AGENDA
NOVEMBER 19, 2009, 11:00AM
STRONG HALL – ROOM 210

I. Approval of the November 5, 2009 CGS Minutes

II. Report of the Curricular Changes Subcommittee
   - New courses: BIOL 725, GERM 718, HIST 998
   - Course changes: BIOL 708, BIOL 709, BIOL 711, BIOL 716

III. Report of the Policies, Procedures and Awards Subcommittee

IV. Discussion of Student Classifications and Coursework “Stale Dates”
   Presented by Rebecca Peterson

V. New Business
I. Approval of the November 5, 2009 CGS Minutes

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

MINUTES
NOVEMBER 5, 2009, 11:00AM
STRONG HALL – ROOM 210

Members Present: Jeannette Blackmar, Bart Dean, Dale Dorsey, Boone Hopkins, Brian Laird, William Lindsey, Gwen Macpherson, Michael Moody, Ed Morris, Lisa Rausch, Kees Van der Veen, Gina Westergard
Also Present: Ray Hummert (Public Administration), Acting Associate Dean Jim Mielke, Executive Assistant Dean Rebecca Peterson, Lea Smith (COGA), Linda Stone-Ferrier (History of Art), Savanna Trent (COGA)

The meeting was called to order by Brian Laird at 11:00 AM.

Minutes

The committee approved the Minutes of October 22, 2009, as written.

Report of the Policies, Procedures and Awards Subcommittee
Presented by Ed Morris, Chair

- Presentation of new “grading” language

Grading
The +/- grading system is used in the College of Liberal Arts and Sciences; the plus or minus describes intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus are calculated as 0.3 units above or below the corresponding letter grade. The Credit/No Credit system is not used for graduate courses in the College. The P/NP grading system is only available in courses where a student is graded on a project or specific assignment that cannot be completed in one semester (e.g., courses involving public scholarship, service-learning, internship, practicum, etc.); graduate courses seeking this grade menu must receive prior approval from the College such that this grade option is noted in the course description.

Courses that are often repeated over multiple semesters (e.g., research, thesis, dissertation, etc.) while students assemble and analyze data, review literature in their fields of study, or write a graduate thesis or dissertation will use either the A-F or S/U grading systems. For each semester of enrollment in these courses, students are required to devise a plan of study with the faculty member supervising the course and discuss their progress with their instructor/mentor periodically throughout the semester such that s/he can assign a grade for work completed in that semester only; the grade awarded for the examination of a written thesis or dissertation should only be assigned to the relevant enrolled hours in the semester in which the examination takes place. If a student is not in contact with his or her mentor during the semester s/he is enrolled in this course, and/or does not meet the specifications of the plan of study made in collaboration with the faculty member supervising these hours, the student will be given a failing grade and subsequently will not receive credit for this course.

An Incomplete (I) grade may be used in any course to temporarily represent that a student has been
unable to complete a portion of the required coursework in a given semester due to circumstances beyond his or her control. Incomplete work must be finished and a permanent grade assigned before a student is eligible to take oral comprehensive exams.

All other grading policies for students enrolled in CLAS graduate courses are outlined in Article II of the University Senate Rules and Regulations (https://documents.ku.edu/policies/governance/USRR.htm).

Probation and Dismissal Guidelines. To be in good standing, a student must maintain a 3.0 cumulative grade-point average; if the grade-point average falls below 3.0, the department is notified that the student should be placed on probation. This action is followed by a letter to the student confirming the probation and explaining the student’s options.

Usually a student is placed on probation for one academic semester. If the cumulative grade-point average has not risen to 3.0 at this point, the student can either be dismissed or be allowed to continue on probation, depending on the department’s decision. If a student has a dangerously low grade-point average and is in jeopardy of never graduating, the department must write a letter explaining why the student should be allowed to continue.

A graduate student can be dismissed upon recommendation of the student’s department. Academic dismissal should occur before a semester begins; but if a student is dismissed during the semester, the dismissal is effective only at the end of the semester in which the department gives notification of dismissal.

The student is notified of dismissal. Usually a graduate student is dismissed because of a low grade-point average; however, failure of examinations or failure to make satisfactory progress toward the degree are also cause for dismissal.

If a department dismisses a student, he or she cannot be readmitted as a graduate student in any department in the College of Liberal Arts and Sciences.

