Meeting of the College Academic Council
College of Liberal Arts & Sciences -- 210 Strong Hall
September 10, 2013 - 4:00 p.m.
AGENDA

I. APPROVAL OF THE MAY 14, 2013 CAC MINUTES

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Submitted by Cindy Lynn, presented by Milena Stanislavova, 2013-2014 CGS Chair
(Items approved in the May 9, 2013 meeting of the CGS)

A. Curricular Changes
   Course deletion: HA 787
B. Policy Change
   Policy Change Post-Comp hours

III. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA)
Submitted by Lanis Atwood, Presented by Pamela Neidert, 2013-2014 CUSA Chair

Old Business: Review of Memorandum of Understanding (MOU) between the Department of Molecular Biosciences and Undergraduate Biology regarding the new B.A.S. in Biotechnology.

IV. ANNUAL STANDING COMMITTEE REPORTS – See Attachments
   • College Committee on Appointments, Promotion & Tenure (CCAPT) – p. 5
   • Committee on Evaluation of Chairs & Directors (CECD) – p. 6
   • Committee on Graduate Studies (CGS) – p. 6-7
   • Committee on Sabbatical Leaves (CSL) – p. 7-8
   • Committee on Undergraduate Studies & Advising (CUSA) – p. 8-11

V. OVERVIEW OF THE GOALS FOR THE COLLEGE – Dean Danny Anderson

VI. BUDGET UPDATE – Dean Danny Anderson

VII. OTHER BUSINESS
    Streamlining the process for new program approval

Next meeting of the CAC will be Tuesday, October 8, 2013, at 4:00 PM in 210 Strong Hall

I. APPROVAL OF THE MAY 14, 2013 CAC MINUTES

College of Liberal Arts & Sciences
College Academic Council
Minutes – May 14, 2013

Committee members in attendance: Jackie Brinton, Johannes Feddema, Jane Gibson, Steve Ilardi, Anna Neill, Jorge Pérez, Kathy Suprenant
Committee members not in attendance: Norman Akers, Heather Desaire, Michelle Heffner Hayes, Ebenezer Obadare, Cody Powers, Alex Ripberger, John Tibbetts
Others in attendance: Danny Anderson, Ann Cudd, Larry Fillian, Bob Goldstein, Marsha Haufler, Liz Kowalchuk, Kristine Latta, Eve Levin, Cindy Lynn, Jim Mielke, Anne Sawyer

The meeting was called to order by Danny Anderson at 4:00 PM.

Minutes
A motion was made and seconded to approve the April 9, 2013 minutes of the College Academic Council as written. The motion was approved unanimously.

Report of the Committee on Graduate Studies (CGS)
(Eve Levin, 2012-13 CGS Chair, reporting)

- The motion (CGS report by Eve Levin) was seconded, and the CAC voted unanimously to approve the following curricular changes:
  
  NEW COURSES: ECON 791; FMS 745; FMS 774; FMS 777; GERM 700; GERM 702; PUAD 857; PUAD 858; PUAD 859; PUAD 892; PUAD 897; PUAD 898
  CHANGES: FREN 720; GERM 701; GERM 711; GERM 712; GERM 721; SLAV 740
  DELETION: PUAD 896

- The motion (CGS report by Eve Levin) was seconded and the CAC voted unanimously to approve the following program changes:
  1. New Concentration: Global and International Studies FAS Concentration (will proceed to the Board of Regents for approval)
  2. MA in Germanic Languages & Literatures
  3. PhD in Germanic Languages & Literatures
  4. Linguistics, PhD Admissions
  5. MA in Museum Studies
  6. MPA in School of Public Affairs & Administration

Report of the Committee on Undergraduate Studies & Advising (CUSA)
(Bob Hurst, 2012-2013 CUSA Chair, reporting)

- The motion (CUSA report by Kathryn Conrad) was seconded and the CAC voted unanimously to approve the following curriculum changes:
  
