I. Approval of the November 19, 2009 CGS Minutes

II. Report of the Curricular Changes Subcommittee
   • New courses: GERM 904, GEOG 801
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III. Report of the Policies, Procedures and Awards Subcommittee
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    • Approval of grading policy language

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I. Approval of the November 19, 2009 CGS Minutes

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

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

Members Present: Bart Dean, Dale Dorsey, Boone Hopkins, Brian Laird, William Lindsey, Ed Morris, Lisa Rausch, Kees Van der Veen, Gina Westergard
Also Present: Acting Associate Dean Jim Mielke, Executive Assistant Dean Rebecca Peterson, Lea Smith (COGA), Savanna Trent (COGA)

The meeting was called to order by Brian Laird at 11:05 AM.

Minutes

The committee approved the Minutes of November 5, 2009, as written.

Report of the Curricular Changes Subcommittee
(Reported by Dale Dorsey)

- The Curricular Changes Subcommittee presented and recommended approval of the following new courses to the CGS: BIOL 725, GERM 718, HIST 998

The CGS approved the following 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.

- The Curricular Changes Subcommittee presented and recommended approval of the following course changes to the CGS: BIOL 708, BIOL 709, BIOL 711, BIOL 716

The CGS approved the following changes in course listings:

- **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
(OLD)
BIOL 709 Immature Insects (2). The classification, structure, and ecological
distribution of immature insects, especially larvae of Holometabola. Prerequisite:
BIOL 502 and consent of instructor. LEC

(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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**Report of the Policies, Procedures and Awards Subcommittee**
(Reported by Ed Morris and Boone Hopkins)

- **Continuous enrollment**

  Boone Hopkins recently asked two of his colleagues about their perspective of continuous enrollment policies, and how it may impact outside funding or international students. He reported that one colleague considered summer enrollment to be an issue. It can be difficult to pay for tuition without being a GTA, and also if outside funding does not cover tuition expenses. The second colleague’s response was that continuous enrollment may help keep international students on track to getting the degree.

  Discussion and questions ensued regarding funding from grants, fellowships, endowment, and GRA appointments. Dr. Laird brought up a point about how KU Endowment has specific requirements set to provide certain types of funding. Dr. Peterson mentioned a case in which a student chose to decline outside funding due to the implications it had on university employment, which in turn affects health insurance, tuition rates, and spousal benefits. Lisa Rausch described how she plans to do field research in Brazil during the summer. She felt that one credit hour, at most, would appropriately reflect her use of university resources, as opposed to three credits of enrollment that is required after students pass their comprehensive exams. Additionally, she thought it would be ideal if a student could be responsible for post-comprehensive credit hours when the student has a GTA appointment upon his/her return from field research. If this was not a possibility, another suggestion was to have a special rate for field research credits. Concerns were raised regarding potential abuse of the special rate, so there would need to be stringent guidelines in place if this rate were made available. The committee was also not sure how one would define “field research.”

- **Grading policy**

  Dr. Morris presented a new draft of the grading policies for the CGS to review:

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**Proposed Changes to the CLAS Graduate Catalog – Grading Policies**

**Grading**

Incomplete (I) grades are used in any course to note, temporarily, that students have been unable to complete a portion of the required coursework that semester due to circumstances beyond their control. Incomplete work must be finished with a permanently assigned grade before students are eligible to take their oral comprehensive examinations.
Progress/No Progress (P/NP) grades are used in public scholarship (e.g., service learning) and internship courses in which students are graded on projects or assignments that cannot be completed that semester. Once the course is completed, the Ps and NPs revert to the course grade. Departments or programs that prefer to use this grading system in other courses must obtain approval from the College before doing so (see below).