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Presentation of courses that may be affected by new and proposed policies

1. PUAD 831, Professor Raymond Hummert
   Professor Hummert explained that students attend a variety of workshops to earn “credits” within the course. Students need 18 credits to complete the course. Full-time students usually finish in a reasonable period of time. However, part-time students generally take longer to meet the 18 credit requirement. An “Incomplete” grade could remain for several semesters until the student completed the course. A new advising practice has encouraged part-time students to enroll in the course during the semester they actually plan to finish the final credits, so a grade can be assigned at the conclusion of that semester.

2. HA 999, Professor Linda Stone-Ferrier
   Professor Stone-Ferrier explained that her department has been interested in shortening their students’ time to degree, and they feel that providing an A-F grading system for their dissertation hours (HA 999) increases student-mentor engagement and accelerates degree completion. While one drawback of using A-F grade menus could be grade inflation, but in her experience, that does not seem to be occurring in recent years. The use of “P” grades may have helped reflect a more accurate GPA in the past, but it did not seem to motivate students to reduce their time-to-degree. She reported a new advising practice which has been very effective. Students may not enroll in HA 999 until a “contract” is agreed upon between the student and his/her advisor. The “contract” is simply a collaborative agreement which outlines the expectations of the semester. It provides real accountability and deadlines to avoid the “floating” behavior of students enrolling in several years of dissertation credits. Professor Stone-Ferrier made it clear that the A-F grading scale is necessary for the contract to work, and she believes that the S/U grading system would not be as effective for dissertation hours.
3. MUSE 799, Professor Marjorie Swann

Professor Swann was unable to attend the meeting, so Dean Peterson provided limited information on the MUSE 799 course. In her understanding, six credits of this course are required for the MUSE degree. The program has allowed these credits to be spread over time in the program (e.g., enrolling in two credits each semester for three semesters) to reflect the time a student spends on this course over a multi-semester period, as well as to enable the student more time to finance the high number of course credits required. An “Incomplete” grade has been used as the “placeholder” until the student’s final report for the course could be fully evaluated. The grading policies under review may have an impact on the grading practices of this course.

Highlights:

- **Discussion**

  Concerns were presented on the language in the grading policy. The first sentence of the second paragraph includes the phrase, “…will use either the A-F or S/U grading systems.” This may not allow enough flexibility for departments and faculty members to use P/NP grades with certain courses (e.g. dissertation, thesis, research), as is the practice in some graduate programs today. The unique feature of P/NP is that the grade may be changed after the work is complete (Note: This grading system, and the rules governing it, are still under review by AP&P). Some graduate programs may want to have a final thesis or dissertation grade given retroactively to all hours in which the student labored on this work. Yet, the presentation of how dissertation credits are evaluated in the Department of History of Art was compelling, and some members thought it might be important to evaluate a student’s research plan and completion each semester rather than to allow one final grade to count for semesters in which little to no work was completed. Additionally, the current language does not include an adequate phrase to describe the work of students from the School of the Arts. They do not necessarily “analyze data” or “write a thesis.” Lastly, the sentence stating, “…this grade option is noted in the course description,” is a concern because grading options are rarely included in the course description. The Subcommittee will take all of this input from the full committee under advisement to revise the language further.

- **Presentation of post-comprehensive enrollment deliberations to date**

  Ed Morris, Jeannette Blackmar, and Boone Hopkins recently met with different individuals to discuss the impact that post-comprehensive enrollment may have on students, such as financial aid implications. They each provided a report of their findings, and will initiate follow-up discussions as needed.

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**Proposed Changes in Graduate Education Policies and Procedures**

**Goals:**

1. To promote further graduate student engagement with faculty and graduate mentors
2. To increase the number of external sources that fund graduate student work
3. To increase graduate program completion rates
4. To decrease graduate program time to degree
5. To report accurately the time students and faculty commit to post-candidacy work
6. To reduce the administrative time spent monitoring post-comprehensive requirements

**Means for achieving these goals:**
1. Encourage and provide flexibility to graduate programs for structuring their pre- and post-candidacy hours to maximize their students’ early and continued engagement in research with faculty and graduate mentors.

2. Set aside tuition funds for the competitive awarding and cost-sharing of external funds for graduate student work in order to create incentives (e.g., benefits and tuition assistance) for graduate students to write grants and seek pre-doctoral fellowships.