  
  CHANGES: AAAS 115, COMS 201, EALC 318, EALC 330, EALC 418, EALC 530, EALC 618, ENGL 530, EURS 512, HEBR 210, HEBR 220, HEBR 453/490, HIST 343, HNRS 190, JWSH 300, JWSH 361, JWSH 490, JWSH 491, KOR 504, OR 508, MATH 122, REL 124, REL 125, REL 311, REL 325, REL 377, REL 523, REL 525, REL 526, REL 560, REL 570, SOC 627/427, WGSS 201/101, WGSS 202/102, YDSH 104, YDSH 108, YDSH 212, YDSH 216, YDSH 453/490,

  DELETIONS: DANC 340, DANC 370, HIST 571, HIST 572, JWSH 492
• The motion (CUSA report by Bob Hurst) was seconded and the CAC voted unanimously to approve the following degree requirements:

  a. Changes in Admission Requirements and Existing Major and Minor for Center for Global & International Studies
  b. Changes to Existing Minor for Leadership Studies
  c. Changes to Existing Major and Minor for Women, Gender, & Sexuality Studies
  d. Changes to Existing Major in Dance – BA
  e. Changes to BFA/Minor in Dance
  f. Changes to BFA History of Art
  g. Changes to Existing Major in Visual Art – BA
  h. Changes to Existing Major in Physics - BA
  i. Changes to Existing Major in Physics - BS
  j. Changes to Existing Major in Astronomy - BA
  k. Changes to Existing Major in Astronomy – BS
  l. Changes to Existing Major in Visual Art – BFA – General Option
  m. Changes to Existing Major in Visual Art – BFA – Metalsmithing/Jewelry Option
  n. Changes to Existing Major in Visual Art – BFA – Textiles/Fiber Options
  o. Changes to Existing Major in Visual Art – BFA – Ceramics
  p. Changes to Existing Major in Applied Behavioral Science
  q. Changes to Existing Major and Minor in East Asian Languages & Cultures – BA
  r. Changes to Existing Minor in Jewish Studies

• The motion (CUSA report by Bob Hurst) was seconded and the CAC voted unanimously to approve the following degree requirements:

  New Concentration within Existing Minor for Latin American Area Studies

• The motion (CUSA report by Bob Hurst) was seconded and the CAC voted unanimously to approve the following degree requirements, contingent upon fulfillment of the stipulation below*:

  New Degree – Major – Biotechnology – Bachelor of Applied Science (B.A.S.)

  * approved contingent upon receipt of a Memorandum of Understanding (MOU) between the Department of Molecular Biosciences and Undergraduate Biology regarding the new B.A.S. in Biotechnology addressing the role of MB faculty and the successful launch and administration of the new degree program. CAC will review the MOU at its first meeting in Fall 2013.

At 5:25 PM, a motion was made, seconded and approved unanimously to adjourn the meeting.

Next regularly scheduled College Academic Council Meeting: Tuesday, September 10, 2013, at 4:00 PM (210 Strong Hall)

Minutes recorded and transcribed by Anne Sawyer (Secretary to the College Assembly)
II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)

A. Summary of Curricular Changes

**HISTORY OF ART**

**CHANGE:** DELETION

**HA 787 Chinese Painting** (3) A survey of the development of painting in China, beginning with the earliest forms of figural and landscape depiction. Emphasis will be placed on the major painting traditions of the Sung, Yuan, Ming and Qing Dynasties Prerequisite: A survey of Asian art or consent of instructor LEC.

Grading: A-F, W and I

This course is an elective

The change(s) to this course will first take effect Spring 2014

**JUSTIFICATION**

This is an introductory survey course appropriate for advanced undergraduates, but the current 700 number discourages undergraduates from enrolling. A 500 level course number has been submitted CUSA to make it clear that the course is appropriate for juniors and seniors, particularly Art History majors, as well as beginning MA students

B. Policy Change

Post Comp Hours: When to count coursework taken during the semester of the comprehensive oral exam toward post-comp requirements

**(OLD) Current:**

The student must be enrolled the semester or summer session in which he or she completes the comprehensive oral examination. If the student takes the oral comprehensive examination for the Ph.D. degree before the first day of finals, the hours in which the student is enrolled at the time will count toward the 18 post-comprehensive enrollment hours, described under University Regulations in this section of the online catalog.

