

The University of Kansas
College of Liberal Arts & Sciences
COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING

AGENDA

MARCH 10, 2009, 11:00AM
STRONG HALL – ROOM 210

- I. Approval of CUSA Minutes from February 24, 2009
- II. Chair's Report
- III. Dean's Office Report
- IV. CLA&S Student Academic Services Report
- V. Subcommittee Chair Reports
 - A. Advising & Awards – No report
 - B. Curricular Changes/Degree Requirements
 1. Curricular Changes for Approval: AAAS 303, AAAS 372, AAAS 429, AAAS 663, AMS 677, AMS 678, ANTH 303, ANTH 372, ANTH 663, EALC 585, ENGL 530, ENGL 677, ENGL 678, EURS 512, HIST 460, HIST 552, HIST 585, HA 150, HA 151, HA 160, HA 161, HA 566, HA 567, POLS 668, PSYC 506, TH&F 506
 2. Degree Requirements for Approval
 - a) SC Principle Course Status for AAAS 102, JWSH 350
 - b) Non-Western Culture Status for AAAS 303, AAAS 372, AAAS 363, ANTH 303, ANTH 372, ANTH 663
 - c) Creation of new Russian, East European, and Eurasian Minor
 - C. Academic Standards - JR/SR Concentration discussion and feedback based on questions raised through student's petitions.
- VI. Old Business
 - A. Academic Misconduct Policy Revision
 - B. Proposed New Concentration in African & African American Studies: Arabic and Islamic Studies
- VII. New Business

COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING

Minutes of the Meeting for February 24, 2009

The committee met on Tuesday, February 24, 2009, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Banwart, Blackmore, Bradley, Burright, Coon, Crosby, Cudd, Dickey, Dozier, Krzysztof, Madden, Manning, McNeley, Phillips, Roberts, Rudolph, Tucker

MINUTES A motion was made and seconded to approve the February 10, 2009 minutes of the Committee on Undergraduate Studies & Advising with no corrections. The motion was approved unanimously.

CHAIR'S REPORT Professor Madden deferred the Chair's report to discussion of Old Business.

DEAN'S REPORT Associate Dean Cudd had no report.

CLA&S STUDENT ACADEMIC SERVICES REPORT Assistant Dean McNeley had no report.

SUBCOMMITTEE CHAIR REPORTS

- A. **ADVISING & AWARDS** – Paul Crosby reported that the College scholarships are now up on the web and available for students who wish to apply for them. Dr. Krzysztof also reported that there would be no transferring or redirecting of College award funds to long-term awards (each year for four years) this semester.
- B. **CURRICULAR CHANGES/DEGREE REQUIREMENTS:**

1a. **Curricular Changes for Approval:**

BIOL 215, CEAS 200, CEAS 500, ENGL 362, ENGL 525, ENGL 563, ENGL 564, ENGL 626, ENGL 627, ENGL 640, ENGL 641, ENGL 646, ENGL 648, ENGL 650, ENGL 655, ENGL 658, ENGL 660, ENGL 560, ENGL 664, ENGL 668, HWC 477, PSYC 688, PSYC 697, REL 477, REL 602, REL 502

Assoc. Professor Manning presented for the subcommittee and recommended for approval all of the above, noting that many of the English course changes were to better reflect the level at which the courses were directed. A question was raised as to whether or not the Center for East Asian Studies has always had a code. Dr. Manning responded they have not and noted that the Center would like these two course numbers on the books to be available for visiting scholars, and that is part of the reason they are variable credit and why one is directed toward lower-level and one to upper-level undergraduates. The point was made that these are courses that are not electives for the East Asian Languages and Cultures major, even though they are closely related. It was reported that the subcommittee had discussed the fact that because these courses will not count for any discernible major requirement, it could provide some potential difficulties in getting enrollment in these courses. It was also noted that the courses will count for electives for other students but that would be decided at the departmental level. There was some concern that this could cause advising issues, and the suggestion was made that it may be beneficial to change the course description language to clarify that these courses will not count toward the East Asian Languages and Cultures major or minor. The committee decided to table CEAS 200 and CEAS 500 so the Curricular Changes/Degree Requirements Subcommittee could discuss this suggestion.

Clarification was made that the rationale for the new course ENGL 525, a topics course in Shakespeare, while deleting two other courses in Shakespeare (ENGL 626 and ENGL 627), was to consolidate the courses and help to avoid confusion for students. Students will be able to repeat the new course for credit as the topic changes, and the topic change will be visible in Enroll and Pay. It was noted that this is a common structure for this type of course.

A motion to approve all above curricular changes except CEAS 200 and CEAS 500 was made, seconded, and unanimously approved.

1b. Curricular Changes Motion to File
LA&S 450

A comment was made that there is a wide range of these courses taught at Haskell and the subcommittee has discussed the potential for cooperation or possible overlap as Global Indigenous Nations Studies expands and that is something that will be explored and discussed further.

C. ACADEMIC STANDARDS – No Report.

OLD BUSINESS

Professor Madden resumed the discussion about the amended Non-major BGS and Majors Admissions Criteria proposal and went over the changes that had been made based on the feedback and discussion at the February 10, 2009, CUSA meeting. Clarification was made in Component 1 that all of the non-major BGS course requirements count toward the breadth requirement. Dr. McNeley added that when records of the past three semesters of graduates were reviewed, the numbers showed that 68.3% of the students had been exposed to 15 or more different departments, without having a breadth requirement, just by meeting the current degree requirements, so the proposed breadth requirement should easily be obtained by students.

Discussion moved on to Component 2 of the proposal, selective admissions to the majors. Dr. Madden noted that the committee has now heard feedback from several departments and he asked for comments from the committee. Discussion covered many factors, including the concern of not having too much disparity between admissions criteria in different departments so students can more easily understand the requirements for any department; the point that having some common standards will assist in clear communication to students and enable students to more easily assess their standing in meeting different departments' requirements; the need to clarify how the course repeat policy applies to GPA calculation, to reflect that every upper-level course that is repeated will count in the GPA calculation; and the need to limit the number of "core skills" courses that can be required to avoid problems with students taking numerous courses in one department, then finding they are not admissible, which could delay their time to graduation. Questions were raised about fairness in grandfathering in departments that currently enforce admissions requirements but requiring other departments to submit theirs for approval, and concern that standard criteria could work for one department but may not work for others, and whether or not that is fair. The point was also made that criteria set could impact credit hour productivity and departments will need to keep that in mind as they make their decisions. Another point was made that any criteria set should not conflict with current policies; for example, the number of "core skills" courses should realistically be able to be completed within the first 60 hours. After additional discussion, there was general agreement to set a suggested range of 2.2-3.0 for the GPA requirement in the "core skills" courses. Language was added to clarify that each department imposing admissions criteria will be responsible for determining which students meet those admissions requirements. The suggestion was made, and it was agreed, if the proposal is approved, to collect data for the next three years to evaluate how enforcing admissions criteria affected departments in various areas, as denoted in the amended proposal (Attachment 1).

Professor Madden then reviewed all the revisions that had been made, prior to the committee's final vote on this two-component proposal. A motion to approve the proposal as amended (see Attachment 1) was made, seconded, and approved with one abstention.

The meeting was adjourned at 12:25 p.m.

Amended 2/24/09 Non-major BGS and Majors Admissions Criteria Proposal

At the beginning of the fall semester, CUSA was asked to consider interrelated proposals to address the following issues:

- KU would like to offer distance education non-major BGS degrees to students graduating from Kansas community colleges who are unable to move to Lawrence.
- KU would like to offer distance education non-major BGS degrees to students attending the Edwards campus who have a limited number of majors from which to choose.
- Some students are unable to gain admission to their desired major because of major admissions criteria imposed by six departments.
 - Some of these students struggle to find a new major that meets their needs and within which they can obtain a graduating GPA (≥ 2.0 in junior/senior level coursework).
 - Pursuing a different major may decrease the probability of graduating in four years. This will become a more acute issue when tuition compact students are trying to graduate but cannot.
- There may be merits to imposing major admission criteria and more departments would like to use them.
 - Selective admissions allow the department to clearly communicate to students the skills necessary to succeed in the major, and the department's minimum standards of achievement in the core classes in which these skills are taught.
 - In fairness to departments, all departments/units should be allowed to impose admissions criteria if they believe these will help students to select a major in which they will succeed.
 - There is a perception among some students that departments without admissions requirements are lesser majors.
 - Departments not allowed to impose an admission standard may change their major course requirements in a manner designed to decrease the wide appeal of the major.

