this issue.

PASS-FAIL OPTIONS
This has been brought to Scholastic Policies for consideration.

MEMORANDUM
TO: Jan Murdoch, Dean of Undergraduate Studies
    Bob Horton, Chair of Scholastic Policies Committee
FROM: Stan Smith
DATE: March 16, 2012
SUBJECT: Pass-Fail Policy Option

Some undergraduate courses at Clemson are only taught on a Pass-Fail basis. This memorandum does not relate to those courses. This recommendation relates to the option undergraduate students have to enroll in traditionally graded (A, B, C, D, F) courses on a Pass-Fail basis when the credits earned are used only to satisfy elective credits in their respective degree programs.

The Pass-Fail option for students to satisfy electives in degree programs first appeared in the 1971-72 Undergraduate Announcements. The wording in the Pass-Fail option policy in the 2011-12 Undergraduate Announcements is basically the same as the wording in the 1971-72 Undergraduate Announcements.

Recently, this Pass-Fail option policy was reviewed. Based on the reduced number of free electives in most Clemson degree programs and with an interest in both simplifying and clarifying the policy, the revised wording below is recommended. In spring semester 2012,
fifteen undergraduate students elected to use the Pass-Fail option to satisfy free electives in their respective degree programs.

The recommendation below is being submitted to both the Council on Undergraduate Studies and the Scholastic Policies Committee of the Faculty Senate for review.

**Pass-Fail Option**

Juniors or Seniors enrolled in four-year curricula may take four courses (maximum of 15 credit hours), with not more than two courses in a given semester, on a Pass-Fail basis. Transfer and five-year program students may take Pass-Fail courses on a pro rata basis. If a degree program includes elective credit(s), a student may apply up to 12 elective credits earned using the Pass-Fail option. Only courses to be used as electives may be taken optionally as Pass-Fail.

Letter-graded courses which have been failed may not be repeated Pass-Fail.

Registration in Pass-Fail courses will be handled in the same manner as letter-graded courses. Departmental approval must be obtained via approval form and returned to the Registrar’s Office by the last day to register or add a class, as stipulated in the Academic Calendar. Instructors will submit letter grades to the Registration Services Office. These grades will be converted as follows: A, B, C to P (pass); D, F to F (fail). Only P (minimum letter grade of C) or F will be shown on a student’s permanent record and will not affect the grade-point ratio.

If a student changes to a major that requires a previously passed course and this course has been taken Pass-Fail, he/she may request either to take the course on a letter-graded basis, that the P be changed to C, or that another course be substituted.

In the event limited enrollment in a class is necessary, priority will be given as follows: majors, letter-graded students, Pass-Fail students, auditors.

**COMPLETED**

**Grade Entry**
The question is whether the length of time before the system times out has been/can be/will be extended. Stan Smith has made the contacts and requests; the timer will now last 45 minutes instead of 30 minutes.

**Agreements with GTC & TCTC – Hap Wheeler**
We approved articulation agreements with GTC and TCTC in which they are creating or have 200-level courses that meet area requirements in our majors, normally met by 300 level courses at CU. Scholastic Policies supported changing Undergraduate Announcements so that curriculum committees could consider whether or not to allow the 200-level courses to count for the 300-level courses; these courses would not go on TCEL, but would be restricted for those students who completed all courses in the articulation agreement. However, the Executive Advisory Committee determined that this was not an issue for Faculty Senate but for the Curriculum Committees.

**Faculty Textbook Compliance**
We approved new forms that faculty should use when requiring a text or other course materials for which they may receive compensation. The forms have been sent to Erin Swann
in Legal. We also recommended changes to the Faculty Manual so that the forms and policy align; these changes were forwarded to the Policy Committee.

**Course Substitutions**
Horton served as Scholastic Policies’ representative on (and chair of) a committee looking into including a timeline on substitutions so students don’t submit them at the last minute and still expect to graduate on time. The Undergraduate Council had tabled the suggestions from the committee, with sentiment suggesting they preferred “must” instead of “should” for requiring substitutions to be submitted the semester prior to graduation. However, Scholastic Policies endorsed “should,” noting that there would be exceptions, many of which would be legitimate. This recommendation was sent to the Undergraduate Council.

**Final Exams**
We suggested modifications to the policy on final exams. The biggest concern was for online courses, and we suggested that a professor of an online course who wants a synchronous exam indicate the time in the syllabus.

**Consideration of Policy for Awarding of Degrees Posthumously**
After considerable discussion and review of policies at other ACC institutions (information obtained by Stan Smith) s, we considered and approved a modification to our policy for award posthumous degrees.

**Academic Grievances**
Scholastic Policies supported the changes suggested by the Undergraduate Student Government to the policy on Academic Grievances.

**Academic Integrity: Lead Kelly Smith.**
We agreed that issues of cheating not associated with classes and planning to cheat should be referred to the Office of Community and Ethical Standards. We also recommend that the Office of Undergraduate Studies inform faculty of this when the situation warrants. We intend to monitor this to determine whether we should reconsider this policy at some future time.

**Final Exam Schedule**
We were asked to consider the exam schedule. Two professors said they believed that those who taught 8:00 classes should not be scheduled for the last exam on Friday night. We determined this was not a matter of policy, but have relayed the concerns to Stan Smith, who has discussed this with Records and Registrations staff.

**Attendance Policy**
Student Senate led this in an effort to have Redfern perhaps excuse student absences, distinguishing between those who visited and those who should not be in class. David Tonkyn and Bob Horton represented Scholastic Policies on this. After two meetings with George Clay and a Redfern doctor, we were unable to reach any agreeable changes. Redfern, however, will update their website with more current and useful information to indicate what services are available and how student visits will be communicated.
Self-Plagiarism and Academic Integrity
We passed the following, and Executive Advisory and the Senate endorsed it. It was then forwarded to the Undergraduate Council.

I. Academic Integrity Policy
A. Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty.
B. Academic dishonesty is further defined as:
   1. Giving, receiving, or using unauthorized aid, including the inappropriate use of electronic devices, in any work submitted to fulfill academic requirements. In examination situations all electronic devices must be off and stowed unless otherwise authorized by the instructor.
   2. Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one’s own efforts;
   3. Attempts to copy, edit, or delete computer files that belong to another person or use of computer accounts that belong to another person without the permission of the file owner or account owner;
   4. Submitting work that has been turned in for credit in another course without the consent of the instructor.
C. All academic work submitted for grading or to fulfill academic requirements contains an implicit pledge and may contain, at the request of an instructor, an explicit pledge by the student that no unauthorized aid has been received.
D. It is the responsibility of every member of the Clemson University community to enforce the Academic Integrity Policy.