**(NEW) Proposed:**

The student must be enrolled the semester or summer session in which he or she completes the comprehensive oral examination. This enrollment may count toward the post-comprehensive enrollment requirements as described in Graduate Studies’ Candidacy for Doctoral Degree policy.

Justification: The change would eliminate a College-specific policy regarding the counting of post-comp hours, which specifies that the hours taken during the semester in which the comprehensive oral exam is completed only count if the exam is taken before the first day of finals. This change would align the College with Graduate Studies policy. The latter does not specify a cut-off date but only states that the hours count if the exam was taken “during the semester.” This change would allow greater flexibility to departments in scheduling exams and avoid the need for petitions when scheduling conflicts preclude an exam date before finals week. In practice, the hours would count as long as the exam was completed by the end of the month in which final exams commenced, generally December, May, and July.
STANDING COMMITTEE ANNUAL REPORTS FOR 2012-2013

College Committee on Appointments, Promotion & Tenure (CCAPT)
Annual Report for 2012-2013

- Committee members for Fall 2012 (Promotion & Tenure): Dorice Elliott, Carey Johnson, Adrianne Kunkel, Erik Lundquist, Steven Maynard-Moody (vice-chair), John Pultz, Jennifer Roberts, Elaine Sharp, Patrick Suzeau, Tom Tuozzo, María Velasco (chair)
- Committee members for Spring 2013 (Progress Toward Tenure Review): Dorice Elliott, Michael Engel, Adrianne Kunkel, Erik Lundquist, Steven Maynard-Moody (vice-chair), John Pultz, Jennifer Roberts, Elaine Sharp, Patrick Suzeau, Tom Tuozzo, María Velasco (chair)
- The 2012-2013 College Committee on Appointments, Promotions & Tenure (CCAPT) met for an organizational meeting on Friday, October 5, 2012, at which time the Dean reviewed the P&T and PTTR processes. The CCAPT selected María Velasco as chair and Steven Maynard-Moody as vice-chair.

Promotion & Tenure (P&T) – Fall 2012
- The 2012-2013 pool of applicants for P&T consisted of 21 candidates for promotion from Assistant Professor to Associate Professor with tenure and 13 candidates for promotion from Associate Professor to Full Professor.
- Departments submitted their candidates’ forms electronically to the College Dean’s Office by October 15, 2012. All forms were posted on a secure Blackboard site, accessible only by the CCAPT; if candidates submitted supplemental information in hard copy it was made available to the CCAPT in the Dean’s Office.
- After the CCAPT’s deliberations and final vote, and prior to the prescribed deadline, the Dean’s Office provided the UCPT with the results of the CCAPT’s evaluation of the candidates. Each candidate received a summary of the intermediate evaluation.

Progress Toward Tenure Review (PTTR) – Spring 2013
- The 2012-2013 pool of applicants for PTTR consisted of 20 candidates.
- Departments submitted candidate forms electronically to the College Dean’s Office by February 1, 2013. All forms were posted on a secure Blackboard site, accessible only by the CCAPT.
- After the CCAPT’s deliberations, the committee provided feedback to the Dean regarding each candidate’s teaching, research and service; this information was provided to the candidates via a letter from the Dean. Copies of these letters were provided to the Provost.

Appointments
Five (5) candidates under consideration for appointments with tenure were reviewed by an ad hoc committee of the CCAPT. In each case, the ad hoc committee reviewed the candidate’s dossier and presented their recommendation to the Dean regarding the candidate’s qualifications for appointment, with supporting evaluation and analysis.

