

**College of Liberal Arts and Sciences (CLAS)
Committee on Undergraduate Studies and Advising (CUSA)
2019–2020 Annual Report**

Progress on Dean’s Charges

Each year, the Dean of CLAS provides a set of charges to CUSA. Listed below are the charges for the 2019–2020 academic year, along with the progress that CUSA was able to make toward each.

1. Review College policy related to community college hours limit to ensure alignment with current KBOR policy. Enact any necessary policy changes to ensure consistency with KBOR policy.

The Policy & Awards Subcommittee recommends that given there is no existing College policy in this area and given the Board of Regents is set to take additional action in May, that there is no need for action at this time. If the issue comes up in the future, the Dean can provide CUSA a new charge. *Please see pages 3-4 for more details.*

2. Create guidelines for faculty regarding appropriate use and best practices for assigning incomplete grades as a way to better inform both faculty and students of parameters.

The Policy & Awards Subcommittee created a list of considerations and best practices for both students and faculty, as well as a proposal for clarification of a business process for incompletes under the old policy and outstanding study abroad coursework. *Please see pages 5-8 for more details.*

3. Expand guidelines related to College degree-specific requirements for the BA and BGS degrees to address expectation that coursework is taken within the College, and also to consider experience equivalencies (BGS Career Preparation requirement).

The Curricular Changes & Degree Requirements Subcommittee heavily edited the language for the BA degree specific requirements, including adding language that courses satisfying these requirements must be “offered by a department/program within the College of Liberal Arts & Sciences.” *Please see pages 9-15 for more details.*

The subcommittee had some discussion about the BGS Career Prep requirements this year. However, they decided that we would focus our efforts on the BA requirements first, and then return to the BGS Career Prep using the BA requirements as a template. Unfortunately, they didn’t get back to it after moving to virtually meetings in March.

Their preliminary recommendations are that there does seem to be a need to include (or at least carefully consider) some courses from outside of CLAS for the career prep requirement. In particular, there was a request from the School of Ed to include a teacher training course that seems like a good idea for our students in the STEM Teach KU (formerly UKanTeach) program. Unlike the BA requirements, there was more openness on the sub-committee to consider career training courses from outside the College, where appropriate.

Additional Committee Work

1. The Policy & Awards Subcommittee spent a considerable amount of time this year following up on a Dean's charge from the previous year on grade appeals. This includes drafting procedures statements, unit guidelines, examples, FAQs, flow-chart, and suggestions for next steps. *Please see pages 16-27 for more details.*
2. In response to the last year's discontinuation of the unique hours and course overlap policy, this year CUSA approved the following departments' proposals to implement department specific overlap policies:

Biology: Double Majors Students may earn degrees in more than one major within biological sciences, or in a biological science and an area outside biology by meeting the requirements of both degree programs and taking at least 15 hours of courses unique to each major.

Classics: Students who are double majoring in Classical Languages and Classical Antiquity must have 9 unique credit hours to each major.

Further Subcommittee Work

- Curricular Changes & Degree Requirements Subcommittee
 - New Courses: 99
 - Course Changes: 284
 - Program Changes: 68
 - Course Deactivations: 51
 - BGS Career Prep Courses: 20
 - College BA Requirements Courses: 10
 - Core Nominations Reviewed: 44
- Policy & Awards Subcommittee
 - New Programs: 1
 - New Certificates: 4
 - Departments maintaining cumulative GPA requirement for departmental honors: 5
 - Paul Lawson Scholarship awarded to Laura Phillips
 - Hilden Gibson Award awarded to Aylar Atadurdyeye
 - Betty Wahlstedt Scholarship awarded to Geneva Allen
 - Van Eekeren Family Scholarship awarded to Kelly Ramirez, Kayla Pemore, and Jason Speier
 - Veta B. Lear Award awarded to Favour Oloriegbe
 - John Ise Award awarded to Quinn Lee
 - Grand Goodman Undergraduate Mentor Awards: Bruce Hayes
 - J. Michael Young Academic Advisor Awards: Kevin (Gerald K) McCannon, Laura Mielke, and Maya Stiller

Charge 1: Review College policy related to community college hours limit to ensure alignment with current KBOR policy. Enact any necessary policy changes to ensure consistency with KBOR policy.

Background:

No Current CLAS Policy: The catalog has the following text in relation to hours required for graduation.

“To be eligible to graduate from CLAS with any of the baccalaureate degrees, a student must successfully complete at least 120 credit hours, 45 of which must be junior/senior hours(courses numbered 300 and above). The required 120 hours are divided into 4 categories: the KU Core, College specific degree requirements, major, and elective requirements. The following courses do not count toward completion of requirements: MATH 2 or any developmental course numbered below 100. The following limits toward completion of total hours include: 64 hours of community college credit, 4 hours in physical education activity courses, 6 hours in music organization courses, and any repeated courses for which a student has already received credit.”

The 64 hours of community college credit appears not to be a College approved policy but based on current KU policy in FSRR 2.5.4. The College requirements of 120 credit hours in conjunction with the junior/senior hours requirement of 45 will by default limit the community college hours counted toward a College degree.

Current KU Policy: FSRR 2.5.4. “No more than sixty-four semester hours may be transferred as credit from a community or junior college.”

Current KBOR Policy: Passed in 2001. KBOR Policy Manual Chapter III.A.9 Degrees B. ii. (2):

“Baccalaureate degree” means a degree:

(a) Requiring the equivalent of at least four academic years of full-time postsecondary study consisting of courses totaling a minimum of 120 semester credit hours in the liberal arts, sciences or professional fields.

(b) Incorporating in its program design the equivalent of two or more academic years of full-time study consisting of courses totaling a minimum of 60 semester credit hours from institutions that have a majority of degree conferrals at or above the baccalaureate level, and a minimum of 45 semester credit hours in upper division courses. Institutions are not permitted to make programmatic exceptions, except as authorized in paragraph 2(e). Institutions may make a limited number of exceptions from the 60-hour requirement for individual students, up to a maximum of 6 hours.

(c) The degree shall require distinct specialization, i.e., a “major,” which should entail approximately the equivalent of one academic year of work in the main subject plus one academic year in related subjects, or two academic years in closely related subjects within a liberal arts interdisciplinary program.

(d) The equivalent of the first two academic years of full-time study (associate degree programs ordinarily require 64, but in some cases may extend up to 72, semester credit hours) may be from institutions that have a majority of degree conferrals below the baccalaureate level.