Proposal: Add a second non-major degree track to the existing BGS degree

AND

Allow all departments in CLAS to enforce admissions criteria to their major

Component 1: Add a second non-major degree track to the BGS

- No change to existing BGS degree in which students may complete a major and are required to complete a minor or a second major.
- Proposal is to add the following non-major degree track to the BGS
 - Non-Major Track Degree Requirements
 - 124 credit hours, 45 of which are numbered 300+
 - Common Degree Requirements (unchanged 27 hrs)
 - English (3 courses)
 - Argument & Reason (1 course)
 - Mathematics (2 courses)
 - Western Civilization (2 courses)
 - Non-western Culture (1 course)
 - Principal Course Requirements (at least 18 hrs – same as existing BGS degree track)
 - Humanities (2 courses)
 - Each course must come from a different category: HT, HL, or HR
 - Natural Sciences & Mathematics (2 courses)
 - Each course must come from a different category: NB, NE, NM, or NP
 - Social & Behavioral Sciences (2 courses)
 - Each course must come from a different category: SC, SI, or SF

- World Language/Culture Requirement
 - Two courses (each 3 credit hrs or higher) in a single world language (Amharic–Yiddish, see Undergraduate Catalog, page 55)
 - OR
 - In addition to the Common Degree Requirements (above) the student must complete three courses (each 3 credit hrs or higher) in world or non-western culture (W or NW designated courses)
- Natural Science & Math Requirement
 - Beyond the *common degree* and *principal course* requirements, students are required to complete two courses in natural science (N, NB, NE, NM, or NP) or math (any combination).
- Breadth Requirement (as many hours as required to reach 124 credit hrs)
 - At least one course (minimum 2 credit hours) completed in 15 different departments/programs within CLAS (as determined by course prefix). All of the course requirements listed above count toward the breadth requirement.

Supplemental Information:

- After students complete 60 credit hours and have not yet obtained admission to a major, an advising hold will be placed on their registration. To lift this hold the student will be required to meet with a non-major BGS advisor every semester until the student either declares a major or declares the non-major BGS option.

Component 2: Allow all departments in CLAS to enforce admissions criteria to their major.

- Allow all departments/units wishing to do so to propose a set of criteria for admission to their major. CUSA would approve these individually and bring them to CAC for approval.
- CUSA suggests the following criteria (deviations from this criteria will be considered, but must be accompanied by a rationale):
 - Department may use a cumulative GPA achieved in up to four courses that the department identifies as teaching the core skills required to succeed in the major. These courses should not have more than one prerequisite course and should be chosen to ensure that most students can complete the courses within their first 60 hours.
 - If one of these courses is taught by another department, that course should be a prerequisite for one of the “core skills” courses.
 - Departments may require that students achieve a criterion GPA in these identified courses (suggested range: 2.2-3.0).
 - KU’s course repeat policy applies to the calculation of this criterion GPA.
 - If a transfer course is judged by the department to be equivalent to a KU course specified in a major-admission criterion, then the grade received in that transfer course will be counted in the admission decision.
 - Departments may not base admissions decisions on overall GPA.
- Majors currently enforcing admissions criteria must submit their existing or modified criteria for approval by CUSA/CAC.
- CUSA/CAC-approved admissions criteria will apply to students admitted to KU in the semester after the admissions criteria were approved.
- Departments imposing admissions standards are responsible for determining if students meet the major admissions requirements of their department.
- Three years following the start of this expansion of selective admissions to the majors, CUSA will collect and review the following data for each department using selective admission criteria:
 - Student credit hour production (separated by lower and upper division courses)
 - Number of majors and minors
 - Tenure track faculty to major/minor ratios
 - Time to graduate upon admission and after declaring the major.

1. Curricular Changes for Approval

AFRICAN & AFRICAN-AMERICAN STUDIES

CHANGE: NEW CROSS-LISTED COURSE

AAAS 303 PEOPLES AND CULTURES OF NORTH AFRICA AND THE MIDDLE EAST 3 S
This course familiarizes students with the peoples and cultures of North Africa and the Middle East. It examines the cultural, demographic, and religious diversity of the region, as well as the development of the early Islamic community and the formation of Islamic institutions. Issues such as religion and politics, inter-religious relations, nation-building, Islamic response to colonialism, Palestinian-Israeli conflict, Islamic resurgence, secularism, democratization, and gender, are also explored. (Same as ANTH 303)

CHANGE: NEW CROSS-LISTED COURSE

AAAS 372 RELIGION, POWER, AND SEXUALITY IN ARAB SOCIETIES 3 S
This course examines theories of religion, discourse, power, gender and sexuality in their application to Arab societies. The course introduces different aspects of Arab cultures. Through canonical works, we study political domination, tribal social organization, honor, tribe, shame, social loyalty, ritual initiations and discuss how these issues speak generally to anthropological inquiry. Regionally specific works are then framed by an additional set of readings drawn from anthropological, linguistics, and social theories. (Same as ANTH 372)

CHANGE: COURSE DESCRIPTION

AAAS 429 POST-COLONIAL THEATRE AND DRAMA 3 NW, H
(OLD)
The course develops an understanding of the Post-Colonial concept and its different manifestations in theatre and drama across nations and cultures. It approaches postcolonialism as a way of reading theatre, and as a genre within theatre by exploring how the "colonial project" has reconfigured the concept, content, and context of theatre in both colonized and colonizing cultures. In addition to the study of Post-colonial playwrights and their works, the course is also an introduction to Post-colonial theory and its critics. (Same as TH&F 429)

AAAS 429 POST-COLONIAL THEATRE AND DRAMA 3 NW, H
(NEW)
The course develops an understanding of the Post-Colonial concept and its different manifestations in theatre and drama across nations and cultures. It approaches postcolonialism as a way of reading theatre, and as a genre within theatre by exploring how the "colonial project" has reconfigured the concept, content, and context of theatre in both colonized and colonizing cultures. In addition to the study of Post-colonial playwrights and their works, the course is also an introduction to Post-colonial theory and its critics. (Same as THR 429)

CHANGE: NEW CROSS-LISTED COURSE

AAAS 663 THE ANTHROPOLOGY OF ISLAM 3 H
This course uses critical readings of major anthropological works on Islam to : 1) analyze various interpretations of "Islamic cultures" through a discussion of regionally-grounded works, and 2) examine how the anthropological study of Islam also is informed by theoretical and philosophical approaches to major anthropological questions, such as religion, myth, kinship, social organization, and power. The course offers both a history of various interpretations of Islam as well as a history of theories of these interpretations. (Same as ANTH 663)

AMERICAN STUDIES

CHANGE: COURSE DESCRIPTION, NUMBER, TITLE

AMS 677 THE AMERICAN NOVEL IN THE 19TH CENTURY 3 H
(OLD)
A Study of the novels (and possibly short fiction)of such authors as Brown, Cooper, Hawthorne, Melville, Twain, Howells, James, Norris and Stowe. Emphasis on a critical

analysis of individual works, the historical development of the novel, and the critical theory of each author. (Same as ENGL 677)

AMS 554 AMERICAN LITERATURE TO 1900:_____ 3 H
(NEW) Study of American literary works before 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as ENGL 576)

CHANGE: COURSE DESCRIPTION, TITLE, NUMBER
AMS 678 THE MODERN AMERICAN NOVEL 3 H
(OLD) A study of representative American novelists of the twentieth century. Emphasis on a critical analysis of individual novels as well as on the historical development of the modern novel. (Same as ENGL 678)

AMS 555 AMERICAN LITERATURE SINCE 1900:_____ 3 H
(NEW) Study of American literary works after 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as ENGL 577)

ANTHROPOLOGY

CHANGE: NEW CROSS-LISTED COURSE
ANTH 303 PEOPLES AND CULTURES OF NORTH AFRICA AND THE MIDDLE EAST 3 S
This course familiarizes students with the peoples and cultures of North Africa and the Middle East. It examines the cultural, demographic, and religious diversity of the region, as well as the development of the early Islamic community and the formation of Islamic institutions. Issues such as religion and politics, inter-religious relations, nation-building, Islamic response to colonialism, Palestinian-Israeli conflict, Islamic resurgence, secularism, democratization, and gender, are also explored. (Same as AAAS 303)