Submitted by Maria Velasco
2012-2013 CCAPT Chair
September 6, 2013
Committee on Evaluation of Chairs & Directors (CECD)
Annual Report for 2012-2013

Committee members for the 2012-2013 year: Elizabeth Asiedu, Kelly Chong, Muriel Cohan, Anne D. Hedeman, William Lindsey, Danny Marfatia, Jonathan Mayhew, Rebecca Rovit and Michael Taylor

The 2012-2013 Committee on the Evaluation of Chairs & Directors (CECD) conducted a formal review of one unit chair and one unit director whose terms of appointment would expire after the Spring 2013 semester and who had indicated to the Dean a desire to be considered for reappointment or, if stepping down, a desire for an exit review. The CECD met on Thursday, October 11, 2013 to select a committee chair, discuss the chair evaluation process and assign primary and secondary reviewers for each individual under consideration. The committee selected Rebecca Rovit as chair.

An anonymous online questionnaire was made available separately to faculty, staff and graduate students in the chair’s/director’s units. The questionnaires were specifically tailored to the group completing them and also allowed for written comments. After the questionnaires’ results were compiled, they were made available via Blackboard to the CECD. In early December, the CECD met with individuals who responded positively to an invitation to address the committee regarding the performance of their chair/director.

Based on the anonymous online questionnaires, the meetings with department representatives and a period of discussion among the CECD members, the CECD reported their findings and recommendations in writing to the Dean during the second week of December 2012.

Submitted by Rebecca Rovit
2012-2013 CECD Chair
September 6, 2013

Committee on Graduate Studies (CGS)
Annual Report for 2012-2013

I. The CGS made the following recommendations for curricular changes:
   • New courses:  ABSC 803; ECON 791; FMS 745; FMS 774; FMS 777; GERM 700; GERM 702; GIST 710; LA&S 710, LING 852; MATH 951; POLS 904; PSYCH 803; PUAD 857; PUAD 858; PUAD 859; PUAD 882; PUAD 897; PUAD 898; REL 727; REL 737; REL 747; REL 757; REL 767; SPLH 900, SPLH 976,
   • Course changes:  EVRN 702, LING 747, LING 899, POLS 909; SPLH 964; SPLH 974; VAE 890;
   • Course deletions:  INS 878 (Previously GINS 878); PUAD 896; REL 780; REL 781

   The following stale-dated courses were approved for deletion:  ABSC 741, 742, 877 and 951; GEOG 741, 751, 756, 773, 775, 802, 835, 937, 939, 957, 975; SPAN 717, 740, 741, 754, 790, 817, 976, 978

II. The CGS made the following recommendations for program changes:
   • English, MFA; Effective Spring 2013
   • Religious Studies, MA; Effective Spring 2013
   • Women, Gender & Sexuality Studies, PhD; Effective Spring 2013
   • Linguistics, MA; Effective Fall 2013
   • Speech Language Hearing, PhD; Effective Fall 2013
   • Geography, PhD; Effective Fall 2013
   • Visual Arts Education, MA; Effective Fall 2013
   • Applied Behavioral Science, PhD; Effective Fall 2013
   • Psychology, PhD; Effective Fall 2013
III. The CGS made the following recommendations:
- New Graduate Certificate: Indigenous Studies
- New Graduate Concentration: Global and International, Studies Foreign Affairs Studies, Middle East and North Africa
- New Graduate Degree: Geography, MS
- New Graduate Degree: College of Liberal Arts and Sciences, Professional Science Masters – Environmental Assessment

IV. The CGS created the following reports:
- Dean’s Charges to the Committee on Graduate Studies 2012-2013: The Policies, Procedures and Awards Subcommittee reviewed each charge and made recommendations for the Dean regarding carryover charger from 2011-2012: GTA and GRA Learner Outcomes. 2012-2013 charges 1 & 2 will be carried over to Fall 2013.
- 2012-2013 Awards: The CGS approved the list of recipients presented by the Policies, Procedures and Awards Subcommittee to receive awards as follows.
  - Stephen Egbert, Geography; Byron A. Alexander Graduate Award
  - Ric Steele, Applied Behavioral Science/Clinical Child Psychology; Byron A. Alexander Graduate Award
  - Michael Roberts, Applied Behavioral Science/Clinical Child Psychology; John C. Wright Graduate Mentor Award
  - Jeanne Tiehen, Theatre; Outstanding Thesis Award
  - Gopolang Mohlabeng, Physics and Astronomy; Outstanding Research Project Award
  - Natalie S. Pak, Speech, Language, & Hearing; Allen S. Wilber Scholarship
  - Clare Echterling, English, Kate Stephens Fellowship