Recent Kansas Board of Regents Action:

In 2019 the Kansas Board of Regents amended the policy with the following:

“(e) The University of Kansas Edwards campus may have transfer agreements with Johnson County Community College that make programmatic exceptions to the requirement that a minimum of 60 semester credit hours be from institutions that have a majority of degree conferrals at or above the baccalaureate level. The University of Kansas and Johnson County Community College shall report annually to the Board Academic Affairs Standing Committee on the number and type of programs subject to transfer agreements entered into pursuant to this exception, the number of Johnson County Community College students transferring in more than 60 hours into such programs, and their success. (KBOR Policy Manual Chapter III.A.9 Degrees B. ii (2) (e)).”

In the summer of 2019, a committee from KU-Edwards Campus and JCCC met to develop an implementation plan for this change. As of fall 2019, students can participate in the pilot program. Edwards Campus administrators (Shannon Portillo) and JCCC administrators completed an MOU and Data Management Plan. The committee developed shared language to train advisors at each institution on how students may participate and have updated KUEC specific transfer guides for JCCC students. The ultimate goal is to make transfer to KU more accessible, and an appealing alternative to Missouri and private institutions. KU-Edwards Campus and JCCC is collecting data to see how many students participate and their retention and graduation outcomes.

KU has learned that this issue will be discussed at the May Kansas Board of Regents meeting. It is possible that the pilot between KU-Edwards Campus and JCCC will be expanded to all community colleges and 4 year schools at this meeting.

Transfer Experience: As student pathways have expanded the complexity of transfer credits to the University has increased. A distinction between transfer classes for community colleges and 4-year institutions appears to be problematic given that both types of institutions collaborate with K-12 districts for AP, College Now, etc. credit, which potentially creates a situation where the same high school class could transfer to KU in different ways.

Recommendation: The sub-committee recommends that given there is no existing College policy in this area and given the Board of Regents is set to take additional action in May, that there is no need for action at this time. If the issue comes up in the future, the Dean can provide CUSA a new charge.

Charge 2: Create guidelines for faculty regarding appropriate use and best practices for assigning incomplete grades as a way to better inform both faculty and students of parameters.

Incomplete Grade

The letter I (incomplete) indicates incomplete work that was not able to be completed during the term due to circumstances beyond the student's control. The letter I should not be used when a definite grade can be assigned for the work done. It shall not be given for the work of a student in any course except to indicate that some part of the work has, for reasons beyond the student's control, not been done, while the rest has been satisfactorily completed.

Timeframe for Completion

The date the incomplete work must be completed is determined by the instructor, in consultation with the student. The completion date may not exceed one calendar year, or the last day of the term the student plans to graduate, whichever comes first.

Submitting an Incomplete

The instructor will indicate an incomplete (I) on the electronic grade roster in Enroll & Pay as well as the character and amount of work needed. The instructor will also indicate the date required for completion and lapse grade if further work is not completed.

Completing an Incomplete

Students do not re-enroll in the course. The instructor and student should work on a completion plan together which may include attending portions of the course in order to make up missed coursework. Students are responsible for communicating with the instructor and staying on track to complete coursework by the determined timeframe. Once coursework is complete and a grade is determined, the instructor will submit the grade through the electronic grade roster in Enroll & Pay.

Consequences if Incomplete is not completed

If the incomplete coursework is not completed within the determined timeframe (or prior to last day of graduation term) the grade shall convert to lapsed grade (as indicated by instructor) or a grade of F if no lapsed grade is indicated. After an I grade is converted to a grade of F or U, the grade may only be changed in accordance with USRR Article II, Section 3.

The full incomplete grading policy can be found [here](#).

What students should consider before asking an incomplete

Future course load concerns – Depending on what you have left to complete you may find yourself with a heavy course load if you try to complete previous coursework while enrolled full time in a future semester. You could be responsible for completing more than a full load during a future semester depending on how many incompletes you request and are granted.

Upcoming Graduation – Incompletes not completed at the time of degree certification will be flipped to the instructor indicated lapsed grade or a grade of F. You will want to make sure all

remaining coursework is completed by the deadline for the graduation term you are planning on. You can check dates at our website <http://collegeadvising.ku.edu/graduation/deadlines>.

Prerequisite Course – If the course you have chosen is a prerequisite for a course you hope to enroll in a future term you may not be able to enroll in that future course until you have your incomplete finished with a passing grade.

Other policy options – If you have missed a significant portion of the course due to circumstances beyond your control you may want to consider other options such as the dropping/withdrawing from the course/semester, if it is after the drop deadline you could look into a [retroactive withdrawal](#), or consider the [grade replacement policy](#) that may allow you to remove the original grade. See policy for details. Please consult with your advisor to discuss possible options.

Best practices for student

- Make an appointment with your academic advisor to discuss all possible options before asking your instructor for an incomplete. Create a plan of study if you will be completing an incomplete at the same time you are enrolled in a full course load.
- Consider enrolling in a reduced course load if you are trying to complete more than one incomplete at a time.
- Ask for a written summary of the Instructor's expectations on what is left to complete and when everything is due.
- Set up a time to touch base with the instructor to check in and make sure you are meeting expected deadlines.
- Make sure you are regularly checking your KU email account for correspondence from the instructor during the period of the incomplete. If your KU email account is not a good way for the instructor to reach you make sure to communicate with them the best way to reach you.
- Make completing your outstanding coursework a priority. Your instructor may allow up to a full academic year to complete your incomplete but you do not need to take it. Complete your remaining requirements as soon as you are able.

What instructors should consider before giving an incomplete

Appropriateness of grade – The letter I should not be used when a definite grade can be assigned for the work completed. The I should be reserved for when a student has missed a portion of the course but has completed the rest of the coursework satisfactorily. Instructors are under no obligation to grant an Incomplete even if these conditions are met.

Time commitment – You may want to give a student a deadline that is significantly shorter than one academic year to help ensure that the coursework is completed during your availability as well as what works with the student. It will be important for you as the instructor to check in with the student to see if they are making progress towards the incomplete.

Department standards – Faculty, Lecturers and GTA's should check with the department to understand that department's policies and procedures for incompletes. If the instructor is unable to resolve the incomplete due to absence from University then that may fall upon the department.

Departments are encouraged to develop procedures to address outstanding incompletes if the instructor is no longer able to continue at KU (departments can request reports on outstanding incompletes from the College Data Team).