CHANGE: NEW CROSS-LISTED COURSE
ANTH 372 RELIGION, POWER, AND SEXUALITY IN ARAB SOCIETIES 3 S
This course examines theories of religion, discourse, power, gender and sexuality in their application to Arab societies. The course introduces different aspects of Arab cultures. Through canonical works, we study political domination, tribal social organization, honor, tribe, shame, social loyalty, ritual initiations and discuss how these issues speak generally to anthropological inquiry. Regionally specific works are then framed by an additional set of readings drawn from anthropological, linguistics, and social theories. (Same as AAAS 372)

CHANGE: NEW CROSS-LISTED COURSE
ANTH 663 THE ANTHROPOLOGY OF ISLAM 3 H
This course uses critical readings of major anthropological works on Islam to : 1) analyze various interpretations of "Islamic cultures" through a discussion of regionally-grounded works, and 2) examine how the anthropological study of Islam also is informed by theoretical and philosophical approaches to major anthropological questions, such as religion, myth, kinship, social organization, and power. The course offers both a history of various interpretations of Islam as well as a history of theories of these interpretations. (Same as AAAS 663)

EAST ASIAN LANGUAGES & CULTURES

CHANGE: COURSE DESCRIPTION
EALC 585 REFORM IN CONTEMPORARY CHINA 3 NW, H, W
(OLD) This course will examine the epochal changes that have occurred in China from Deng Xiaoping's rise to power in 1978 to the present. It will include a focus on the historical

background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course will conclude with an analysis of the events of the 1990s focusing on U.S.-China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is helpful, but not mandatory. (Same as POLS 668 and HIST 585)

EALC 585 REFORM IN CONTEMPORARY CHINA 3 NW, H, W
(NEW) Examines the epochal changes that have occurred in China from Deng Xiaoping's rise to power in 1978 to the present. Includes a focus on the historical background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course includes an analysis of the events of the 1990s focusing on U.S.-China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is helpful, but not mandatory. (Same as POLS 668)

ENGLISH

CHANGE: COURSE DESCRIPTION, TITLE

ENGL 530 IRISH CULTURE 3 H
(OLD) This course explores enduring themes of Irish history, literature, and art from the Iron Age to the present day. Focus may vary with instructor(s). (Same as EURS 512 and HIST 552.) Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

ENGL 530 IRISH LITERATURE AND CULTURE:_____ 3 H
(NEW) Study of topics in Irish literature and culture. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as EURS 512)

CHANGE: COURSE DESCRIPTION, NUMBER, TITLE

ENGL 677 THE AMERICAN NOVEL IN THE 19TH CENTURY 3 H
(OLD) A study of the novels (and possibly short fiction) of such authors as Brown, Cooper, Hawthorne, Melville, Twain, Howells, James, Norris, and Stowe. Emphasis on a critical analysis of individual works, the historical development of the novel, and the critical theory of each author. (Same as AMS 677)

ENGL 576 AMERICAN LITERATURE TO 1900:_____ 3 H
(NEW) Study of American literary works before 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as AMS 554)

CHANGE: COURSE DESCRIPTION, NUMBER, TITLE

ENGL 678 THE MODERN AMERICAN NOVEL 3 H
(OLD) A study of representative American novelists of the twentieth century. Emphasis on a critical analysis of individual novels as well as on the historical development of the modern novel. (Same as AMS 678)

ENGL 577 AMERICAN LITERATURE SINCE 1900:_____ 3 H
(NEW) Study of American literary works after 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as AMS 555)

EUROPEAN STUDIES

CHANGE: COURSE DESCRIPTION, TITLE

EURS 512 IRISH CULTURE 3 H
(OLD) This course explores enduring themes of Irish history, literature, and art from the Iron Age to the present day. Focus may vary with instructor(s). (Same as ENGL 530 and HIST 552.) Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

EURS 512 IRISH LITERATURE AND CULTURE: _____ 3 H
(NEW) Study of topics in Irish literature and culture. Topics may focus on a particular genre, theme, historical period, or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as ENGL 530)

HISTORY

CHANGE: NEW COURSE

HIST 460 TOPICS IN: _____ 1.5 H
An eight-week course devoted to a specific historical topic. May be repeated for credit as topics change.

CHANGE: DELETE COURSE

HIST 552 IRISH CULTURE 3 H
This course explores enduring themes of Irish history, literature, and art from the Iron Age to the present day. Focus may vary with instructor(s). (Same as ENGL 530 and EURS 512) Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: DELETE COURSE

HIST 585 REFORM IN CONTEMPORARY CHINA 3 NW, H, W
This course will examine the epochal changes that have occurred in China from Deng Xiaoping's rise to power in 1978 to present. It will include a focus on the historical background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course will conclude with an analysis of the events of the 1990's focusing on U.S. China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is helpful, but not mandatory. (Same as EALC 585 and POLS 668) LEC
Prerequisite:

HISTORY OF ART

CHANGE: TITLE

HA 150 ART HISTORY I: ANCIENT THROUGH MEDIEVAL ART 3 HT, H
(OLD) A survey of the art of earlier periods in the West, from prehistoric times through the middle ages in Europe, with special emphasis on the relationship between artistic developments and cultural changes. Not open to students with credit in HA 100, HA 103, HA 160, or HA 300. This course does not fulfill the ancient-medieval requirement for majors.

HA 150 WESTERN ART HISTORY I: ANCIENT THROUGH MEDIEVAL ART 3 HT, H
(NEW) A survey of the art of earlier periods in the West, from prehistoric times through the middle ages in Europe, with special emphasis on the relationship between artistic developments and cultural changes. Not open to students with credit in HA 100, HA 103, HA 160, or HA 300. This course does not fulfill the ancient-medieval requirement for majors.

CHANGE: TITLE

HA 151 ART HISTORY II: RENAISSANCE TO CONTEMPORARY ART 3 H
(OLD) A survey of the art of later periods in the West, from the Renaissance to the contemporary period in Europe and America, with special emphasis on the achievements of individual artists in relation to the cultural developments of their times. Not open to students with credit in HA 100, HA 103, HA 161, or HA 300. This course does not fulfill the Renaissance-modern requirement for majors. Prerequisite: HA 150 or HA 160.

HA 151 WESTERN ART HISTORY II: RENAISSANCE TO CONTEMPORARY ART 3 H
(NEW) A survey of the art of later periods in the West, from the Renaissance to the contemporary period in Europe and America, with special emphasis on the achievements of individual artists in relation to the cultural developments of their times. Not open to students with credit in HA 100, HA 103, HA 161, or HA 300. This course does not fulfill the Renaissance-modern requirement for majors. Prerequisite: HA 150 or HA 160.

CHANGE: TITLE

HA 160 ART HISTORY I, HONORS 3 HT, H
(OLD) Honors section of HA 150. Students taking HA 150 for Honors credit must enroll in HA 160. They will attend HA 150 lectures and Honors discussion group led by the professor in charge of the course.

HA 160 WESTERN ART HISTORY I, HONORS 3 HT, H
(NEW) Honors section of HA 150. Students taking HA 150 for Honors credit must enroll in HA 160. They will attend HA 150 lectures and Honors discussion group led by the professor in charge of the course.

CHANGE: TITLE

HA 161 ART HISTORY II, HONORS 3 H
(OLD) Honors section of HA 151. Students taking HA 151 for Honors credit must enroll in HA 161. They will attend HA 151 lectures and Honors discussion group led by the professor in charge of the course. Prerequisite: HA 150 or HA 160.

HA 161 WESTERN ART HISTORY II, HONORS 3.0 H
(NEW) Honors section of HA 151. Students taking HA 151 for Honors credit must enroll in HA 161. They will attend HA 151 lectures and Honors discussion group led by the professor in charge of the course. Prerequisite: HA 150 or HA 160.

CHANGE: NEW COURSE

HA 566 ART FROM 1945 TO THE 1980S: MODERNISM TO POST-MODERNISM 3 H
An international survey of modern and post-modern art from World War II to the 1980s. Topics may include abstract expressionism, pop art, minimalism, happenings and performance art, earth works, conceptual art, feminist art, photo-realism, the craft revival, and new media. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151 or the equivalent, or consent of instructor.

