

**Committee on Undergraduate Studies and Advising  
Policy and Award Sub-Committee**

April 21, 2020

**Charge:** 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. (Email from Karen Ledom). 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.

## Incomplete Landing Page for Undergraduates

### 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 faculty 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 instructor**

- 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.



am  
 Rachel  
 Schvien  
 (rschvien):  
 Rollback to  
 CUSA  
 Subcommittee  
 for CUSA  
 Committee

### Program Description

This is a proposal from the Departments of French, Francophone & Italian Studies in the SLLC, created in consultation and collaboration with the Department of African and African-American Studies. This 12-14 credit hour undergraduate certificate will provide students majoring in French and Francophone Studies, African and African-American Studies, and related programs cross-disciplinary training in several ancillary fields that study various aspects of the interactions between French-speaking and indigenous cultures across the world, including Africa, the Caribbean, and North America.

The program requires one three-hour gateway course in FREN introducing the student to Francophone global cultures; one three-hour or five-hour course in an indigenous language offered at KU (Arabic, Haitian Creole, Hausa, Wolof, taught by AAAS); and two three-hour junior-/senior-level electives from related fields.

### Demand/Need for the Program

There are some undergraduate KU interdisciplinary service-learning and research training programs (certificates in Global Awareness, Service Learning, Research Experience), but none that give guidance to students who wish to explore the interaction of French-speaking and indigenous cultures and peoples across the Francophone world. The proposed certificate will give students the linguistic and cultural cross-training to explore, research and understand a significant swath of French-speaking world cultures from North America, Europe, Africa (including the Indian Ocean islands of Madagascar, the Seychelles, Reunion Island, and Mauritius), Southeast Asia (countries of former French Indochina), Polynesia as well as Lebanon and Syria. There are currently over 220 million French-speakers worldwide, 60% of whom live outside France. By 2050, there will be an estimated 700 million French-speakers, 80% of whom will live in Africa ("France Diplomatie").

### Comparative/Locational Advantage

There are no comparable certificate programs in Francophone Studies at Kansas State University, University of Missouri-Kansas City, University of Missouri-Columbia, University of Oklahoma, Washington University in St. Louis, or University of Nebraska. While the University of Colorado offers undergraduate certificates in International Media, Global Environmental Affairs, Global Public Health, European Union Studies, Peace and Conflict Studies, and Arctic Studies, it offers no equivalent of a Francophone Studies certificate. Indiana University offers an Area Certificate in African Studies, but the focus is not on the interaction of French-speaking and indigenous cultures and does not include the Caribbean, for example, though there is also a separate Area Certificate in African-American and Diaspora Studies. The KU School of Languages, Literatures, and Cultures; the Department of French, Francophone, and Italian Studies; the Department of African and African-American Studies; and the Kansas African Studies Center are uniquely qualified to furnish the interdisciplinary cross-training in the interaction of French-speaking and indigenous cultures that this certificate in Francophone studies will offer to undergraduate students from a variety of disciplines. The certificate will therefore be innovative and the first of its kind among regional peer institutions.

### Admission Requirements

### Degree Requirements

### Course List

Code	Title	Hours
Gateway Courses to Francophone Studies		3
Choose one of the following:		
<a href="#">FREN 153</a>	Global Cultures: The French Connection	
<a href="#">FREN 431</a>	French-Speaking World (Outside France)	
<a href="#">FREN/AAAS 432</a>	Francophone African Literature	
<a href="#">FREN 433</a>	French Global Culture Through Film	
<a href="#">FREN 434</a>	Cities of the French-Speaking World	
<a href="#">FREN 440</a>	Studies in French Culture: _____ (Dakar, Cinema Inside and Outside France, or Francophone Cultural Contexts)	
<a href="#">FREN 480</a>	Studies in French Literature: _____ (Francophone Literary Contexts)	
<a href="#">FREN 530</a>	Studies in Film: _____ (Postcolonial Francophone Cinema)	
Languages of the Francophone World		3-5
Choose one of the following:		
<a href="#">ARAB 110</a>	Elementary Arabic I	
<a href="#">ARAB 120</a>	Elementary Arabic II	
<a href="#">ARAB 210</a>	Intermediate Arabic I	
<a href="#">ARAB 220</a>	Intermediate Arabic II	
<a href="#">ARAB 310</a>	Advanced Arabic I	
<a href="#">ARAB 320</a>	Advanced Arabic II	
<a href="#">ARAB 401</a>	Readings in Arabic I	
<a href="#">ARAB 402</a>	Readings in Arabic II	