If you would like the student to attend portions of the course in a future semester, and you are not the instructor for that course, you may need to work with other in the department to coordinate. The other instructor is under no obligation to allow a student who is not enrolled in their course section to attend so permission is at their discretion.

Best practices for instructors

- According to USSR 2.2.3.1, only offer an incomplete when some part of the work for the course has, for reasons beyond the student's control, not been done, while the rest has been satisfactorily completed. The letter I should not be used when a definite grade can be assigned for the work done.
- Instructors are under no obligation to grant an Incomplete even if these conditions are met. Only grant an incomplete if you are willing and able to facilitate completion and grading of the incomplete work. Check with your department about department norms or procedures for assigning incomplete grades.
- Communicate to student in writing clear expectations of work left to complete and when it should be completed.
- Avoid using the default one year completion date unless warranted. Allow enough time that is reasonable for the student to complete the missing work given their current circumstances. If too much time passes between the course and completing the incomplete work it is more difficult for students to be successful. If possible, try to work out a schedule where the incomplete work is submitted before the start of the next semester.
- Share with the student what grade they will receive if they do not complete remaining coursework.
- Avoid having the student attend the full course again in a future term. It is best to give incompletes to students that have a portion of the course that needs to be completed rather than retaking the full course.

Proposal for clarification of a business process for incompletes under the old policy, as well as outstanding study abroad coursework:

Current business practice when granting undergraduate degrees in the College for students who have an outstanding Incomplete and/or outstanding study abroad credit is to calculate the outstanding work as grades of "F" to determine if, should the grades change post-degree award, the student's KU cumulate GPA would now be below the minimum required 2.00.

If, using this calculation, the GPA would still be above a 2.00, no further action is taken. However, if, using this calculation, the GPA would be below 2.00, the student is informed that the incomplete and/or study abroad coursework would need to be resolved before the degree can be granted.

College Advising & Student Services proposes that CUSA support the discontinuation of this internal business practice (likely vetted with CUSA when adopted in approximately 2009, in conjunction with the change to the University INC policy, but no records found), and disregard

Incomplete grades issued prior to Fall 2009 when considering completion of degree requirements. We further propose that the internal business practice related to calculation of outstanding study abroad coursework also be discontinued.

We making this request in order to help facilitate the graduation of students in the College. Given that all incompletes that fall under this practice would have been issued prior to Fall 2009 (10 years ago) it is becoming increasingly difficult to locate any original conditions for completion of the incomplete and for students and instructors to work on a way for the student to resolve (provided the instructor is even still at KU).

It is also difficult to enforce the submission of any outstanding study abroad coursework as this is outside the College's jurisdiction.

Charge 3: Expand guidelines related to College degree-specific requirements for the BA and BGS degrees to address expectation that coursework is taken within the College, and also to consider experience equivalencies (BGS Career Preparation requirement).

Proposed changes to CLAS BA-specific requirements:

From the 2020-21 KU Catalog:

The Bachelor of Arts degree requires:

Quantitative Reasoning. 3 credits. This course must be approved by CUSA and be offered by a department/program within the College of Liberal Arts & Sciences. The course should enable students to define a problem, analyze numerical or symbolic information, apply mathematical or logical principles, and integrate quantitative or formal methods into problem solving. A single course cannot count for both the BA Quantitative Reasoning requirement and the KU Core Goal 1.2 requirement. A list of currently approved courses can be found [here](#).

Laboratory or Field Experience. Variable credits. Students will complete a laboratory or field experience in the natural, social, or behavioral sciences, meeting this requirement by taking either: i) a laboratory course or field experience of at least one credit hour; ii) a combined lecture-laboratory course containing at least one credit-hour of laboratory or field work activity; or iii) an approved independent study of at least one credit hour. A laboratory or field experience should involve: 1) Analysis and interpretation of data obtained through observation and/or measurement using appropriate scientific methods; 2) The use of established scientific theories and models to develop and critically evaluate conclusions drawn from data analysis; 3) Understanding and identifying sources of error and uncertainty in experimental results. Such experiences could be hypothesis-driven, aim to fill a gap in knowledge, or serve to reinforce understanding of a scientific phenomenon or theory in the subject area. Courses that fulfill this requirement will contain the code "LFE" and may be found in the Schedule of Classes.

Writing. 6 credits. Students must complete six credit hours (two courses) of collegiate writing-level instruction. The specific courses depend on initial placement. A student whose initial placement is ENGL 101 (Composition) must take ENGL 101 and ENGL 102 (Critical Reading and Writing). A student whose initial placement is in ENGL 102 or ENGL 105 (and who does not have credit for ENGL 101) must take ENGL 102 or ENGL 105 and an additional Goal 2 Outcome 1 course of the KU Core.

Non-English Language Proficiency. Variable credits. Students must demonstrate fourth semester proficiency in a single non-English language, or third semester proficiency in a first non-English language and first semester proficiency in a second non-English language. This requirement may be met through coursework or examination by the appropriate language department.

Draft of Proposed Language:

The Bachelor of Arts degree requires:

Quantitative Reasoning (BAQR). 3 credits. This course will enable students to define a problem, analyze numerical or symbolic information, apply mathematical or logical principles, and integrate quantitative or formal methods into problem solving. The course must be approved by CUSA and be offered by a department/program within the College of Liberal Arts & Sciences. A single course cannot count for both the BA Quantitative Reasoning requirement and the KU Core Goal 1.2 requirement. A list of currently approved courses can be found [here](#).

Laboratory or Field Experience (LFE). Variable credits. Students will complete a laboratory or field experience in the natural, social, or behavioral sciences. The experience should be hypothesis-driven, aim to fill a gap in knowledge, and/or serve to reinforce understanding of a scientific phenomenon or theory in the subject area. This requirement may be satisfied by at least one credit hour of laboratory or field work activity. The experience could be part of a laboratory or combined lecture-laboratory course, or an approved independent study. The course must be approved by CUSA and be offered by a department/program within the College of Liberal Arts & Sciences. A list of currently approved courses can be found [here](#).

Writing (WRIT). 6 credits. Students must complete two courses of college-level writing. The purpose of these courses is for students to learn to read texts carefully, synthesize and explain information from diverse sources, and formulate effectively written original arguments relating one's own analyses and views to the ideas of others. A student whose initial placement is ENGL 101 must take ENGL 101 and ENGL 102. A student whose initial placement is ENGL 102 or ENGL 105 (and who does not have credit for ENGL 101) must take ENGL 102 or ENGL 105 and an additional writing course approved by CUSA and offered by a department/program within the College of Liberal Arts & Sciences. A list of currently approved courses can be found [here](#).