3. Create a tuition structure in which pre-candidacy tuition remains linear up to nine credit hours (i.e., full-time enrollment), while post-candidacy tuition is a greatly reduced flat fee for full-time enrollment (but a fee greater than that required for one credit hour). This would eliminate the five-month rule (i.e., the requirement that students wait five months between their comprehensive, qualifying, or portfolio exam and their doctoral exams) and the 18-hour requirement before students may reduce their enrollments to one credit hour (along with applying hours taken during the semester the exams are passed to count toward the 18 hours).

4a. Encourage graduate programs to advance students to successful Ph.D. candidacy with policies and procedures that promote students’ preparation for candidacy before undertaking a significant portion of their dissertation research (and thus reduce their pre-candidacy tuition).

4b. Encourage graduate programs to advance students to the successful completion of their Ph.D. degrees with policies and procedures that minimize the time they spend completing them (and thus reduce their years of post-candidacy tuition).

5. Create a model that produces more accurate information gathering and statistics regarding how post-candidacy students spend their time completing their degrees (e.g., how much time students and faculty commit to post-candidacy work).

6. Create a model that allows more efficient monitoring of post-comprehensive requirements (e.g., by requiring no minimum number of post-candidacy credit hours students to graduate, administrative time currently spent counting these hours would be eliminated or dramatically reduced).

These goals and the means for achieving them will be completed with the following specific action:

Create a University Graduate Task Force comprised of stakeholders in academic departments, financial aid, grants and fellowships, international programs, human resources, and University administration (i.e., Registrar, Payroll, Graduate Studies) to create a comprehensive model to present to the Board of Regents.

We hope this model can accomplish the following:

1. Create a revenue neutral tuition structure for the University

2. Stipulate that full-time (year-round) enrollment for graduate students is nine hours each Fall and Spring

3. Ensure that all stakeholders recognize students as full-time (year round) with Fall/Spring (but not summer) enrollment

4. Require summer enrollment only for students who are taking their qualifying exams or completing their degrees that summer

5. Set a reduced tuition for post-candidacy enrollment that still encourages students to finish their degrees

6. Create a fund administered by Research and Graduate Studies for cost-sharing with departments to provide graduate students who garner outside funding with GTA/GRA benefits.
Discussion

Since this was a preliminary report, discussion from the full committee was limited. There was a general consensus that the Subcommittee members were on the right track, and the full committee looks forward to hearing more from their information gathering at a future meeting.

Dean’s charge on cross listing courses

One of the Dean’s charges to the CGS is as follows: "Determine best practices or procedures for the College Office of Graduate Affairs receiving curricular changes and for the academic units proposing new courses (including cross-listings of existing courses) that may include content that would be of interest or of concern to another academic unit at the university."

Gwen Macpherson reported for the Curricular Changes Subcommittee regarding discussions on this charge to date. She posed questions on how departments receive funding based on credit hours from cross-listed courses and requested an explanation of the rationale behind encouraging departments to cross-list courses.

Dean Rebecca Peterson provided clarification on what this Dean’s charge is aimed to address. Currently, there are no clear guidelines for the subcommittee members, departments, or COGA staff to effectively collect and evaluate consultation regarding cross-listing courses. For example, curricular change forms were presented at the final CGS meeting of Spring 2009 for GINS 801 and GEOG 801. To date, the courses have not been forwarded to CAC due to intermittent communication among those involved. The subcommittee is encouraged to develop a set of practices to best streamline the process of reviewing cross-list requests.

The meeting was adjourned by Brian Laird at 12:30 PM.

Upcoming Meetings

The next meeting of the Committee on Graduate Studies is Thursday, November 19, 2009, 11:00 AM, 210 Strong Hall

Respectfully submitted by Savanna Trent, COGA

Addendum A:
Contract for Fall 2007 Dissertation Hours

Advisor: Dr. Charles Eldredge

Dear Dr. Eldredge,

Per our conversation this morning, below is an outline for earning twelve dissertation hours in the 2007 Fall semester:

First half of the semester:

Upon successful completion of my comprehensive exams (September 10th), I will prepare my dissertation proposal on Thomas Hicks. This will include chapter topics with a short paragraph description. I will submit a copy to you by October 8th. It will be corrected, revised, and resubmitted to you by October 12th for discussion at the October 19th faculty meeting.

Second half of the semester:

I will update the Hicks painting catalogue and submit it for your approval.

I will have (at least) one chapter outline for your approval.

I will also investigate and submit potential grant applications for Hicks archival research.