V. Items Tabled:
- Course Change: FMS 714 (tabled at the request of CUSA)
- New Course: GEOL 754; and Course Change GEOL 751 (tabled at the request of the department)
- Program Change: Geology, MS (tabled at the request of the department)
- Program Change: Geology, PhD (tabled at the request of the department)

Presented by Milena Stanislavova, 2013-2014, CGS Chair
Submitted by Cynthia Lynn, College Office of Graduate Affairs

Committee on Sabbatical Leaves (CSL)
Annual Report for 2012-2013

The CSL committee for the 2012-2013 year comprised of: Santa Arias, Catherine Preston, John Bricke, David Davido, Burdett Loomis, Michael Roberts, George Tsoflias, Molly Zahn, and Erik Van Vleck

The CSL received and considered 48 applications for sabbatical leave to be taken during 2012-2013. Prior to the final meeting of the nine-member committee, all members reviewed and evaluated each of the 48 applications.
Evaluations were made by assigning a maximum of 25 points to each application with 10 points being awarded for each of the two categories of “proposal” and “credentials” and 5 points being awarded for an “other” category. Each committee member then ranked all applications. An average of all the applicants’ rankings was established and utilized to create the committee’s composite ranking of the applications from 1 to 48. The CSL met on the afternoon of Wednesday, October 24, 2012 to discuss the ranking and recommendation regarding each application. Associate Professor Diane Loeb served as chair of the committee.

The final ranked list reflected the decisions made during this committee meeting. Although some of the applications were judged stronger than others, the Committee felt that each of the approved applications had considerable merit.

As part of the evaluation process, two committee members were asked to write narrative paragraphs about each applicant. These were combined and edited by the Committee chair. The Committee hopes that the written evaluations of each proposal and applicant provide the UCSL with helpful information for its deliberations.

Submitted by Santa Arias
2012-2013 CSL Chair
September 6, 2013

Committee on Undergraduate Studies & Advising (CUSA)
Annual Report for 2012-2013

Chair: Professor Robert Hurst, Film and Media Studies
Dean’s Office: Associate Dean Bob Goldstein
SAS: Larry Fillian, Director

This year, CUSA focused on executing curriculum reform and related policy revisions in light of the advent of the new KU Core which launches for students in Fall 2013. Our charges from Dean Anderson were three-fold: to review and determine a set of College specific degree requirements for the Bachelor of Arts degree, develop processes for assessing proposals of CLAS courses as a part of the KU Core Curriculum and to recommend nominated courses to the University Core Curriculum Committee (UCCC) for inclusion within the Core, and finally to consider the current definition of capstone courses and to recommend a timeline to establish capstone courses for all CLAS departments in future years.

First Dean’s Charge – Degree Specific Requirements

CUSA recommended to CAC the adoption of the following degree specific requirements for the Bachelor of Arts Degree beyond the requirements of the KU Core:

1. Laboratory Science. Students are expected to complete an academic credit bearing laboratory or field experience in the natural, social, or behavioral sciences in a lecture/laboratory course, a separate laboratory or field experience, or an approved independent study. The intent of this requirement is to develop empirical skills and understand the foundation on which scientific knowledge rests. These experiences allow students to engage experimental and observational methods, which present science as an active process.

2. Non-English Language. Students are expected to demonstrate the equivalent mastery of a four semester sequence of study in a single language other than English, or demonstrate the equivalent mastery of the three semesters of study in one language and the equivalent of the initial semester of study in a different language. The intent of this requirement is to understand aspects of the culture that are accessible and verifiable only through participatory competency in a language that
founds the culture’s profile, routines, behaviors, beliefs, outlooks, and vision. Acquisition of one non-English language facilitates the acquisition of further languages, allowing students to broaden their knowledge base of other cultures and deepening their ability beyond studies at KU.