Non-English Language Proficiency (FL1/FL2/FL3/FL4/FP). Variable credits. Non-English language proficiency fosters global awareness, respect for human diversity, and understanding of world cultures. Students must demonstrate fourth semester proficiency in a single non-English language, or third semester proficiency in a first non-English language and first semester proficiency in a second non-English language. This requirement may be met through coursework or examination by the appropriate language department(s) within the College of Liberal Arts & Sciences.

CUSA Supporting Document for CLAS BA-specific requirements:

The Bachelor of Arts degree in the College of Liberal Arts & Sciences is unique among degrees offered at the University of Kansas in its simultaneous commitment to both breadth and depth of knowledge. Students are expected to pursue a plan of study that includes elements from the humanities, fine arts, natural and mathematical sciences, and social sciences, while at the same time developing expertise within the discipline of their major. Students should acquire general knowledge and skills that will enable them to respond to a wide range of demands and responsibilities in their future endeavors.

BA degree-specific requirements provide core learning experiences and breadth of training in key areas. Courses that satisfy the BA requirements must be approved by CUSA, and be offered by departments or programs within the College of Liberal Arts & Sciences in order to ensure curricular oversight of these core competencies. Recognizing the need for flexibility under certain circumstances, specific exceptions to the CLAS-only policy are possible by petition on an individual basis. The BA degree-specific requirements are intentionally separated from the KU Core requirements, although some overlap in courses may occur except where stated otherwise. The following descriptions for each of the four BA degree-specific requirements include the KU Catalog entry (proposed for AY 2021-22), followed by a brief rationale. The rationale statements are adapted from earlier documentation associated with each of the requirements. This document is meant to provide context and guidance for course developers, and also for the evaluation of proposed course endorsements by CUSA.

1) Quantitative Reasoning (BAQR)

Quantitative Reasoning (BAQR). 3 credits. This course will enable students to define a problem, analyze numerical or symbolic information, apply mathematical or logical principles, and integrate quantitative or formal methods into problem solving. The course must be approved by CUSA and be offered by a department/program within the College of Liberal Arts & Sciences. A single course cannot count for both the BA Quantitative Reasoning requirement and the KU Core Goal 1.2 requirement. A list of currently approved courses can be found [here](#).

Rationale: The BA degree is intended to give graduates flexibility and choice in future study or career. Successful graduates need to develop quantitative reasoning skills that will allow them to make decisions based on the evaluation of data, to grasp quantitative relationships in economic and political discourse, and to think abstractly in order to understand the uses and implications of new technology. Additionally, many students who begin in the Liberal Arts and Sciences go on to professional schools at the undergraduate, graduate, or certificate level. In many cases, these programs require specific preparation in quantitative subjects. To meet these needs, courses that satisfy the quantitative reasoning requirement should prepare students to integrate knowledge and use it to think critically about a variety of issues.

The quantitative reasoning requirement is meant to give students in the BA degree additional training beyond the KU Core Goal 1.2 requirement in quantitative literacy. Courses in disciplines other than mathematics can satisfy the quantitative reasoning requirement. MATH 101 need not be a prerequisite for a course in quantitative reasoning, but approved courses should presume a

competency equivalent to successful completion of MATH 002, an equivalent ACT/SAT score, or an equivalent performance on a placement test.

2) Writing (WRIT)

Writing (WRIT). 6 credits. Students must complete two courses of college-level writing. The purpose of these courses is for students to learn to read texts carefully, synthesize and explain information from diverse sources, and formulate effectively written original arguments relating one's own analyses and views to the ideas of others. A student whose initial placement is ENGL 101 must take ENGL 101 and ENGL 102. A student whose initial placement is ENGL 102 or ENGL 105 (and who does not have credit for ENGL 101) must take ENGL 102 or ENGL 105 and an additional course approved by CUSA and offered by a department/program within the College of Liberal Arts & Sciences. A list of currently approved courses can be found [here](#).

Rationale: Providing students with extensive and intellectually challenging writing activities encourages deeper learning through analysis, synthesis, and the integration of ideas from various sources. The BA degree-specific writing requirement emphasizes rhetorical awareness and flexibility; critical thinking, reading, and writing; and effective writing strategies both within and beyond the academic environment. Courses that meet this requirement should prepare students for writing assignments at later stages of their degree plan, and beyond. Critical reading and clear, disciplined, inventive and effective writing are essential building blocks not only for a University degree but more generally for success after graduation.

Specific goals of the writing requirement include: analysis of language and rhetorical variations in different contexts; demonstration of rhetorical flexibility within and beyond academic writing; writing and reading for inquiry, thinking, learning, and communicating; appropriate use of academic rhetorical contexts; and improvement of writing through revision. The ENGL 101 and 102 sequence is designed to meet these needs for most students, whereas the additional approved courses within CLAS provide instruction for students with initial placement above ENGL 101. Courses in professional writing do not generally satisfy the BA writing requirement.

3) Non-English Language Proficiency (FL1/FL2/FL3/FL4/FP)

Non-English Language Proficiency (FL1/FL2/FL3/FL4/FP). Variable credits. Non-English language proficiency fosters global awareness, respect for human diversity, and understanding of world cultures. Students must demonstrate fourth semester proficiency in a single non-English language, or third semester proficiency in a first non-English language and first semester proficiency in a second non-English language. This requirement may be met through coursework or examination by the appropriate language department(s) within the College of Liberal Arts & Sciences.

Rationale: The BA degree requires four semesters of exposure to non-English language and culture in order to foster global awareness, respect for human diversity, and understanding of the world beyond one's own experience and culture. The purpose of this requirement is to produce graduates who are broadly informed and capable of critical inquiry and appraisal of cultural issues. Courses that meet this requirement should provide fundamental knowledge and understanding of

human complexities, enable students to communicate effectively in a global economy by means of at least one language other than English, and ensure that students have the cross-cultural linguistic tools that are necessary to succeed in an interconnected and multilingual world.