Advisor Signature 5-24-07

Student Signature
Dissertation Contract:

Letter grades will be based upon a contract to be developed in advance of each semester between the student and the advisor. These agreements will indicate the progress the student expects to make during the term. Specific plans for each student will vary. For example, one might propose to outline the text; another to draft a chapter; or, complete archival research in X; or, complete and submit the dissertation proposal, etc. These contracts should be developed in concert with the advisor, i.e., the student proposes a reasonable amount of work to be accomplished, and the advisor concurs or suggests alternatives. With agreement reached between student and advisor, the student will then be expected to complete the agreed upon work and, at the end of the semester, will be graded accordingly.

In grading each advisor will use his or her own judgment. Satisfactory progress as outlined in the contract should be indicated by a grade of A; less satisfactory progress by a grade of B; unsatisfactory progress by a grade of C in the first instance, D in the second consecutive instance, and F in the third consecutive instance. The grade of F on dissertation hours will result in the student's status in the graduate program being reviewed by the graduate faculty.
II. Report of the Curricular Changes Subcommittee

The Curricular Changes Subcommittee recommends the following curricular changes to the CGS:

- **New courses:** BIOL 725, GERM 718, HIST 998
- **Course changes:** BIOL 708, BIOL 709, BIOL 711, BIOL 716

**NEW COURSES**

- **ECOLOGY & EVOLUTIONARY BIOLOGY: BIOL 725**
  
  **CHANGE: NEW COURSE**  
  **BIOL 725 Aquatic Entomology** (4). Identification of aquatic insects and detailed study of their community structure and dynamics. The external morphology of all aquatic orders will be covered, followed by consideration of specific physiological and behavioral adaptations that facilitate an aquatic existence. Includes both lectures and laboratory exercises. Requirements include making a collection of aquatic insects. Meets concurrently with BIOL 525; students taking the course at the 700 level will have additional assignments. Prerequisite: BIOL 414 or BIOL 500 or permission of instructor. LEC

  **JUSTIFICATION**
  
  The Entomology group within Ecology and Evolutionary Biology currently offers a 5 credit course, BIOL 525 Aquatic Entomology. We propose creating a 700 level companion course, which would create a 500/700 level pair of courses parallel to those proposed for our other advanced entomology classes. This course will be taught by a newly hired faculty member in EEB. His plans for teaching the course include reducing the number of lecture hours from four to three per week, and number of lab hours from four to three per week, thus justifying the reduction in credit hours from 5 to 4 hours.

- **GERMANIC LANGUAGES & LITERATURES: GERM 718**
  
  **CHANGE: NEW COURSE**  
  **GERM 718 Topics in German Language and Linguistics:** (3). Intensive study of a selected topic in German language and linguistics. May be repeated for credit. LEC

  **JUSTIFICATION**
  
  On 718, the faculty would like to be able to offer a variable topics course at the graduate level in German language/linguistics and at present there is no such course. We have 716 for literature and also 852--and there is one for culture topics, 751. It is also part of the expanding offerings in German applied linguistics/language pedagogy at the graduate level.

- **HISTORY: HIST 998**
  
  **CHANGE: NEW COURSE**  
  **HIST 998 Portfolio Preparation.** (1-6) Writing and editing of materials in the student's professional portfolio. Prerequisite: permission of the instructor. RSH
JUSTIFICATION

The adoption of the portfolio exam system in the Department of History in 2005 has brought to light a question: what course should graduate students sign up for when they are devoting a share of their time to preparing the portfolio? It is not appropriate for them to sign up for History 999, dissertation hours, before the semester in which they take the Comprehensive Oral Examination and become ABD. (In the past, some students have signed up for History 999 (Dissertation Hours), but these hours neither count towards the department's requirement of 33 credits pre-ABD, nor for the Graduate School's requirement of 18 post-ABD credits.) Nor is History 800 (Readings in: ________) appropriate, because it usually involves fulfilling a specific course of reading and writing with one professor, instead of the broader work with an entire committee involved in preparation of the portfolio. Oftentimes, though, students must sign up for at least 6 credit hours to maintain full-time status and eligibility to hold a GTA or GRA.

History 998, Portfolio Preparation, would solve these problems. It would resemble History 800, in that students sign up for independent work with a specific professor, usually the advisor, rather than in a classroom setting. Also like History 800, the course may be taken for 1-6 credit-hours, as the student and advisor deem appropriate. Students could then register for History 998 to reflect the time and effort they are putting into the compiling of their portfolios.