Code	Title	Hours
<a href="#">HAIT 110</a>	Elementary Haitian I	
<a href="#">HAIT 120</a>	Elementary Haitian II	
<a href="#">HAIT 350</a>	Advanced Haitian I	
<a href="#">HAIT 360</a>	Advanced Haitian II	
<a href="#">HAUS 110</a>	Elementary Hausa I	
<a href="#">HAUS 120</a>	Elementary Hausa II	
<a href="#">HAUS 210</a>	Intermediate Hausa I	
<a href="#">HAUS 220</a>	Intermediate Hausa II	
<a href="#">HAUS 310</a>	Advanced Hausa I	
<a href="#">HAUS 320</a>	Advanced Hausa II	
<a href="#">HAUS 401</a>	Readings in Hausa I	
<a href="#">HAUS 402</a>	Readings in Hausa II	
<a href="#">WOLO 110</a>	Elementary Wolof I	
<a href="#">WOLO 120</a>	Elementary Wolof II	
<a href="#">WOLO 210</a>	Intermediate Wolof I	
<a href="#">WOLO 220</a>	Intermediate Wolof II	
<a href="#">WOLO 310</a>	Advanced Wolof I	
<a href="#">WOLO 320</a>	Advanced Wolof II	
<a href="#">WOLO 401</a>	Readings in Wolof I	
<a href="#">WOLO 402</a>	Readings in Wolof II	

## Thematic Focuses on the Francophone World

6

Choose two of the following:

<a href="#">AAAS 102</a>	Arabic and Islamic Studies
<a href="#">AAAS 103</a>	Introduction to Africa
<a href="#">AAAS 105/HIST 104</a>	Introduction to African History
<a href="#">AAAS 115/HIST 111</a>	Introduction to African History, Honors
<a href="#">AAAS/HIST 160</a>	Introduction to West African History
<a href="#">AAAS/LAA 177</a>	First Year Seminar: _____ (Gender Identity in Africa and the Caribbean)
<a href="#">AAAS 300</a>	African Traditional Religion and Thought
<a href="#">AAAS 301/LAA 302</a>	Haiti: Culture and Identity
<a href="#">AAAS/ANTH 303</a>	Peoples and Cultures of North Africa and the Middle East
<a href="#">AAAS 305/HIST 300</a>	Modern Africa
<a href="#">AAAS/HIST 307</a>	Modern Africa, Honors
<a href="#">AAAS 320/HA 390/AAAS 520/HA 590</a>	African Studies In: _____ (African Art and Gender)
<a href="#">AAAS 333</a>	Introduction to Caribbean Literature
<a href="#">AAAS 349/REL 350</a>	Islam
<a href="#">AAAS/GEOG 351</a>	Africa's Human Geographies
<a href="#">AAAS/HA 353</a>	Modern and Contemporary African Art
<a href="#">AAAS/ANTH 372</a>	Religion, Power, and Sexuality in Arab Societies
<a href="#">AAAS 415</a>	Women and Islam
<a href="#">AAAS 429</a>	Postcolonial Theatre and Drama
<a href="#">AAAS 433</a>	Islamic Literature
<a href="#">AAAS 435</a>	Muslim Women's Autobiography
<a href="#">AAAS 445</a>	Arab Thought and Identity
<a href="#">AAAS/REL 450</a>	Popular Culture in the Muslim World
<a href="#">AAAS/LING 470</a>	Language and Society in Africa
<a href="#">AAAS 527</a>	Popular Culture in Africa
<a href="#">AAAS/HA 536</a>	Islamic Art and Architecture in Africa
<a href="#">AAAS 542/REL 535</a>	The History of Islam in Africa
<a href="#">AAAS 551/GEOG 550</a>	Environmental Issues in Africa
<a href="#">AAAS 552</a>	Classical Islamic Literature
<a href="#">AAAS/GEOG 553</a>	Geography of African Development
<a href="#">AAAS 554</a>	Contemporary Health Issues in Africa
<a href="#">AAAS/HIST/WGSS 598</a>	Sexuality and Gender in African History
<a href="#">AAAS 600</a>	Politics in Africa
<a href="#">AAAS/REL 650</a>	Sufism
<a href="#">AAAS/POLS/WGSS 662</a>	Gender and Politics in Africa
<a href="#">AAAS/HA 677</a>	African Design
<a href="#">ANTH/WGSS 664</a>	Women, Health, and Healing in Africa
<a href="#">FREN 431</a>	French-Speaking World (Outside France) <sup>1</sup>
<a href="#">FREN/AAAS 432</a>	Francophone African Literature <sup>1</sup>
<a href="#">FREN 433</a>	French Global Culture Through Film <sup>1</sup>
<a href="#">FREN 434</a>	Cities of the French-Speaking World <sup>1</sup>