CHANGE: NEW COURSE

HA 567 CONTEMPORARY ART 3 H
An examination of recent developments internationally in art and visual culture. Emphases may include consideration of diverse critical perspectives, theoretical debates, post- and trans-national art, the impact of new media, and the internationalization of institutions, exhibitions, audiences, and markets. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151, or the equivalent, or consent of instructor.

POLITICAL SCIENCE

CHANGE: COURSE DESCRIPTION

POLS 668 REFORM IN CONTEMPORARY CHINA 3 NW, H, W
(OLD) This course will examine the epochal changes that have occurred in China from Deng Xiaoping's rise to power in 1978 to the present. It will include a focus on the historical background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course will conclude with an analysis of the events of the 1990s focusing on U.S.-China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is helpful, but not mandatory. (Same as EALC 585 and HIST 585)

POLS 668 REFORM IN CONTEMPORARY CHINA 3 NW, H, W
Examines the epochal changes that have occurred in China from Deng Xiaoping's rise to power in 1978 to the present. Includes a focus on the historical background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course includes an analysis of the events of the 1990s focusing on U.S.-China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is helpful, but not mandatory. (Same as EALC 585)

PSYCHOLOGY

CHANGE: DELETE COURSE

PSYC 506 PSYCHOLOGY AND THE ACTOR 3 H
The relationship of psychological theory and empirical data to the actor's craft. Topics include theatrical and psychological motivation, social psychology of the actor, application of psychodynamics to character analysis, psychology of the act of acting, and personality of the actor. (Same as TH&F 506) Prerequisite: PSYC 104 and TH&F 106, or permission of instructor.

THEATRE & FILM

CHANGE: DELETE COURSE

TH&F 506 PSYCHOLOGY AND THE ACTOR 3 H
The relationship of psychological theory and empirical data to the actor's craft. Topics include theatrical and psychological motivation, social psychology of the actor, application of psychodynamics to character analysis, psychology of the act of acting, and personality of the actors. (Same as PSYC 506) Prerequisite: PSYC 104 and TH&F 106 or permission of instructor.

2. Degree Requirements for Approval

- a) SC Principle Course Status for AAAS 102, JWSH 350

New Course
AAAS 102

ARABIC AND ISLAMIC STUDIES

DESCRIPTION:

An introduction to the study of Islam and the Arabic language in relation to Islamic cultures in Africa, the Mediterranean region and beyond. Topics to be covered include the historical origins of Islam in relation to the Arabic language and its cultures of origin. This course is interdisciplinary, including attention to the topic from the perspectives of historical unfolding of both the language and religion, geographic and cultural perspectives, political and economic concerns, and aesthetic perspectives, including literature and the arts.

JUSTIFICATION:

AAAS 102 will satisfy a felt need for a basic course in Islamic and Arab culture and language studies which has been demonstrated by consistently high enrollments in related courses in AAAS over the past decade. The course is a necessary cornerstone to the Department's new concentration in Arabic and Islamic Studies, which was established in response to student requests over the past five years.

New Course
JWSH 350

CONTEMPORARY JEWISH IDENTITIES

DESCRIPTION:

This course explores the variety of ways in which American Jews create Jewish identities as individuals and groups. It traces the emergence of the various current divisions within Judaism: Reform Judaism (which by definition, implies Orthodoxy), then the emergence of Conservative Judaism, and then the later development of Reconstructionist Judaism. The course will also explore other contemporary options for being Jewish: cultural Jews, secular Jews, unaffiliated Jews, religious Jews, and gay or lesbian or transgendered Jews.

JUSTIFICATION:

To build the Jewish Studies program that offers a minor into one that offers a major, and eventually, a graduate program. Establishing a curriculum of courses offered by Jewish Studies with a theme that will unite the program and focus on how persons, communities and their material and cultural products, produce narratives that reflect their social and cultural context and shape identities.

b) Non-Western Culture Status for AAAS 303, AAAS 372, AAAS 363, ANTH 303, ANTH 372, ANTH 663

New Course
AAAS 303

PEOPLES AND CULTURES OF NORTH AFRICA AND THE MIDDLE EAST

DESCRIPTION:

This course familiarizes students with the peoples and cultures of North Africa and the Middle East. It examines the cultural, demographic, and religious diversity of the region. We will examine the development of the early Islamic community and the formation of Islamic institutions. Issues such as religion and politics, inter-religious relations, nation-building, Islamic response to colonialism, Palestinian-Israeli conflict, Islamic resurgence, secularism, democratization, and gender, will also be explored. (Same as ANTH 303)

JUSTIFICATION:

This course has been taught several times and it has been very successful. It adds an important area to the ensemble of geographical areas offered at the anthropology department. In addition, this is an important course for the Arabic & Islamic Studies major in African & African-American Studies Department.

New Course
AAAS 372

RELIGION, POWER, AND SEXUALITY IN ARAB SOCIETIES

DESCRIPTION:

This course examines theories of religion, discourse, power, gender and sexuality in their application to Arab societies. The course intends to introduce students to different aspects of Arab cultures. Through a close and critical reading of canonical works, we will study political domination, tribal social organization, honor, tribe, shame, social loyalty, ritual initiations and discuss how these issues speak generally to anthropological inquiry. Regionally specific works will then be framed by an additional set of readings drawn from anthropological, linguistics, and social theories. (Same as ANTH 372)

JUSTIFICATION:

This course has been taught several times and has had high enrollment. It contributes to the anthropological theories of gender, power, and religion in the anthropology department. It will also strengthen the Arabic and Islamic Studies major in African & African-American Studies Department.

New Course
AAAS 663

THE ANTHROPOLOGY OF ISLAM

DESCRIPTION:

This course uses critical readings of major anthropological works on Islam to : 1) analyze various interpretations of "Islamic cultures" through a discussion of regionally-grounded works, and 2) examine how the anthropological study of Islam also is informed by theoretical and philosophical approaches to major anthropological questions, such as religion, myth, kinship, social organization, and power. The course offers both a history of various interpretations of Islam as well as a history of theories of these interpretations. (Same as ANTH 663)

JUSTIFICATION:

This course will strengthen the major in Arabic and Islamic Studies in the Department of African & African-American Studies. It will also build up on existing course offerings on theory of religion and social theory in general.

New Course
ANTH 303

PEOPLES AND CULTURES OF NORTH AFRICA AND THE MIDDLE EAST

DESCRIPTION:

This course familiarizes students with the peoples and cultures of North Africa and the Middle East. It examines the cultural, demographic, and religious diversity of the region. We will examine the development of the early Islamic community and the formation of Islamic institutions. Issues such as religion and politics, inter-religious relations, nation-building, Islamic response to colonialism, Palestinian-Israeli conflict, Islamic resurgence, secularism, democratization, and gender, will also be explored. (Same as AAAS 303)

JUSTIFICATION:

This course has been taught several times and it has been very successful. It adds an important area to the ensemble of geographical areas offered at the anthropology department. In addition, this is an important course for the Arabic & Islamic Studies major in African & African-American Studies Department.

New Course
ANTH 372

RELIGION, POWER, AND SEXUALITY IN ARAB SOCIETIES

DESCRIPTION:

This course examines theories of religion, discourse, power, gender and sexuality in their application to Arab societies. The course intends to introduce students to different aspects of Arab cultures. Through a close and critical reading of canonical works, we will study political domination, tribal social organization, honor, tribe, shame, social loyalty, ritual initiations and discuss how these issues speak generally to anthropological inquiry. Regionally specific works will then be framed by an additional set of readings drawn from anthropological, linguistics, and social theories. (Same as AAAS 372)

JUSTIFICATION:

This course has been taught several times and has had high enrollment. It contributes to the anthropological theories of gender, power, and religion in the anthropology department. It will also strengthen the Arabic and Islamic Studies major in African & African-American Studies Department.

New Course
ANTH 663

THE ANTHROPOLOGY OF ISLAM

DESCRIPTION:

This course uses critical readings of major anthropological works on Islam to : 1) analyze various interpretations of "Islamic cultures" through a discussion of regionally-grounded works, and 2) examine how the anthropological study of Islam also is informed by theoretical and philosophical approaches to major anthropological questions, such as religion, myth, kinship, social organization, and power. The course offers both a history

of various interpretations of Islam as well as a history of theories of these interpretations.
(Same as AAAS 663)

JUSTIFICATION:

This course will strengthen the major in Arabic and Islamic Studies in the Department of African & African-American Studies. It will also build up on existing course offerings on theory of religion and social theory in general.