In addition, History 998 would help to solve the problem part-time students have in fulfilling the Graduate School's full-time residency requirement. As things stand, students who take only one course per semester cannot satisfy the Graduate School requirement. However, by adding History 998, students can meet that requirement without the inconvenience of coming to campus twice (or more) each week. Portfolio preparation could be carried out easily via electronic contact.

To prevent abuse of the History 998 number, there should be several restrictions:

1) History 998 must be in addition to the 33 credit-hours required for the PhD, or towards the 30 credit-hours required for the MA.
2) Students may not take more than a total of 12 credits of History 998.
3) The student's advisor must approve of the student registering for History 998, even if the student takes it with another faculty member.
4) The student must present the portfolio-in-progress to the course instructor (advisor) at the beginning and at the end of the semester in order to demonstrate the fulfillment of work for the course.

COURSE CHANGES

- ECOLOGY & EVOLUTIONARY BIOLOGY: BIOL 708, BIOL 709, BIOL 711, BIOL 716

CHANGE: COURSE DESCRIPTION

(OLD)

BIOL 708 External Morphology of Insects (4). A study of external structure common to all insect orders, with detailed comparative laboratory studies of representative species. Prerequisite: BIOL 500, BIOL 502 or equivalent, or permission of instructor. LEC
(NEW)

**BIOL 708 External Morphology of Insects** (4). A study of external structure common to all insect orders, with detailed comparative laboratory studies of representative species. Includes both lectures and laboratory exercises. Meets concurrently with BIOL 528; students taking the course at the 700 level will have additional assignments. Prerequisite: BIOL 500 and BIOL 502 or equivalents, or permission of instructor. LEC

**JUSTIFICATION**

We are adding 500-level versions of these courses. These courses are currently available to undergraduates who have completed the necessary prerequisites (Biol 500, Biology of Insects, Biol 502, Laboratory in Insect Biology). Undergraduates who take these courses can use them to fulfill various requirements for the BS in Organismal Biology or the BS in Ecology and Evolutionary Biology. However, some students who might take these courses are deterred by the 700 listing and the heavy work load required. We propose to create companion courses carrying numbers in the 500s that more clearly target junior and senior undergraduates. The 500 and 700 level versions of each course will meet concurrently, but the 700 level versions will require more assignments than the 500 level versions. We feel 500 level companion courses are appropriate because a full course description will be visible in the undergraduate catalogue, and because a less intense set of requirements for undergraduates will put these courses in line with the requirements of a typical junior-senior level course in the biological sciences. The intended effect is to make the courses more accessible to undergraduates and to increase undergraduate enrollment in these courses. We prefer 500 level rather than 400 level numbering because the prerequisites for each of these courses are 500 level classes.

**CHANGE: CREDITS, PREREQUISITE, COURSE DESCRIPTION**

(NEW)

**BIOL 709 Immature Insects** (3). The classification, structure, and ecological distribution of immature insects, especially larvae of Holometabola. Includes both lectures and laboratory exercises. Meets concurrently with BIOL 529; students taking the course at the 700 level will have additional assignments. Prerequisite: BIOL 502 or permission of instructor. LEC

**JUSTIFICATION**

a. This course is one of several for which we are proposing companion 500-level courses. These courses are currently available to undergraduates who have completed the necessary prerequisites (Biol 500, Biology of Insects, Biol 502, Laboratory in Insect Biology). Undergraduates who take these courses can use them to fulfill various requirements for the BS in Organismal Biology or the BS in Ecology and Evolutionary Biology. However, some students who might take these courses are deterred by the 700 listing and the heavy work load required. We propose to create companion courses carrying numbers in the 500s that more clearly target junior and senior undergraduates. The 500 and 700 level versions of each course will meet concurrently, but the 700 level versions will require...
more assignments than the 500 level versions. We feel 500 level companion courses are appropriate because a full course description will be visible in the undergraduate catalogue, and because a less intense set of requirements for undergraduates will put these courses in line with the requirements of a typical junior-senior level course in the biological sciences. The intended effect is to make the courses more accessible to undergraduates and to increase undergraduate enrollment in these courses. We prefer 500 level rather than 400 level numbering because the prerequisites for each of these courses are 500 level classes.