Code	Title	Hours
<a href="#">FREN 440</a>	Studies in French Culture: _____ (Tale of Two Cities Paris-Dakar, Cinema Inside and Outside France, or Francophone Cultural Contexts) <sup>1</sup>	
<a href="#">FREN 480</a>	Studies in French Literature: _____ (Francophone Literary Contexts) <sup>1</sup>	
<a href="#">FREN 530</a>	Studies in Film: _____ (Postcolonial Francophone Cinema) <sup>1</sup>	
<a href="#">HIST 327</a>	The Premodern Middle East	
<a href="#">HIST 328</a>	The Modern Middle East	
<a href="#">HIST 525</a>	France and Its Empire: From Acadia to Zidane	
<a href="#">HIST 600</a>	West African History	

Total Hours 12-14

<sup>1</sup>Only one of these courses may count toward the requirement of 6 hours in Thematic Study of the Francophone World

<sup>2</sup>A minimum of 6 credit hours must be taken at the Junior/Senior Level (300+)

Faculty Profile

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
0	0	0

Student Profile

Anticipated student enrollment			
	Full Time	Part Time	Total
Year 1	6	0	6
Year 2	9	0	9
Year 3	14	0	14

Anticipated number of program graduates	
After 5 Years	50
After 7 Years	70

Academic Support

Many of the courses in the proposed certificate make use of programs offered by KU Libraries, and the Writing Center.

Facilities and Equipment

No additional facilities/equipment are required.

Program Review, Assessment, Accreditation

Two representatives from FREN and two representatives from AAAS will constitute a committee that will conduct an annual program review.

Costs, Financing

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	0	0	0	0	0
Year 2	0	0	0	0	0
Year 3	0	0	0	0	0

What is the source of the new funds?

No additional funding required, as the program aligns existing resources.

Rationale for proposal

The certificate will provide cross-disciplinary training, not available in other programs, for students majoring in French and Francophone Studies, African and African-American Studies, and related programs, who wish to learn about interactions between French-speaking and indigenous cultures across the Francophone world, from North America, Europe, Africa, the Indian Ocean (Madagascar, Seychelles, Reunion Island, Mauritius), Southeast Asia (countries of former French Indochina), and Polynesia.

Additional Information

This interdisciplinary program has the full support of the faculty in both units, and provides innovative opportunities for students to engage with important fields of research, and explore issues of race, gender, and diversity within and outside North America from a multicultural Francophone perspective. It aligns existing resources and specialized faculty across the College of Liberal Arts and Sciences, combining language and cultural studies, and creates a certificate that is the first of its kind with this particular focus in the region.

Supporting

[Documents](#)

[Program](#)

[Reviewer](#)

[Comments](#)

**Karen Ledom (kjh) (02/12/19 10:37 am):** Endorsed by Dean Lang/Associate Dean Storkel

**Rachel Schwien (rschwien) (02/25/20 10:28 am):** Rollback: approved in error

Key: 664