- c) Creation of new Russian, East European, and Eurasian Minor

PROPOSAL:

To create an undergraduate Minor in Russian, East European, and Eurasian Studies modeled on the Minor programs in History, SSL (Slavic cultures in translation track), and Latin American Studies. It allows, but does not require, study of REES languages.

The minor requires a total of 18 hours, 12 of which must be taken at the junior/senior level.

The following course is required:

REES 110/REES 111 Understanding Russia and Eastern Europe3

In addition, five courses (15 hours) in the Russian, East European, and Eurasian area are required 15

In fulfilling the 15 hour requirement, students must take courses in at least three of the groups A to E:

- A. Literature and the Arts
- B. History
- C. Political Science
- D. Philosophy and Religion
- E. Economics and Geography

List of courses in each area:

- A. Literature and the Arts**
SLAV 140, SLAV 144, SLAV 148, SLAV 340, SLAV 390, SLAV 500, SLAV 502, SLAV 504, SLAV 506, SLAV 508, SLAV 510, SLAV 512, SLAV514, SLAV 516, SLAV 528, SLAV 530, SLAV 532, SLAV 534, SLAV 536, SLAV 538, SLAV 562, SLAV 564, SLAV 566, SLAV 568, SLAV 600, SLAV 612, SLAV 614, SLAV616, SLAV 630, SLAV 642, SLAV 650, SLAV 656, SLAV 660, SLAV 662, SLAV 664, SLAV 667, SLAV 668, SLAV 679, SLAV 711, SLAV 712, SLAV 714, SLAV 715, SLAV 716, SLAV 721, SLAV 726, TH&F 725
- B. History**
HIST 101, HIST 117, HIST 334, HIST 340, HIST 342, HIST 343, HIST 444, HIST 510, HIST 527, HIST 557, HIST 564, HIST 565, HIST 566, HIST 568, HIST 569, HIST 570, HIST 592, HIST 660, HIST 696
- C. Political Science.**
POLS 150, POLS 170, POLS 370, POLS 601, POLS 652, POLS654, POLS 655, POLS 663, POLS 669, POLS 671, POLS 672, POLS 673, POLS 675, POLS 679, POLS 681, POLS 689, SOC 780
- D. Philosophy and Religion**
PHIL 560, PHIL 580, PHIL 684, PHIL 686, REES 704, REES 709, REES 714, SLAV 684, SLAV 686, SLAV 719
- E. Economics and Geography**
BUS 400, ECON 560, ECON 562, ECON 563, GEOG 594, GEOG 595, GEOG 794, GEOG 795

Up to 3 credit hours of foreign language study in any REES language may be counted towards the Minor. Courses that count for the general education requirements may be counted towards the minor. No more than one course from the student's major may count towards the minor.

JUSTIFICATION:

A substantial number of students inquire about the REES co-major, but discover that completion of its 30-credit hour requirement, with advanced language, is too daunting. Some students do not have enough time left before graduation to complete all 30 credit hours. Some have fulfilled the College language requirement with a non-REES language, and they are reluctant to start a new language late in their college career, or cannot attain the advanced level in a REES language in the time remaining to graduation. The REES Minor would accommodate these students, and allow them to expand their knowledge of REES Area Studies in preparation for future careers or study.

Changes in the University’s BGS degree will create a new pool of undergraduates who are looking for Minors. BGS students will be required to take, in addition to a Major, at least one Minor, or Co-Major, or second Major. BGS students by definition would not qualify for the REES Co-Major, because the BGS degree is intended for students who do not take foreign languages. The REES Minor would be ideally positioned, because BGS students are strongly advised to integrate global awareness courses into their programs.

VI. Old Business

- A. Academic Misconduct Policy Revision (see Attachment 2)
- B. Proposed New Concentration in African & African American Studies: Arabic and Islamic Studies

The following proposal was tabled at the February CAC meeting with questions regarding the number of courses in the elective list that fell under the general “AAAS 320 Topics In” rubric. The Council questioned whether courses being used as options to complete the emphasis should have their own individual course numbers, and if not, whether they should be included in the proposal.

The department agreed to create stand alone courses for three of the four, and will delete the fourth from the list of choices. The proposed course numbers are shown in bold, and will be presented as requests for new courses at the March 10, 2009 CUSA meeting.

Department of African & African-American Studies
Bailey Hall
864-3054

Proposed New Concentration: Arabic and Islamic Studies for the Department of African & African-American Studies (AAAS)

PROPOSAL

The Department of African & African-American Studies wishes to create a new concentration in Arabic and Islamic Studies. Currently, there are two concentrations for African & African-American Studies majors—one in African Studies, the other in African-American Studies. Arabic and Islamic courses are currently taught under the umbrella of African Studies. What follows is for a new concentration in Arabic and Islamic Studies to compliment the existing two concentrations.

Requirements for the B.A. or B.G.S. major in Arabic and Islamic Studies concentration are 33 credits, distributed as follows:

Students must take and pass at least two first- and second-year general education courses from two of the following departments: American Studies, anthropology, communication studies, economics, English, environmental studies, geography, history, history of art, linguistics, philosophy, political science, religious studies, sociology, or theatre and film. The Department may consider substitutions. These do not count toward the major.

Students must also take:

- AAAS 102 Introduction to Arabic and Islamic Studies 3
- AAAS 349 Islam (same as REL 350) 3

AAAS 433 Islamic Literature	3
AAAS 543 Language and Culture in Arabic-Speaking Communities	3
AAAS 496 Field Experience OR 690 Investigation and Conference.	3
AAAS 550 Senior Seminar.	3
Five relevant elective courses numbered above 300	15

(Courses available for elective hours include but are not limited to the following:

- AAAS 663/ANTH 663** Anthropology of Islam
- ~~**AAAS 320 Business and Political Culture in the Arab World**~~
- AAAS 303/ANTH 303** Peoples and Cultures of North Africa and the Middle East
- AAAS 372/ANTH 372** Religion, Power, and Sexuality in Arab Society
- AAAS 415 Women and Islam
- AAAS 432 Francophone African Literature
- AAAS 435 Muslim Women’s Autobiography
- AAAS 445 Arab Thought and Identity
- AAAS 450/REL 450 Popular Culture in the Muslim World
- AAAS 504 Directed Language Study I: Arabic
- AAAS 505 Directed Language Study II: Arabic
- AAAS 542 History of Islam in Africa
- AAAS 545 Unveiling the Veil
- AAAS 552 Classical Islamic Literature
- AAAS 650 Sufism (same as REL 650)
- AAAS 657/REL 657 Gender in Islam and Society

B.A. majors in this concentration also must take 16 hours of an African language (Arabic, Hausa, Kiswahili, or Wolof).

Honors: For graduation with honors, a student must maintain a minimum overall grade-point average of 3.25, and 3.5 in the major, and must complete 3 additional hours by enrolling in AAAS 695. AAAS 695 is evaluated by a committee composed of the instructor plus two other faculty members approved by the department chair. An affirmative recommendation by this committee is essential for graduation with honors, provided that the other requirements have been met. A student who plans to graduate with honors must file a declaration of intent form with the departmental honors coordinator, preferably during his or her junior year, but no later than at enrollment for the final undergraduate semester.

JUSTIFICATION

There has been a steady increase in Arabic and Islamic courses taught in the Department and at KU since 2000. The number of students taking these courses has also greatly increased. As the number grew, students have demanded majoring in Arabic and Islamic Studies as an area of concentration. In the past, the Department had met such demand by supporting student petitions to CUSA for a special degree approval in the concentration. Since last year, such special degree requests by our students have been turned down by CUSA, with the advice that the Department has enough courses within it to offer that major. It is this accommodation that this new major offers. Moreover, the Dean did approve a major in Arabic and Islamic Studies as part of the strategic plan of AAAS. This, therefore, is also an implementation of a College-approved strategic plan. It is a forward-looking concentration that prepares our students for the important roles of Islam and Arabic in American and world politics, economy, business, religion and culture. Except for one course, AAAS 102 Introduction to Arabic and Islam, all the courses listed here are already being offered by our Department and at KU. AAAS is ready to implement this concentration as early as Spring 2009, if CUSA so approves.