A-F or S/U grades are used in all other courses, including those that are repeated across semesters, for instance, in courses in which students are collecting, assembling, or analyzing data; reviewing a research or scholarly literature; creating or exhibiting artifacts or portfolios; or writing theses or dissertations (e.g., research, thesis, dissertation hours). Each semester that students enroll in these courses, they must devise a plan of study in writing with their instructors and contact them periodically throughout the semester to discuss their progress, such that instructors can assign A-F or S/U grades for the work completed that semester. Students are evaluated on their execution of their plans of study each semester. The evaluations that students receive for the defense of their thesis, dissertation, artifact, or portfolio pertain only to the course grade assigned in the semester in which these requirements are completed. Departments and programs that prefer to use P/NP grades for these courses, in lieu of A-F or S/U grades, may petition the College for approval to do so.

Plus/minus (+/–) grades are used in the College of Liberal Arts and Sciences. The plus or minus sign describes intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades are calculated as 0.3 units above or below the corresponding letter grade. Credit/No Credit grades are not used for graduate courses in the College.

Committee members raised concerns and suggested the following revisions:

- Third paragraph, delete both instances of “artifacts”
- Final paragraph’s first sentence, replace “grades are used” to “grades can be used”
- The third paragraph’s second sentence generated much discussion because it may be viewed as too restrictive and difficult to enforce.

*This item will be placed on the Chair’s Desktop, and the committee is encouraged to make recommendations for new language.*

A new draft of the policy will be presented at the next meeting after suggestions are collected and reviewed by Dr. Laird.

**Discussion of Student Classifications and Coursework “Stale Dates”**
(Reported by Rebecca Peterson)

Dr. Peterson reported that the Office of the Registrar and Research & Graduate Studies will distinguish between “Discontinued” and “Voluntarily Discontinued” student status. She posed a question to the committee regarding students who decide to return to pursue a degree when their core coursework is many years old. Could it be an issue if a student is awarded a degree in 2010, but completed core courses over 10, 15, or 20 years ago? Should there be a standard “stale date” to indicate that a course completed x number of years ago cannot count towards a degree for being outdated? She requested the committee’s feedback for procedural assistance regarding this matter.

The goal is to attain some degree of quality control. To place a standard would prompt the College Office of Graduate Affairs to request a petition to address “stale” courses. A motion was made to recommend requiring a petition, or similar process, to address courses more than 10 years old to count towards the degree. The motion was seconded, and it was approved unanimously.

*This item will be placed on the Chair’s Desktop, and the committee is encouraged to provide further feedback or suggestions regarding how this policy will be written.*
New Business

Dr. Peterson announced that Lea Smith was being nominated for Employee of the Month. This is an excellent opportunity to recognize Lea’s hard work in the College Office of Graduate Affairs. Committee members were invited to write letters to support her nomination. Letters may be sent to Anne Sawyer in the College Dean’s Office (200 Strong Hall) by November 30, 2009, or directly to the Department of Human Resources & Equal Opportunity (103 Carruth-O’Leary Hall) by December 1, 2009. Letters can also be sent via email to hrdept@ku.edu

There being no further business, the meeting was adjourned by Brian Laird at 12:10 PM.

Upcoming Meetings

The next meeting of the Committee on Graduate Studies is Thursday, December 10, 2009, 11:00 AM, 210 Strong Hall

Respectfully submitted by Savanna Trent, COGA
II. Report of the Curricular Changes Subcommittee

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

- New courses: GERM 904, GEOG 801
- Course changes: GINS 801

NEW COURSES

- GERMANIC LANGUAGES & LITERATURES

GERM 904 Gothic and Its Closest Relatives (3). A survey of the earliest Germanic languages with an emphasis on the comparative phonology and grammar of Gothic, Old High German, and Old Saxon as well as the reading of selections of major texts in those three languages. LEC

JUSTIFICATION
To combine parts of 901, 902, and 903 into one semester rather than devoting an entire semester to each of those Germanic languages (Gothic, Old High German, and Old Saxon) since we don't have the luxury of such exclusive courses anymore. But no one wants to eliminate them at this time either.