A very wide range of languages is offered at KU. Students seeking the BA may satisfy the non-English language requirement by taking four semesters of one non-English language, or may take three semesters in one non-English language and one semester of another non-English language. Students who have studied a non-English language in high school may seek to place out of one or more semesters of that language. If they place out of one semester of the non-English language that they studied in high school, for instance, they will only need to complete three semesters of that language or three semesters of a different non-English language in order to satisfy the non-English language requirement. Completing at least four semesters in one non-English language leads to higher competency in that language and greater depth of knowledge of its culture; on the other hand, studying two different non-English languages fosters breadth of knowledge. In recognition of programmatic needs of some students, American Sign Language courses (SPED 501-504) may be used to meet the non-English language requirement, even though these courses are offered outside of CLAS. Students taking sign language courses are strongly encouraged to take additional non-English language courses for exposure to outside cultures and global perspectives.

4) Laboratory or Field Experience (LFE)

Laboratory or Field Experience (LFE). Variable credits. Students will complete a laboratory or field experience in the natural, social, or behavioral sciences. The experience should be hypothesis-driven, aim to fill a gap in knowledge, and/or serve to reinforce understanding of a scientific phenomenon or theory in the subject area. This requirement may be satisfied by at least one credit hour of laboratory or field work activity. The experience could be part of a laboratory or combined lecture-laboratory course, or an approved independent study. The course must be approved by CUSA and be offered by a department/program within the College of Liberal Arts & Sciences. A list of currently approved courses can be found [here](#).

Rationale:

An understanding of experimentation and observation as the basis of scientific knowledge is a critical component of basic scientific literacy. Therefore, laboratory and field experiences should engage students in active inquiry using experimental and observational methods. These experiences place the acquisition of scientific knowledge in a new, active context and develop a conceptual understanding of the experimental process and its central role in the sciences. Successful laboratory and field experiences also teach students to analyze data and formulate scientific knowledge. Unlike traditional classroom settings where learning is typically developed, demonstrated, and assessed via tests, papers, or presentations, the laboratory and field experience emphasizes the importance of applying knowledge in professional contexts, developing empirical skills, and understanding the foundation on which scientific knowledge rests.

A laboratory or field experience should involve: 1) Analysis and interpretation of data obtained through observation and/or measurement using appropriate scientific methods; 2) The use of established scientific theories and models to develop and critically evaluate conclusions drawn

from data analysis; 3) Understanding and identifying sources of error and uncertainty in experimental results. As part of the laboratory and field experience, students should submit written documents appropriate to the area of study to demonstrate the knowledge they acquire. In this way, the LFE requirement offers students a distinct method of developing, organizing, and implementing various concepts and methodologies.

Appendix: (This list of courses is provided for informational purposes only. An updated list including all approved course is under development and will be linked to the KU catalog.)

BAQR Approved Courses (as of 4/24/2019): ASTR 391, CHEM 130, CHEM 135, CHEM 150, CHEM 170, CHEM 190, CHEM 195, COMS 356, GEOL 190, MATH 101, MATH 104, MATH 105, MATH 115, MATH 121, MATH 125, MATH 141, MATH 145, MATH 365, PHSX 114, PHSX 211, PHSX 213, POLS 306, PUAD 332, SOC 380

WRIT Approved Courses (as of 4/24/2019): ENGL 101, ENGL 102, ENGL 105; for students who place in ENGL 102 or 105, second course options include: ANTH 389, CLSX 178, ENGL 203, ENGL 205, ENGL 209, ENGL 210, ENGL 211, ENGL 220, HIST 120, HIST 201, HIST 202, HUM 110, HUM 111, HUM 114, HUM 140, HUM 204, HUM 364, SLAV 320, WGSS 364, WGSS 389

FL/FP Approved Courses (as of 4/24/2019):

Level 1: AMHR 110, ARAB 110, BCRS 104, BCRS 105, CHIN 104, CHIN 148, CZCH 104, FREN 110, GERM 104, GRK 104, GRK 105, HAIT 110, HAUS 110, HEBR 110, HNDI 110, ITAL 110, ITAL 155, JPN 104, KICH 110, KISW 110, KOR 104, KQKL 110, LA&S 110, LAT 104, LAT 105, PERS 110, PLSH 104, PORT 104, PORT 106, RUSS 104, RUSS 110, SLAV 104, SOMI 110, SPAN 104, SPAN 111, SPED 501, TIB 101, TURK 104, UKRA 104, UYGR 101, WOLO 110, YDSH 104

Level 2: AMRH 120, ARAB 120, BCRS 108, BCRS 109, CHIN 108, CHIN 148, CZCH 108, FREN 120, GERM 108, GRK 108, GRK 109, HAIT 120, HAUS 120, HEBR 120, HNDI 120, ITAL 120, ITAL 156, JPN 108, KICH 114, KISW 120, KOR 108, KQKL 114, LA&S 120, LAT 108, LAT 109, PERS 120, PLSH 108, PORT 108, PORT 110, RUSS 108, RUSS 110, SLAV 108, SOMI 120, SPAN 108, SPAN 111, SPED 502, TIB 102, TURK 108, UKRA 108, UYGR 102, WOLO 120, YDSH 108

Level 3: AMHR 210, ARAB 210, BCRS 204, BCRS 205, CHIN 204, CZCH 204, FREN 230, FREN 231, GERM 201, GRK 301, GRK 302, GRK 303, GRK 375, HAIT 230, HAUS 210, HEBR 210, HNDI 210, ITAL 230, JPN 204, KICH 230, KISW 210, KOR 204, KQKL 230, LA&S 230, LAT 112, LAT 113, PERS 210, PLSH 204, PORT 212, PORT 220, RUSS 204, RUSS 212, SLAV 204, SOMI 210, SPAN 212, SPAN 213, SPAN 220, SPED 503, TIB 201, TURK 204, UKRA 204, UYGR 201, WOLO 210, YDSH 212

Level 4: AMHR 220, ARAB 220, BCRS 208, BCRS 209, CHIN 208, CZCH 208, FARS 220, FREN 234, FREN 240, FREN 241, GERM 202, GERM 203, GRK 310, GRK 312, HAIT 240, HAUS 220, HEBR 220, HNDI 220, ITAL 240, JPN 208, KICH 234, KISW 220, KOR 208,

KQKL 234, LA&S 240, LAT 200, LAT 201, PERS 220, PERS 220, PLSH 208, PORT 216, PORT 220, RUSS 208, RUSS 216, SOMI 220, SPAN 216, SPAN 217, SPAN 220, SPED 504, TIB 202, TURK 208, UKRA 208, UYGR 202, WOLO 220, YDSH 216