**COLLEGE OF LIBERAL ARTS AND SCIENCES
STUDENT ACADEMIC MISCONDUCT POLICY**

Proposed Changes March 10, 2009

The following policy defines a uniform approach to acts of academic misconduct involving students in courses offered by the College of Liberal Arts and Sciences.

Academic integrity requires the honest performance of academic responsibilities by students. Academic responsibilities include, but are not limited to, the preparation of assignments, reports and term papers, the taking of examinations, and a sincere and conscientious effort by students to abide by the policies set forth by instructors.

Any subversion or compromise of academic integrity thus constitutes academic misconduct. ~~Examples of misconduct include (among others) falsification, unauthorized assistance with or plagiarism of reports, term papers, research papers or other written documents; forgery; giving or receiving unauthorized aid on examinations; disruption of classes; the offering of gratuities or favors in return for grades.~~

Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

When an instructor determines that a student has violated academic integrity as described above, the instructor may charge the student with academic misconduct (Instructor Processing Details, page 5).

The KU Office of Research Integrity will be informed of all charges filed alleging dishonesty in research. KU Human Resources will be informed of all charges filed alleging of sexual harassment.

The possible sanctions for academic misconduct are detailed below and are within the provisions of Article II, Section 6, of the University Senate Rules and Regulations. When a student wishes to appeal a sanction or dispute a misconduct charge, hearings ~~will~~ **may** be held at two possible levels within the College of Liberal Arts and Sciences depending primarily on the recommended sanction(s) for the misconduct in question:

Department/unit level hearings will routinely review cases in which recommended sanctions are:

Censure - A written reprimand (warning) for actions which constitute academic misconduct.

Reduction of Grade for Specific Work - Treating as unsatisfactory any work that is a product of academic misconduct. Reduction of grade may include the assignment of an "F" for that specific work. The student may be permitted to withdraw from the course within the approved withdrawal period.

Reduction of Grade for the Course - Reduction of grade may include the awarding of an "F" for the course. The student will not be allowed to withdraw from the course. The student will not be allowed to apply the Course Repeat Policy to remove the assigned grade from his/her grade point average calculation.

After a charge of misconduct is filed, department/unit hearings will be scheduled **ONLY** if the student wishes to deny the charge and/or appeal the recommended sanction. If the student admits to the charge and does not wish to appeal, the sanction may be imposed immediately.

The initial hearing of academic misconduct can be deferred to the College level only under certain circumstances: 1) if the unit is too small to hold the hearing; or 2) if there is a conflict of interest at the unit level. The student or the instructor can request an initial hearing before the College or the Judicial Board should a party believe that there is an issue of fairness of the hearing being held at the usual unit level.

College level hearings will review all cases in which recommended sanctions are:

Transcript Citation for Academic Misconduct: The student's transcript will state that the student has been cited for academic misconduct. This sanction will include a determination of the final grade in the course. This grade may be an "F." The statement will be permanent unless the student applies to the University Provost for removal of the statement and the application is granted.

Suspension from a Specific Course - An instructor may suspend a student from the instructor's section of a course for academic misconduct. In cases involving physical violence or disruptive behavior, the suspension should occur immediately. In cases where a physical threat is made, the suspension should be reported to the KU Police Department. During suspension, a student is not permitted to withdraw, pending decision by the hearing committee. A suspended student may complete work for the course only if reinstated. Conditions for reinstatement to the course shall be stated by the instructor at the time of the suspension. These initial conditions are subject to review by the hearing committee. When suspending a student, the instructor shall, before the next meeting of the course, inform the chairperson of the department in which this course is offered. The department chairperson shall notify the student in person or by certified mail (postmarked on or before the day of the next class meeting) of the opportunity to be heard on the suspension. The department chairperson shall also inform the Office of Student Success and other appropriate offices according to guidelines of the academic unit involved. The student's appeal will be heard through academic misconduct proceedings. The hearing panel will consist of one faculty member within the division, one associate dean, and the assistant dean of the Student Academic Services Office or his/her representative. The suspension will remain in effect pending review. Because this sanction places an immediate burden upon the suspended student, the College is obligated to act promptly. Options in such review include: reassignment of the student to another section of the course; reinstatement of the student into the course; upholding the suspension. In case of suspension through the end of the semester, a grade will be assigned by the instructor, subject to review by the hearing committee.

Suspension - Immediate exclusion from all courses and other specified privileges or activities for a definite period not to exceed two years, subject to review by the hearing committee. The student's transcript will state that the student is suspended for academic misconduct.

Expulsion - Termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in the order of expulsion. The student's transcript will state that the student is expelled for academic misconduct.

All transcript statements will be permanent unless the student applies to the University Provost for removal of the statement and the application is granted.

College level sanctions imposed by the hearing panel may include all sanctions above including those typically addressed at the department/unit level. More than one sanction may be imposed for the same offense.

Hearing Panel and Appeals

For sanctions that require a hearing at the College level, or if a student wishes to, the Dean will appoint a hearing panel consisting of a minimum of three faculty members to conduct a hearing for all parties involved. This hearing shall be scheduled during one of five sessions during the academic year (August, October, December, February, and May).

Attending the hearing are the charged student, the charging instructor(s) and his/her department chairperson, the hearing panel, and the assistant dean of the College Student Academic Services. The hearing may be held even if the charged student fails to appear for the hearing.

Individuals attending the hearing will be kept to a minimum to insure the confidentiality of the proceedings. The charged student and/or charging instructor may request that an observer/advisor or witness(es) attend the hearing. The College scheduling officer must be notified in writing 10 calendar days prior to the hearing of any observer/advisor and/or witness(es) that will be attending the hearing. An observer (a supportive family member, advisor, or friend) may not directly participate in the hearing. Witnesses may be present only during their testimony to respond to questions from the panel, charged student, or charging instructor(s).

Typically, students do not bring legal counsel. However, if the student has an attorney, University General Counsel will be contacted and asked to attend the hearing also. The hearing may be delayed until such time as all parties, including legal representatives from both sides, can attend.

The hearing panel, having heard the charges and the student's response, will determine the validity of the charge of academic misconduct. If the charge is found to be valid, the panel will determine which of the above sanctions are to be imposed, based on the severity of the offense and any record of previous academic misconduct. The panel will notify the Dean and the Provost of its decision.

If either party to a charge of academic misconduct or to a grade appeal involving a charge of academic misconduct is dissatisfied with the resolution of the charge, he or she may seek review by the Judicial Board. All appeals must be made within 30 calendar days of the initial decision.

Per USRR 2.6.2, the College may establish procedures to address, process, and file academic misconduct charges occurring in conjunction with courses delivered by the College. The College reserves the right to review cases in which these procedures have not been appropriately applied by individual College departments.

Maintenance of Records

Written records of the charge will be maintained in the Office of the Provost using the Charge of Academic Misconduct form provided by the College.

All hearings must be audio recorded. Audio recordings of misconduct hearings will be kept by the unit conducting the hearing for sixty days following the decision of the hearing panel unless the decision is appealed in which case the recordings will be retained until the student's final appeal is completed.

INSTRUCTOR/DEPARTMENTAL PROCESSING OF A CHARGE OF ACADEMIC MISCONDUCT

1. When an instructor determines that a student has violated academic integrity, the instructor may charge the student with academic misconduct **by completing the Charge of Academic Misconduct form. The instructor must complete the Charge of Academic Misconduct form (page 7) provided by the College within 10 calendar days of the discovery and investigation of the misconduct. Any reduction in a student's grade due to academic misconduct must be accompanied by the Charge of Academic Misconduct form.**

2. To complete the Charge of Academic Misconduct form, briefly document the alleged academic misconduct, and review the case with your department chair/director.

3. Recommend one or more sanction listed below:

Censure-written warning or reprimand

Reduction of Grade for Particular Work (Indicate grade: zero, F, D, or other _____)

Reduction of Grade for the Course (Indicate grade: F, D, or other _____)

(Not Eligible for Course Repeat Policy, Withdrawal, or Retroactive Withdrawal))

*Transcript Citation of Academic Misconduct - (Must also indicate grade: F, D, or other _____)

*Suspension from a specific course

* Suspension from the University of Kansas - Noted on Transcript

* Expulsion from the University of Kansas - Noted on Transcript

*Charge will be heard at College level

University Senate Rules and Regulations Information is available at:

<http://www.ku.edu/~unigov/usrr.html#art2sect6>

4. Both the instructor and department chair/director must sign and date the Charge of Academic Misconduct form. The signature of the department chair indicates awareness of the charging instructor's charge, not necessarily agreement with the charging instructor's recommendations. If the department chair is also the charging instructor, the undergraduate or graduate coordinator in the department reviews and signs on behalf of the department. If a course is cross-listed, the department of the instructor making the charge files the charge and processes the case.