CHANGE: COURSE DESCRIPTION

(OLD)
BIOL 711 Insect Systematics (4). A study of the diversity of insects, including the classification of all living and fossil orders and the more common families primarily on the basis of external morphology. The biology, ecology, phylogeny, and geological history of each order will be covered. Includes both lectures and laboratory exercises. Prerequisite: BIOL 500, BIOL 502 or equivalent, or permission of instructor. LEC

(NEW)
BIOL 711 Insect Systematics (4). A study of the diversity of insects, including the classification of all living and fossil orders and the more common families primarily on the basis of external morphology. The biology, ecology, phylogeny, and geological history of each order will be covered. Includes both lectures and laboratory exercises. Meets concurrently with BIOL 521; students taking the course at the 700 level will have additional assignments. Prerequisite: BIOL 500 and BIOL 502 or equivalents, or permission of instructor. LEC

JUSTIFICATION
We are adding 500-level versions of these courses. These courses are currently available to undergraduates who have completed the necessary prerequisites (Biol 500, Biology of Insects, Biol 502, Laboratory in Insect Biology). Undergraduates who take these courses can use them to fulfill various requirements for the BS in Organismal Biology or the BS in Ecology and Evolutionary Biology. However, some students who might take these courses are deterred by the 700 listing and the heavy work load required. We propose to create companion courses carrying numbers in the 500s that more clearly target junior and senior undergraduates. The 500 and 700 level versions of each course will meet concurrently, but the 700 level versions will require more assignments than the 500 level versions. We feel 500 level companion courses are appropriate because a full course description will be visible in the undergraduate catalogue, and because a less intense set of requirements for undergraduates will put these courses in line with the requirements of a typical junior-senior level course in the biological sciences. The intended effect is to make the courses more accessible to undergraduates and to increase undergraduate enrollment in these courses. We prefer 500 level rather than 400 level numbering because the prerequisites for each of these courses are 500 level classes.
CHANGE: PREREQUISITE, COURSE DESCRIPTION

(OLD)
BIOL 716 Insect Physiology and Internal Morphology (3). Emphasizing the interdependence of structure and function, the course deals with the mechanisms and integration of the internal life-supporting systems of insects. Prerequisite: BIOL 502 and BIOL 600 or consent of instructor. LEC

(NEW)
BIOL 716 Insect Physiology and Internal Morphology (3). Mechanisms and integration of the internal life-supporting systems of insects, emphasizing the interdependence of structure and function. Meets concurrently with BIOL 526; students taking the course at the 700 level will have additional assignments. Prerequisite: BIOL 408 and BIOL 500, or permission of instructor. LEC

JUSTIFICATION
a. This course is one of several for which we are proposing companion 500-level courses. These courses are currently available to undergraduates who have completed the necessary prerequisites (Biol 500, Biology of Insects, Biol 502, Laboratory in Insect Biology). Undergraduates who take these courses can use them to fulfill various requirements for the BS in Organismal Biology or the BS in Ecology and Evolutionary Biology. However, some students who might take these courses are deterred by the 700 listing and the heavy work load required. We propose to create companion courses carrying numbers in the 500s that more clearly target junior and senior undergraduates. The 500 and 700 level versions of each course will meet concurrently, but the 700 level versions will require more assignments than the 500 level versions. We feel 500 level companion courses are appropriate because a full course description will be visible in the undergraduate catalogue, and because a less intense set of requirements for undergraduates will put these courses in line with the requirements of a typical junior-senior level course in the biological sciences. The intended effect is to make the courses more accessible to undergraduates and to increase undergraduate enrollment in these courses. We prefer 500 level rather than 400 level numbering because the prerequisites for each of these courses are 500 level classes.

b. The Entomology group within Ecology and Evolutionary Biology currently offers BIOL 716, Insect Physiology and Internal Morphology. We wish to change the prerequisites for this course and its new companion course, BIOL 526, from BIOL 502 (Laboratory in Insect Biology) and BIOL 600 (Biochemistry) to BIOL 408 (Physiology of Organisms) and BIOL 500 (Biology of Insects). The BIOL 502 lab now emphasizes natural history and identification of insects, and provides little background in physiology. BIOL 600 provides little background in organism level physiology. The background in insect biology provided by BIOL 500, and the survey of physiological principles provided by BIOL 408 are more effective preparation for these advanced physiology courses.
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   Presented by Rebecca Peterson

V. New Business