- GEOGRAPHY

GEOG 801 Indigenous Peoples of the World (3). A survey of the varied responses of global Indigenous peoples as a result of the imposition of externally-dominated economic and political systems. An overview of diverse, thematic issues such as land rights, economic development, resources and cultural patrimony, languages, knowledge systems, and women’s rights from the perspectives of Indigenous societies around the world. Detailed studies of Indigenous peoples seeking recognition and protection under international law will be used. Meets concurrently with GINS 601; students taking the course at the 800 level will have additional assignments. (Same as GINS 801). LEC

JUSTIFICATION
Since this course will be taught in the department as a cross-listed course with Global Indigenous Nations Studies into the foreseeable future, this will provide its own unique designation.

COURSE CHANGES

- GLOBAL AND INDIGINEOUS NATIONS STUDIES

CHANGE: COURSE DESCRIPTION, CROSS LISTING

(OLD) GINS 801 Indigenous Peoples of the World (3). A survey of the native peoples of the world at the time of contact with Europeans. An overview will be presented of various Indigenous cultures. A few detailed studies of selected groups will be used to explore environmental settings, settlements and subsistence patterns, and the world view of the Western Hemisphere’s Indigenous societies. LEC

(NEW) GINS 801 Indigenous Peoples of the World (3). A survey of the varied responses of global Indigenous peoples as a result of the imposition of externally-dominated economic and political systems. An overview of diverse, thematic issues such as land rights,
economic development, resources and cultural patrimony, languages, knowledge systems, and women’s rights from the perspectives of Indigenous societies around the world. Detailed studies of Indigenous peoples seeking recognition and protection under international law will be used. Meets concurrently with GINS 601; students taking the course at the 800 level will have additional assignments. (Same as GEOG 801). LEC

JUSTIFICATION
The department of Geography requested a cross-listing of it, and both Geography and Global Indigenous Nations Studies determined that the course description needed revision. Geography's approval is below in an email to Dean Peterson on Nov.4, in the early morning. "Becca: The Geography Department approves the revised course description for Geog 801/GINS 801. Please let me know if we need to submit a new curricular change form. Thank you. Beverly Koerner Geography Department University of Kansas"

III. Report of the Policies, Procedures and Awards Subcommittee

- Grading policy discussion
- Approval of grading policy language

Proposed Changes to the CLAS Graduate Catalog – Grading Policies

Grading

Credit/No Credit grades are not used for graduate courses in the College.

Incomplete (I) grades are used to note, temporarily, that students have been unable to complete a portion of the required coursework during that semester due to circumstances beyond their control. Incomplete work must be completed with an A-F or S/U grade within the time period prescribed by the course instructor. Oral comprehensive examinations may not be scheduled until all I grades have been replaced with final course grades.

Progress/No Progress (P/NP) grades are only used in public scholarship (e.g., service learning) and internship courses in which students are graded on projects or assignments that cannot be completed that semester. Once the projects or assignments are completed, the Ps and NPs revert to the course grade. NOTE: “and NPs” or entire sentence may be removed if NP is not approved by the Senate or new language does not match.

A-F or S/U grades are used in all other courses, including those that are repeated across semesters. The latter include courses in which students are collecting, assembling, or analyzing data; reviewing a research or scholarly literature; creating portfolios; or writing theses or dissertations (e.g., research, thesis, and dissertation hours). Students in these courses are expected to develop plans of study with their instructors and to contact these instructors throughout the semester to discuss their progress or changes in their plans. Instructors assign grades based on the quantity and quality of the work students complete that semester. The grades that students receive in the last semester of these courses (e.g., for completing data analyses and literature reviews, exhibiting portfolios, defending theses or dissertations) apply only to that semester. If a department or program has a course for which the P/NP grading system may be more appropriate than the A-F or S/U grading system, it must petition the College for approval.
Plus/minus (+/–) grades may be used in the College. The plus or minus sign describes intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades are calculated as 0.3 units above or below the corresponding letter grade.

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).

IV. Continued Discussion of Student Classifications and Coursework “Stale Dates”

   Presented by Rebecca Peterson

V. New Business