5. The department chair consults the College SAS Office (864-2824) or Provost (864-4904) to inquire about previous infractions. Previous documented misconduct should be considered in determining recommended sanctions. The department chair/director determines if the charging instructor's recommended sanctions should be elevated.

6. Student notification of the Charge of Academic Misconduct must be sent as soon as possible, not to exceed 30 days from the date of the instructor's ~~discovery of the alleged~~ filing of academic misconduct charges. The department chair/director is responsible for contacting the student to sign and return the form. If it is possible, present the form, notification letter, policy, and student handbook to the student in person, and obtain his/her signature on the misconduct form, explaining the deadlines for signing and returning.

7. If initial attempts to contact the student by phone or email are not successful within 10 days, notification must be sent by certified mail (template, page 11). to the student's: 1) permanent address on file if courses are not in session or the student is not enrolled; or 2) to local address on file if student is enrolled in the current semester. Do not send the original charge form, but send a copy of the charge form along with a letter of explanation. Mail materials to the student by certified mail with return receipt requested. Retain copy of original packet before mailing.

8. The student is given the opportunity to select one statement below in response to the alleged charge of misconduct:

I admit to the above charge of academic misconduct and accept the recommended sanction.

I admit to the above charge of academic misconduct but wish to appeal the recommended sanction.

I deny the charge of academic misconduct and wish to appeal the recommended sanction.

Students may submit additional information or a written statement if they choose.

9. The student must be given 10 calendar days to review the document and determine his/her response. Students cannot be given the impression that they are required to respond immediately. Informing the student that the document will be available for his/her signature in the Department Office during the 10 day period is a common practice.

10. Failure of the student to respond within 10 calendar days of notification will be judged to indicate the student's agreement with the charge and sanctions.

11. When a signed form is received from the student, or 10 days have elapsed since the student's notification, proceed as follows:

- a. If the student admits to the charge and does not wish to appeal recommended sanctions of Censure, Reduction of Grade for Part of the Work, or Reduction of Grade for the Course, process charge and impose sanction.
 1. Document the final sanction on the Charge of Academic Misconduct form.
 2. Retain a copy for your files (yellow), send a copy to the student (pink), and send remaining copies (including original) to the College SAS Office. All evidence presented by the charging instructor should be included.
 3. If the sanction requires changes to the student's transcript, submit to the College SAS Office a Change of Grade Form noting the grade determined and a notation of academic misconduct for the explanation of the change.
 4. Notify the student and charging instructor in writing of the actions taken within 30 days.
- b. If the student wishes to deny the charge and/or appeal recommended sanctions of Censure, Reduction of Grade for Part of the Work, or Reduction of Grade for the Course, the department is responsible for scheduling the hearing (pages 8 -10).
 1. Follow departmental policy for scheduling and conducting the hearing.
 2. Retain a copy for your files (yellow), send a copy to the student (pink), and send remaining copies (including original) to the College SAS Office. All evidence presented at the hearing should be included.
 3. If the sanction requires changes to the student's transcript, submit to the College SAS Office a Change of Grade Form noting the grade determined and a notation of academic misconduct for the explanation of the change.
 4. Notify the student and charging instructor in writing of the actions taken within 30 days.
- c. If the recommended sanctions include Transcript Citation for Academic Misconduct, Suspension, and/or Expulsion or the student involved is not a student in the College of Liberal Arts and Science, refer the case to the College SAS Office.

12. The initial hearing of academic misconduct for lower-level sanctions can be deferred to the College only under certain circumstances: 1) if the unit is too small to hold the hearing; or 2) if there is a conflict of interest at the unit level. The student or the instructor can request an initial hearing before the College or Judicial Board, should a party believe that there is an issue of fairness of the hearing being held at the usual unit level.

13. If a charge of academic misconduct is pending during an end of semester grade submission deadline, the instructor should temporarily assign a grade of WG (Waiting Grade) to the student. If you have difficulties with successful submission of this grade, please contact the University Registrar at 864-4422.

CLA&S DEPARTMENT/UNIT HEARING GUIDELINES

Department/unit level hearings will routinely review academic misconduct cases in which recommended sanctions are:

Censure - A written reprimand for actions which constitute academic misconduct. Censure may include a written warning.

Reduction of grade for specific work - Treating as unsatisfactory any work that is a product of academic misconduct. Reduction of grade may include the assignment of an "F" for that specific work. The student may be permitted to withdraw from the course within the approved withdrawal period.

Reduction of Grade for the Course - Reduction of grade may include the awarding of an "F" for the course. The student will not be allowed to withdraw from the course. The student will not be allowed to apply for course repeat policy to remove the assigned grade from his/her grade point average calculation.

The initial hearing of academic misconduct may be deferred to the College level only under certain circumstances: 1) if the unit is too small to hold the hearing; or 2) if there is a conflict of interest at the unit level. The student or the instructor may request an initial hearing before the College or the Judicial Board, should a party believe that there is an issue of fairness of the hearing being held at the usual unit level.

A student's response will be documented on the Charge of Academic Misconduct Form. As the charge is filed, the student will be asked to select one of the following three choices and to respond by signature.

1. I admit to the charge of academic misconduct and accept the recommended sanction.
2. I admit to the charge but wish to appeal the recommended sanction.
3. I deny the charge and wish to appeal the recommended sanction.

Choices 2 and 3 above indicate that the student wishes to appeal and consequently a hearing will be held.

After a charge of misconduct is filed, department/unit hearings will be scheduled ONLY if the student responds that they deny the charge and/or wish to appeal the sanction.

The department/unit will use its approved grievance procedures, a copy of which should be given to the student. The student should be directed to resources that provide information regarding their rights and responsibilities in this process (template, page 12).

The department/unit will be responsible for all scheduling and for conducting the misconduct hearing. All hearings must be audio recorded. Audio recordings of misconduct hearings must be kept by the unit conducting the hearing for sixty days following the decision of the hearing panel unless the decision is appealed in which case the recordings must be retained until the student's final appeal is completed.

After the department hearing has reached a decision, the following steps must occur:

1. Inform the student immediately that the College of Liberal Arts and Sciences and the Provost's Office will be notified of the hearing outcome, with additional copies going to all parties involved.
2. Send written correspondence to the student outlining the findings and actions of the misconduct hearing within 30 days (example attached).
3. If either party is dissatisfied with the resolution of the charge, he/she may seek review by the Judicial Board. All appeals must be made within 30 calendar days of initial decision. (University Senate Rules and Regulations, 2.6.3)
4. The original Charge of Academic Misconduct Form, all evidence presented in the hearing, a Change of Grade Form (if necessary), and copies of all student correspondence including the final notification outlining the findings and actions of the hearing must be sent to the College SAS Office, 109 Strong Hall. The College scheduling officer will forward appropriate documentation to the Provost's office. Please forward these documents only after all departmental actions have been taken. **The College reserves the right to review cases in which these procedures have not been appropriately applied by individual College departments.**

DEPARTMENTAL ACADEMIC MISCONDUCT HEARING PROCEDURES MODEL

(Include this document with Departmental Hearing Notification Letter to Student)

Student notification of a hearing occurs at least 15 days prior to the hearing date.

Description of Panel Membership and Chair (May use current Grievance procedure for determining panel):

Individuals attending the hearing will be kept to a minimum to insure the confidentiality of the proceedings. In addition to themselves, the charged student and/or charging instructor may request that an observer/advisor or witness(es) attend the hearing. The department chair (or designate) must be notified in writing 10 calendar days prior to the hearing of any observer/advisor and/or witness(es) that will be attending the hearing. An observer/advisor (a supportive family member or friend) may not directly participate in the hearing. Witnesses may be present only during their testimony to respond to questions from the panel, charged student, or charging instructor(s).

Typically, students do not bring legal counsel. However, if the student has an attorney, University General Counsel will be contacted and asked to attend the hearing also. The hearing may be delayed until such time as all parties, including legal representatives from both sides, can attend.