FP: ARAB 310, ARAB 320, ARAB 401, ARAB 402, BCRS 504, BCRS 508, BCRS 675, CHIN 342, CHIN 386, CHIN 498, CHIN 504, CHIN 508, CHIN 512, CHIN 513, CHIN 542, CHIN 544, CHIN 562, CHIN 564, CHIN 598, CHIN 690, CHIN 801, CZCH 675, FARS 310, FARS 320, FREN 310, FREN 315, FREN 326, FREN 330, FREN 340, FREN 350, FREN 352, FREN 375, FREN 376, FREN 410, FREN 420, FREN 430, FREN 431, FREN 440, FREN 450, FREN 455, FREN 460, FREN 460, FREN 462, FREN 465, FREN 470, FREN 480, FREN 495, FREN 499, FREN 500, FREN 530, FREN 593, FREN 610, GERM 301, GERM 302, GERM 400, GERM 401, GERM 402, GERM 411, GERM 412, GERM 444, GERM 462, GERM 475, GERM 482, GERM 483, GERM 501, GERM 550, GERM 560, GERM 560, GERM 575, GERM 579, GERM 580, GERM 598, GERM 599, GRK 496, GRK 508, HAIT 350, HAIT 360, HAUS 401, HAUS 402, HEBR 340, HEBR 340, HEBR 350, HEBR 410, HEBR 420, HNDI 310, HNDI 320, ITAL 300, ITAL 301, ITAL 301, ITAL 303, ITAL 304, ITAL 315, ITAL 410, ITAL 420, ITAL 430, ITAL 466, ITAL 480, ITAL 495, ITAL 499, ITAL 695, JPN 326, JPN 386, JPN 498, JPN 504, JPN 508, JPN 542, JPN 562, JPN 564, JPN 569, JPN 598, JPN 690, JPN 801, KISW 310, KISW 320, KISW 401, KISW 402, KOR 498, KOR 504, KOR 508, KOR 562, KOR 564, LAT 301, LAT 302, LAT 303, LAT 304, LAT 305, LAT 496, PERS 310, PERS 320, PERS 320, PERS 593, PLSH 504, PLSH 508, PLSH 675, PORT 320, PORT 340, PORT 347, PORT 365, PORT 394, PORT 471, PORT 475, PORT 490, PORT 509, RUSS 504, RUSS 508, RUSS 512, RUSS 516, RUSS 522, RUSS 550, RUSS 675, SPAN 322, SPAN 322, SPAN 323, SPAN 324, SPAN 325, SPAN 326, SPAN 328, SPAN 329, SPAN 330, SPAN 340, SPAN 346, SPAN 370, SPAN 371, SPAN 424, SPAN 428, SPAN 429, SPAN 440, SPAN 441, SPAN 442, SPAN 446, SPAN 447, SPAN 448, SPAN 450, SPAN 451, SPAN 452, SPAN 453, SPAN 461, SPAN 462, SPAN 463, SPAN 464, SPAN 470, SPAN 471, SPAN 474, SPAN 494, SPAN 496, SPAN 520, SPAN 522, SPAN 540, SPAN 550, SPAN 560, SPAN 570, TURK 675, TURK 675, UKRA 512, UKRA 516, UKRA 675, WOLO 310, WOLO 320, WOLO 401, WOLO 402

LFE Approved Courses (as of 4/24/2019): ANTH 406, ANTH 441, ANTH 449, ANTH 462, ANTH 648, ASTR 196, ATMO 105, ATMO 106, BIOL 102, BIOL 103, BIOL 116, BIOL 150, BIOL 151, BIOL 152, BIOL 153, BIOL 155, BIOL 203, BIOL 241, BIOL 247, BIOL 402, BIOL 405, BIOL 413, BIOL 418, BIOL 419, BIOL 426, BIOL 430, BIOL 440, BIOL 449, BIOL 481, BIOL 494, BIOL 502, BIOL 504, BIOL 507, BIOL 510, BIOL 511, BIOL 513, BIOL 519, BIOL 533, BIOL 540, BIOL 547, BIOL 570, BIOL 571, BIOL 592, BIOL 593, BIOL 598, BIOL 603, BIOL 607, BIOL 623, BIOL 637, BIOL 639, BIOL 641, BIOL 654, BIOL 662, CHEM 110, CHEM 130, CHEM 135, CHEM 150, CHEM 170, CHEM 175, CHEM 190, CHEM 191, CHEM 195, CHEM 196, CHEM 331, CHEM 336, CHEM 537, CHEM 598, CHEM 636, CHEM 661, EPHX 516, EPHX 536, EPHX 601, EVRN 140, EVRN 144, EVRN 149, EVRN 335, EVRN 420, EVRN 460, EVRN 535, EVRN 538, GEOG 105, GEOG 111, GEOG 140, GEOG 144, GEOG 311, GEOG 316, GEOG 334, GEOG 358, GEOG 526, GEOG 535, GEOG 538, GEOG 541, GEOG 558, GEOG 658, GEOL 103, GEOL 122, GEOL 302, GEOL 311, GEOL 312, GEOL 331, GEOL 513, GEOL 529, GEOL 532, GEOL 535, GEOL 541, GEOL 562, GIST 111, LING 435, LING 707, LING 735, PHSX 114, PHSX 115, PHSX 116, PHSX 211, PHSX 212, PHSX 213, PHSX 214, PHSX 216, PHSX 236, PHSX 313, PHSX 316, PHSX 516, PHSX 536, PHSX 601,

PSYC 449, SPLH 449

CLAS Grade Appeal Procedure Follow-Up

Background/Update:

This document is a follow-up to the recommendations/suggestions prepared in response to the Dean's Charge regarding the grade appeal policy in the 2018-2019 academic year.

CHARGE #2 - Review current grade appeal policy - University, College, Department levels. Consider ways in which a change to policy or procedure could improve clarity for students, faculty and staff. Identify ambiguity in language and consider ways in which all levels of the policy can function consistently.

1. Recommendations/Suggestions Approved May 2019:

- a. Each unit in the College should have a "Grade Appeal Policy" even if the procedures followed are similar to the grievance procedures.
- b. Each unit in the College should have their Grade Appeal Policy available in the policy library.
- c. A grade appeal policy is needed for LA&S courses and any other courses that are offered outside of an academic unit.
- d. The timelines for various aspects of the grade appeal process should be uniform across units in the College and to the extent possible, be consistent with the timelines for grievances. Timelines in the College Grievance Policy should be clarified. Some language is confusing or ambiguous.
- e. CUSA could develop a unit level policy that can be adopted or adapted by units in the College.
- f. Each Grade Appeal Policy should explain what can be appealed using this policy, the procedure for submitting a grade appeal (including required materials for an appeal, timelines, who to direct the appeal to, and in what format), the process after an appeal has been submitted, grounds for not hearing an appeal, and procedures available to appeal the decision made at the unit level.
- g. Boiler plate language regarding where to find details of the grievance and grade appeal procedures that can be incorporated into course syllabi would be useful. As would a flow chart describing the grade appeal process using more straightforward language.