3. **Quantitative Reasoning.** Students must complete a quantitative literacy course beyond College Algebra (MATH 101). Courses that would meet this requirement include those that are approved for Goal 1, Learning Outcome 2 with a pre-requisite of MATH 101 or a higher math. Additional courses approved by CUSA could also meet this requirement. The intent of this requirement is to teach students how to define a problem, analyze numerical information, apply mathematical principles, and integrate quantitative methods into problem solving.

4. **Writing.** Students are expected to complete six credit hours of writing instruction. Students whose initial placement based upon ACT/SAT/AP/IB exam score is in ENGL 101 (Composition) must complete ENGL 101 and ENGL 102 (Critical Reading and Writing). Students whose initial placement is in ENGL 102 or ENGL 105 (Freshman Honors English) must complete ENGL 102/105 and an additional course that is approved as meeting Goal 2, Learning Outcome 1 of the KU Core. The intent of this requirement is to ensure that rhetorical awareness and flexibility; critical thinking reading and writing; and effective writing strategies both within and beyond the academic environment.

These changes were approved by CAC and overwhelmingly by College Assembly.

**Second Dean’s Charge – KU Core Course Proposals**

CUSA reviewed over 1,200 total course/outcome combination proposals for recommendations for inclusion within the KU Core with over 1,100 recommendations for inclusion and 75 suggestions for nomination revisions. The nomination and review process occurred within several phases:

1. **Fast-Track Process.** Courses previously listed as principal courses were automatically eligible for inclusion within the KU Core based upon departmental and CUSA’s recommendations. Those courses were allowed inclusion for one year within the KU Core, and instructors will have to submit nominations for inclusion within the Core after the 2013-14 academic year. CUSA worked to endorse as many proposals as possible, but was unable to recommend some others for Core inclusion because CUSA did not have enough information to make a determination of whether or not a course met the learning outcomes of the Core. The departments of those courses were contacted and encouraged to submit their courses through the standard nomination process. The Dean’s Office recommended that CUSA consider several courses as meeting the US Diversity Goal (Goal 4, Learning Outcome 1), and the Integration and Creativity Goal (Goal 6). Suggested courses meeting the Integration and Creativity goal were ascertained by determining courses previously reported to the Kansas Board of Regents (KBOR) as capstone courses. After examining the KBOR definition of capstone courses, CUSA approved the suggested lists of US Diversity and Capstone courses, provided them all with their recommendations to UCCC for inclusion, and asked departments to support those nominations to the Core.

2. **Standard Nomination Process.** CUSA appointed an ad-hoc committee with faculty representatives of all divisions within the College to develop a process for evaluating standard nominations. Courses that were not initially part of the principal course list, courses that were not recommended as part of the fast-track list, and any new candidates for KU Core inclusion were reviewed through the standard nomination process. Instructors for these courses submitted a course nomination form specifying how their course meets the learning outcomes of the KU Core, a syllabus, and outcome assessment. The ad-hoc committee reviewed over 120 course proposals and submitted their recommendations for CUSA who then supplied a final recommendation for inclusion within the KU Core to UCCC.
Third Dean’s Charge – Capstone Definitions

While researching candidates for Goal 6 courses, CUSA uncovered the following definitions for capstone courses:

1. (CUSA Approved Definition) A course requiring students to synthesize the knowledge, principles, and theories presented across the curriculum of a particular discipline; and/or to complete an advanced project through the application of knowledge, skills, and responsibilities to a new setting and/or a complex problem.

2. (KBOR Approved Definition) Capstone courses/experiences for seniors provide an opportunity to integrate the full scope of one’s undergraduate learning. They engage the student in self-assessment, connect the content of courses taken with applied learning, and emphasize connections between the disciplines. Integrative learning is complex and often discipline-specific so most of the opportunities for participation in these courses/experiences will be within the major.