The following will be the routine procedure for hearings and may be modified at the discretion of the hearing panel:

1. The department chair (or designate) meets briefly with the hearing panel members to go over procedure, to review the individuals that will be observing or participating in the hearing and to instruct the panel to select a chair. The panel chair moderates the hearing and is responsible for reporting verbal outcomes of the hearing followed by written notification to all relevant parties.

2. The department chair (or designate) then:

Asks the others (i.e. charged student, instructor(s), etc.) to join the panel;

Turns on audio recorder;

Notes the day, time, and misconduct case to be reviewed;

Describes the faculty panel representation;

Asks for introductions;

Reminds all attendees that the hearing will be recorded;

Asks the student if he/she received the information on student rights and responsibilities; and

Outlines the hearing procedure:

The instructor describes what happened. Witnesses can be called.

Each witness can be questioned by opposing party and/or panel members.

The student describes what happened. Witnesses can be called.

Each witness can be questioned by opposing party and/or panel members.

The student and faculty may offer information about mitigating circumstances, and at this time opposing parties have the right to ask questions of each other. The hearing panel may also ask any remaining questions.

3. The department chair (or designate) conducts the hearing process as outlined. Asks if the other panel members have questions for either the instructor or the student. If requested, allows final comments by the instructor and the student, and asks everyone (except panel and department chair) to adjourn to another room while the panel deliberates. The audio recorder is turned off at this point.
4. The panel reaches a decision as to whether or not the student has committed academic misconduct. If the panel finds academic misconduct, the panel then decides on a sanction, which may or may not be the same as the sanction recommended by the faculty member.

4. The department chair (or designate) asks the parties to rejoin the panel. The audio recorder is turned back on.
5. The department chair (or designate) informs the parties of the panel's decision, and informs the student that a letter will be sent to the College regarding the panel's decision, with copies going to all parties involved.
6. The department chair (or designate) comments on the seriousness of any academic misconduct, and if academic misconduct occurs again that the sanctions can be more severe.
7. The department chair (or designate) informs the student of the right to appeal through the Judicial Board (within 30 calendar days), and also of the student's right to obtain a copy of the recording of the hearing.
8. If sanctions include Reduction of Grade for the Course, the charging instructor will complete a Change of Grade Card to record the appropriate grade.
9. The hearing is adjourned.
10. The department chair (or designate):
 - a. Documents the results of the hearing on the College Academic Misconduct Form (bottom portion).
 - b. Prepares written notification of hearing outcomes (template, page 13).
 - c. Confirms that the Change of Grade Form indicates that the change is a result of academic misconduct and submits the form to the College SAS Office.
 - d. Forwards the completed file to College SAS Office. File includes: Academic Misconduct Form (original), evidence reviewed in the case, and final correspondence of the case.
 - e. Holds the audio recording for sixty days following the decision of the hearing and makes it available in the event of an appeal.

Template: Confidential Notification of Charge

Confidential

Dear Mr. Jayhawk:

An academic misconduct charge was brought forth by Instructor _____ on _____ alleging _____ in the following course: A sanction of _____ has been recommended.

It is important that you understand your rights and responsibility regarding this charge. Charges of Academic misconduct are taken seriously in the College of Liberal Arts and Sciences. The following resources are available to you.

- You may review the University Policy at: <http://www.ku.edu/~unigov/usrr.html>
- You may review the College of Liberal Arts and Sciences Policy and Procedure at: http://www2.ku.edu/~clasus/CUSA/academic_misconduct.pdf
- The KU Student Handbook is available at: <http://www.studenthandbook.ku.edu/>

You have 10 calendar days to review documents and determine how you wish to respond to the alleged charge of misconduct. The documents are available for your review in the _____ office at _____. Among these documents is the Charge of Academic Misconduct Form, on which you can indicate and sign your agreement with one of the following statements:

I admit to the above charge of academic misconduct and accept the recommended sanction.

I admit to the above charge of academic misconduct but wish to appeal the recommended sanction.

I deny the charge of academic misconduct and wish to appeal the recommended sanction.

You may submit additional information or a written statement if you choose. Failure to respond within 10 calendar days of notification will be taken as an indication of your agreement with the charge and sanctions.

I am available to discuss this information with you. To schedule an appointment, you may contact _____ at _____ or at _____ or contact me directly at _____ and/or at _____.

If you do not wish to discuss this matter in person but want to review and respond to the Charge of Academic Misconduct Form, contact _____ or come by the office.

Sincerely,

Template: Confidential Email Notification of Hearing (Send with Read Receipt)

Confidential

Dear Mr. Jayhawk:

An academic misconduct charge was brought forth by Professor _____ on _____ DATE _____ alleging CHARGE (i.e. plagiarism by you on a paper submitted) _____ while fulfilling the requirements of COURSE _____. A sanction of _____ was recommended.

On _____ DATE _____, you were informed of the charge and requested to appeal the recommended charge and/or sanction.

It is important that you carefully prepare your presentation and plan to attend the hearing. If you are unable to attend, the hearing will proceed as scheduled in your absence.

Individuals attending the hearing will be kept to a minimum to insure the confidentiality of the proceedings. You and/or the charging instructor may request that an observer/advisor or witness(es) attend the hearing. The Department Chair (or designate) must be notified in writing 10 calendar days prior to the hearing of any observer and/or witness(es) that will be attending the hearing.

Typically, students do not bring legal counsel. However, if you wish to bring an attorney, University General Counsel will be contacted and asked to attend the hearing also. The hearing may be delayed until such time as all parties, including legal representatives from both sides, can attend.

It is important that you understand your rights and responsibility regarding this charge. Charges of Academic misconduct are taken seriously in the College of Liberal Arts and Sciences. The following resources are available to you.

- You may review the University Policy at: <http://www.ku.edu/~unigov/usrr.html>
- You may review the College of Liberal Arts and Sciences Policy and Procedure at: http://www2.ku.edu/~clasus/CUSA/academic_misconduct.pdf
- The KU Student Handbook is available at: <http://www.studenthandbook.ku.edu/>

If you have questions, please contact _____ in the Department. Kim McNeley, Assistant Dean in the College of Arts & Sciences, is also available to address your questions or concerns.

March 15, 2005

Template: Confidential Email Notification of Hearing Outcome

Confidential

Mr. Jayhawk
1111 Lane
City, KS

Dear Mr. Jayhawk:

An academic misconduct charge was brought forth by Professor _____ on _____ DATE _____ alleging CHARGE (i.e. plagiarism by you on a paper submitted) while fulfilling the requirements of _____ COURSE _____
A sanction of _____ was recommended.

On _____ DATE _____, you were informed of the charge and requested to appeal the recommended charge and/or sanction.

A Department Academic Misconduct Hearing was held on _____ DATE _____ to review your case. After careful deliberation, the panel recommends.....

Censure - A written reprimand (warning) for actions which constitute academic misconduct.

Reduction of Grade for Specific Work – A grade of _____ has been assigned for the work in question. With this sanction, you may be permitted to withdraw from the course within the approved withdrawal period.

Reduction of Grade for the Course – A grade of _____ has been assigned to the course. You will not be allowed to withdraw from the course. You will not be allowed to apply the Course Repeat Policy to remove the assigned grade from your grade point average calculation.

May comment on the severity of the issue and long term implications or offer words of wisdom.

Per university policy, all sanctions of Reduction of Grade for Specific Work, Reduction of Grade for the Course, Disciplinary Probation, Suspension from a Specific Course, Suspension, and Expulsion that are applied by the College and the Schools or their designated departments will be communicated to the Office of the Provost. The purpose of asking that notices of sanctions be communicated to the Provost's office is so that students whose academic misconduct in one department or school has been established will not be regarded, and hence punished, as first-time offenders in another unit. Elevated sanctions will strongly be considered for second offences of academic misconduct.

If you are dissatisfied with the resolution of the charge, you may seek review by the Judicial Board. All appeals must be made within 30 calendar days of the initial decision.

Sincerely,

Professor and Chair Panel

pc: Richard Lariviere, Executive Vice Chancellor and Provost
Joseph Steinmetz, Dean, College of Liberal Arts & Sciences
Cindy Derritt, University Registrar
Kim McNeley, Assistant Dean, Student Academic Services
Department Chair