2. Follow Up Documents:

- a. Appendix A: College of Liberal Arts and Sciences Grade Appeal Procedures Statement (modeled after the Grievance Procedures Statement)
- b. Appendix B: Guidelines for Developing Unit Level Grade Appeal Procedures
- c. Appendix C: Draft Text of Generic Department/Unit Grade Appeal Procedure that can be adopted or amended.
- d. Appendix D: Sample Departmental Grade Appeal Procedures Form
- e. Appendix E: Grade Appeal Frequently Asked Questions
- f. Appendix F: Grade Appeal Procedure Flowchart

3. Next Steps:

- a. CLAS will request that instructional departments/units create a grade appeal procedure that is distinct from the department/unit grievance procedure and submit a copy for the policy library. Guidelines for developing unit level grade appeal procedures, unit examples, text of generic departmental/unit grade appeal procedures that can be adopted or amended, and sample grade appeal procedures form to be provided to instructional departments/units.
- b. CLAS will make department/unit level grade appeal procedures available in the policy library.
- c. CLAS will create a procedure for petitioning that a grade appeal be heard at the college level.
- d. CLAS will create a grade appeal procedure for LA&S courses.
- e. CLAS will make the frequently asked questions and flowchart available for students.
- f. Timelines in the College Grievance Policy should be clarified. Some language is confusing or ambiguous.

Appendix A

College of Liberal Arts and Sciences Grade Appeal Procedures

Grade Appeal Procedure for the College of Liberal Arts and Sciences

PROCEDURES STATEMENT:

The only grounds for a grade appeal is improper application of the grading procedure announced for the course by the instructor (USRR Articles [2.3.5](#) and [6.4.4](#)). For disputes involving alleged academic misconduct, see the College of Liberal Arts and Sciences policy on academic misconduct. For disputes involving other grievances, see the unit level grievance procedures.

Pursuant to Article XII of the University Senate Code and Articles II, and VI of the University Senate Rules and Regulations of the University of Kansas, Lawrence, the College Office establishes the following procedure to hear grade appeals arising within the College of Liberal Arts and Sciences. Instructional units that report to the College must establish unit level grade appeal procedures.

Grade appeals arising within the subordinate unit or its subunits must be heard under the subordinate unit's grade appeal procedure unless exceptional circumstances, as determined by the College, make it more appropriate for those grade appeals to be heard at the College level. Either party may petition the College to have the review at the College level. The petition must state why a fair review cannot be obtained at the subordinate unit level.

Appeal of decisions at a subordinate unit level is to the Judicial Board, not to the College.

Appendix B

Guidelines for Developing Unit Level Grade Appeal Procedures

- Each unit in the College shall have a “Grade Appeal Policy” even if the procedures followed are similar to the grievance procedures.
- Each unit in the College shall have their Grade Appeal Policy available in the policy library.
- To provide consistency across units, all units shall allow a six-month time period (from the date the final grade was assigned) for the student to file a grade appeal.
- All unit level grade appeal procedures shall include information on:
 - what materials are required to submit a grade appeal
 - who the materials should be submitted to
 - the timeline for submitting materials
 - what to expect after materials are submitted
 - appealing a unit level decision to the judicial board
- If a unit already has a grade appeal procedure in place they can confirm it meets these criteria or amend their procedures as needed.
- If a unit does not already have a grade appeal procedure in place they can adopt or amend the generic unit grade appeal policy provided, or develop one on their own. Examples of other unit level grade appeal policies are also provided.
- A form to guide students through this process is suggested. See example provided.

Appendix C: Draft Text of Generic Department/Unit Grade Appeal Procedure that can be adopted or amended

The Department Office shall provide a copy of this procedure to anyone who requests it.

The only grounds for a grade appeal is improper application of the grading procedure announced for the course by the instructor (USRR Articles [2.3.5](#) and [6.4.4](#)).

1. A student wishing to appeal a final course grade must first consult with the course instructor to make sure there has been no error in calculating or recording the grade, and to request clarification about the reason for assigning the grade. The student should attempt to resolve the matter informally with the instructor.
2. If consultation with the instructor does not resolve the issue, the student has six months to submit a written grade appeal to the Chair of the Department. The appeal shall contain a statement of the facts underlying the grade appeal, including the specific provision(s) of the announced grading procedures alleged to have been improperly applied, copies of relevant graded work, and a summary of steps taken to resolve the grade dispute with the instructor. Copies of any documents relevant to the appeal shall be attached to the appeal.
3. Upon receipt of the appeal, the Chair of the Department shall provide a copy of the appeal, with accompanying documents, to the designated Grade Appeal Officer for the department.
4. If the Grade Appeal Officer determines that any of the following grounds exist, he or she may recommend to the Chair of the Department that the complaint be dismissed without further proceedings. The grounds for such dismissal are: (a) A grade appeal or a grievance involving substantially the same underlying occurrence or events has already been, or is being, adjudicated by proper University procedures; (b) the grade appeal has not been filed in a timely fashion; (c) the Department lacks jurisdiction over the subject matter; (d) the grade appeal fails to specify which grading procedures are alleged to have been improperly applied; or (e) the party filing the grade appeal lacks standing because his or her grade in the course was not adversely affected by the alleged violation of grading procedures.
 - Pursuant to [USRR 6.8.4.2](#), the Grade Appeal Officer may contact other hearing bodies within the University to determine whether a grade appeal or complaint involving the underlying occurrence or events is currently pending before or has been decided by any other hearing body.
 - If the Grade Appeal Officer determines that a grade appeal on its face properly should be heard by another body, they will recommend that the Chair of the Department send the grade appeal to the appropriate hearing body without further proceedings in the Department. The Chair will send a copy of the referral to the student and the instructor(s).
5. The Grade Appeal Officer shall provide the instructor with a copy of the appeal and accompanying documents, as well as these grade appeal procedures.