There seemed to be general agreement with the 2008 approved capstone definition in CUSA. Given our limited time to complete our curricular work this year, CUSA did not have the opportunity to explore ways to encourage departments to adopt capstone experiences across the College; however, it is our hope that CUSA will be able to address this charge in the future.

Curricular Related Policy Changes and Proposals

1. **Transfer Credit Articulation to BA Requirements and KU Core.** CUSA examined how principal course codes assigned to undesignated transfer credit would articulate into the new KU Core and BA Requirements. CUSA endorsed a proposal that was approved by the UCCC.

2. **Degree Specific Requirements for the Bachelor of General Studies (BGS) Degree with a Major.** CUSA submitted to CAC a proposal for the development of specific degree requirements for students pursuing the BGS degree with a major. This proposal included requirements for second language, quantitative reasoning, a laboratory experience, writing requirements, and a minor or double major. This proposal was not approved by CAC.

3. **Degree Specific Requirements for the Bachelor of General Studies Degree in Liberal Arts and Sciences (LA&S).** CUSA approved an interpretation of the BGS in LA&S in relation to its compatibility with the KU Core. CUSA felt that the English, Mathematics, and Principal Course requirements were satisfied through the Core. CUSA did however stress the need for students to complete the World Language/Culture requirement, additional Natural Science/Mathematics requirement, and the completion of courses from 15 departments.

4. **Early and Continuous Enrollment Policy.** Based upon the recommendation from the College Retention and Persistence Task Force, CUSA endorsed a policy change in the Early and Continuous Enrollment Policy for all undergraduate students. CUSA endorsed the continuation of the policy, changed the wording so that it is compliant with the KU Core, and included a slight change in how the Quantitative Literacy policy is managed. Students will be given the first year to complete their Goal 1, Learning Outcome 2 requirement as opposed to the first semester. Students must complete their Goal 2, Learning Outcome 1 requirement in the first year of study.

5. **Time to Degree and Readmission Policy.** In light of the advent of the KU Core and establishment of new curricular requirements, CUSA strongly felt that the College needed limitations on the time-to-degree window for students, and a limit on the continuation of matriculated degree requirements for students who stop attending KU for a period of time. Those time limits are ten and two years respectively.

Subcommittee Reports
1. **Academic Standards.** In addition to their student petition and curriculum revision work this past year, Academic Standards (and later CUSA) passed two revision to standard practice, one in petition approval processing and the other on substitution processing for the Mathematics requirement for the BGS degree:
   a. In close collaboration with Student Academic Services, Academic Standards defined its criteria for evaluating student petitions for exceptions to academic policy. Those criteria were vetted by various health experts on campus and the Office of General Counsel. Academic Standards delegated the evaluation of petitions to professional staff in Student Academic Services to ensure consistency and to expedite petition processing. Academic Standards will serve as an appeal body for decisions made by Student Academic Services and will receive a report on petition review results by Student Academic Services.
   b. Academic Standards adopted clearer procedures and standards for students pursuing the BGS degree requesting curricular modifications based upon learning disability for mathematics.

2. **Advising and Awards.** Advising and Awards worked on several curricular projects for CUSA. Their regular work includes the awarding of the below listed scholarships and awards:
   a. Award of Excellence in Undergraduate Advising – no nominations were presented to CUSA for this award.
   b. Paul Lawson Scholarship - $1,000 scholarship award, 18 total applicants
   c. Hilden Gibson Scholarship - $700 scholarship award, 15 total applicants
   d. Betty Wahlstedt Student Memorial - $1,000 scholarship award, 12 total applicants
   e. Veta B. Lear Award - $1,200 scholarship award and $500 Bookstore voucher, 11 total applicants
   f. Van Eekeren Family Scholarship - $1,500 scholarship award for one student and $1,000 awards for five students, 9 total applicants

3. **Curricular Changes and Degree Requirements.** Curricular Changes and Degree Requirements experienced a much higher than usual volume of curricular changes this year in addition to their discussion of the new curriculum:
   a. New Courses: 210
   b. New Programs: 4
   c. Course Changes: 196
   d. Curricular Changes: 66
   e. Course Deletions: 2