6. The instructor shall submit a written response to the Grade Appeal Officer. The response shall contain the instructor's statement of the facts underlying the dispute as well as any other defenses to the allegations in the appeal. The response shall include copies of any documents relevant to the appeal.
7. Upon receipt of the response, the Grade Appeal Officer shall provide a copy of the instructor's response to the grade appeal to the student, but the names of other students and their grades shall be redacted from the copy provided to the student.
8. The Grade Appeal Officer will attempt to mediate a resolution between the instructor and the student. If this is not possible, the Grade Appeal Officer will create a faculty committee with at least three members. All committee members shall be disinterested parties. Either party may petition the College to have the review at the College level. The petition must state why a fair review cannot be obtained at the subordinate unit level.
9. The grade appeal committee will review all the written materials provided by the student and the instructor and provide a written recommendation to the Chair of the Department.
10. The Chair of the Department will make the final decision on the grade appeal and communicate this decision to the student and the instructor along with instructions on how to appeal the decision to the Judicial Board if they choose.

Appendix D Sample Departmental Grade Appeal Procedures Form

Departmental Grade Appeal Procedures

University Senate Rules and Regulations (USRR) outlines the circumstances under which grade appeals may be made, as well as the procedures for such appeals. For details, please see the following references:

- Article 2: Section 3: [Change of Grade, specifically 2.3.5](#)
- Article 6, Section 4: [Jurisdiction, specifically 6.4.4: Disputes involving allegedly improper application of grading procedure](#)

Departmental procedures for appeal of a final course grade, as required by USRR 2.3.5.1:

Insert departmental level procedure here. This may involve a reference to complete an “Initiation Form”, a sample of which may be found on the next page.

Departmental Grade Appeal Initiation Form

Date: _____

Student Name: _____

Course # and Title: _____

Instructor's Name: _____

Semester / Year: _____

Final Course Grade Assigned: _____

The following must be submitted (department says to who) as part of this appeal:

[Departments should modify below in accordance with their Grade Appeals Policy]

- Copy of course syllabus
- Written statement from student (below or attached)
- Summary statement of steps taken to communicate with instructor (below or attached)
- Copies of available graded work for the course and/or a list of grades received on assignments.

1. Explain why you believe there was an improper application of the grading procedure announced for the course by the instructor. If desired, this statement can be attached as a separate document.

2. Summary of steps taken to resolve the grade dispute. If desired, this statement can be attached as a separate document.

Appendix E

Grade Appeal: Frequently Asked Questions

Grade Appeal: A grade **appeal** is a procedure which allows you in certain circumstances to ask for a review of a decision relating to a final grade you received in a course.

What are the grounds for a grade appeal?

The grade appeal procedure can only be used to appeal a final course grade, and only if you believe there has been an improper application of the grading procedure announced for the course by the instructor ([University Senate Rules and Regulations Section 2.3.5](#)).

What if I have an issue with my final course grade that is not a result of an improper application of the grading procedure used in the course, or involves allegations of other improper behavior on the part of the instructor?

If the instructor violated any provision(s) of the Faculty Code of Conduct, University Senate Code, the University Senate Rules and Regulations, the Code of Student Rights and Responsibilities, or other applicable rule, policy, regulation, or law that resulted in harm to the student, including a lower grade, you can file a grievance.

In order to file an academic grievance, the student must demonstrate actual harm. It does not involve perceived rude treatment, classroom style or general grading policies. For example, the student may not like a particular professor's classroom style or grading practices as a whole, but this does not constitute grounds for a grievance.

You can find grievance procedures for units in the College of Liberal Arts and Sciences in the policy library [here](#).

Can the grade appeal process also address a grievance?

No, but the grievance process can result in a grade change. This is the case when a faculty member who has been charged with a grievance and found guilty (e.g. sexual harassment or academic misconduct) has assigned a grade to the student who has filed the grievance. Under these circumstances, a committee of at least three faculty members appointed by the chairperson of the department in which the course is given may review a student's work and assign the course grade ([University Senate Rules and Regulations 2.3.2.1](#)).

Are instructors allowed to change the grading procedures announced for the course after classes have started?

Yes, but only in response to extenuating circumstances such as:

- Unforeseen circumstances – cancelled physical classes, technology outages, availability of guests or instructional supplements
- Situations in which a substantial number of students misinterpret directions or expectations resulting in grades that affect the class as a whole.

Who should I contact prior to filing a grade appeal?

Prior to submitting a grade appeal, you should communicate with the instructor for the course to make sure there has been no error in calculating or recording the grade, and to request clarification about the reason for assigning the grade. Document your attempts to resolve the grade dispute informally with your instructor.

If you are unable to resolve the grade dispute informally with your instructor, the grade in dispute is the final grade, and you believe there was an improper application of the grading procedure announced for the course by the instructor, you can initiate a grade appeal through the department that is the home department for the instructor. This is often, but not always, the department through which the course was offered.

How much time do I have to file a grade appeal?

You have six-months from the time the final grade was assigned to initiate a grade appeal. The six-month time period shall be calculated using calendar days (including weekends and days during which classes are not in session).

How do I submit a grade appeal?

Each department has procedures whereby students may appeal grades assigned to them by instructors in their department. You can find grade appeal procedures for units in the College of Liberal Arts and Sciences in the policy library [here](#).

You should initiate a grade appeal through the department that is the home department for the instructor. This is often, but not always, the department through which the course was offered.

If the course is not 'housed' under any specific department, you can appeal with the college directly.

If the Department Chair or other unit representative in charge of grade appeals, is the instructor for the course that you want to appeal the grade for, or there are other extenuating circumstances, you can petition the College to review the grade appeal at the college level.

What do I need in order to submit a grade appeal?

Each unit will have their own procedures for submitting a grade appeal. However, you will likely need the following:

- Summary statement of steps taken to resolve the grade dispute informally with the instructor, and any supporting documentation or evidence that you asked for a meeting with your professor, and/or that you met with them to inquiry about your grade (i.e. notes following the meeting, copy of email exchanges).
- Copy of course syllabus and any grading procedures announced for the course by the instructor

- Copies of available graded work for the course and/or a list of grades received on assignments.
- Written statement where you explain why you believe there was an improper application of the grading procedure announced for the course by the instructor.

What if I want to appeal the decision about my grade appeal made by the Department/Unit?

All appeals of decisions at the department/unit level are made to the Judicial Board, not the College. Contact the University Governance Office located in Strong Hall, Room 33, for further instructions.

Appendix F

Grade Appeal Procedure Flowchart

