I. Approval of September 20, 2016, minutes.

M/S/P to approve minutes.

II. First Readings:

A. Geography & Earth Science

New courses

1. **ESC 527** - new course; title "Water Resources;" 3 credits; cross-listed with GEO 527; slash with ESC/GEO 427; effective Fall 2016.
2. **ESC 528** - new course; title "Past Environmental Change;" 3 credits; cross-listed with GEO 528; slash with ESC/GEO 428; effective Fall 2016.
3. **GEO 527** - new course; title "Water Resources;" 3 credits; cross-listed with ESC 527; slash with ESC/GEO 427; effective Fall 2016.
4. **GEO 528** - new course; title "Past Environmental Change;" 3 credits; cross-listed with GEO 528; slash with ESC/GEO 428; effective Fall 2016.
5. **GEO 588** - new course; title "Spatial Data Analysis;" 3 credits; slash with GEO 488; effective Spring 2016.

Course revisions

6. **ESC 522** - course revision; course description change; prerequisite change; cross-listed with GEO 522; slash with ESC/GEO 422; effective Spring 2017.
7. **ESC 525** - course revision; prerequisite change; cross-listed with GEO 525; slash with ESC/GEO 425; effective Spring 2017.
8. **ESC 526** - course revision; title change; prerequisite change; description edit; cross-listed with GEO 526; slash with ESC/GEO 426; effective Spring 2017.
9. **ESC 530** - course revision; title change; prerequisite change; cross-listed with GEO 530; slash course with ESC/GEO 430; effective Spring 2017.
10. **ESC 560** - course revision; title change; course description change; cross-listed with GEO 560; slash course with ESC/GEO 460; effective Spring 2017.
11. **GEO 522** - course revision; title change; course description change; prerequisite change; cross-listed with ESC 522; slash with ESC/GEO 422; effective Spring 2017.
12. **GEO 525** - course revision; prerequisite change; cross-listed with ESC 525; slash with ESC/GEO 425; effective Spring 2017.
13. **GEO 526** - course revision; title change; prerequisite change; description edit; cross-listed with ESC 526; slash with ESC/GEO 426; effective Spring 2017.
14. **GEO 530** - course revision; title change; prerequisite change; cross-listed with ESC 530; slash course with ESC/GE 430; effective Spring 2017.

15. **GEO 560** - course revision; title change; course description change; cross-listed with ESC 560; slash course with ESC/GE 460; effective Spring 2017.

M/S/P to approve on first read with revisions to slash courses' instructional methods, evaluation procedures, and principle activities to include the difference for graduate students.

III. Consent Items: None

IV. Information Item: None

V. Old Business: Special Charge from Faculty Senate to Review Slash Policy

*Chris Bakkum, Registrar, presented a first draft of the changes to UWL’s Slash Course Policy. (See attached.) The Committee offered suggestions, including ideas on how the CIM forms for slash courses should be updated to reflect the policy changes. Chris Bakkum and Steve Simpson, Graduate Studies Director, will incorporate the changes and bring back another draft for the next meeting. Sandy Grunwald, Associate Vice Chancellor, will be invited to give more background on what the Higher Learning Commission is looking for in a slash course policy.*

VI. New Business: None


Meeting adjourned: 4:48 pm

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**10-4-2016 Attachment**

**Policy Action for Slash Courses (DRAFT)**

Proposed by GCC Fall 2016

The 2016-2017 charge letter from Faculty Senate to the Graduate Curriculum includes the following:

Work with UCC to revise the slash course policy from 2011 (attached). The argument made in 2011 was that 500-level courses are taught at a graduate level, and the undergraduates must operate at a graduate level, precluding the need for extra work in a 500-level course for the graduate students. HLC doubted this claim, especially since many 500-level courses have far more undergraduates than graduate students. Although it might be tempting to simply return to the former policy of requiring something “extra” of graduate students, it would be a good idea to ensure that this is the best approach. Please submit your revisions to Faculty Senate no later than February 1.
This charge is in reference to Item 4 of the 2011 revision to slash courses which reads:

Charge the Office of Records and Registration to revise the current LX form by eliminating the request for information on the differences between undergraduate and graduate experiences in 400/500 slash courses. Graduate-level learning outcomes, course content, mode and/or method of delivery, and assessment procedures should be inherent to the structure of the course.

Slash Course Policy: At a comprehensive university, there are courses appropriate for both graduate students and upper level undergraduates. At UWL, these courses are designated 400/500-level courses. While the content for graduate students and undergraduates may be similar, even identical, there should be a distinction in learning outcomes. In most instances, the learning outcomes of the graduate students should explicitly include a level of analysis and synthesis that exceeds expectations of the undergraduate students. These different outcomes and/or different levels of expectations should be stated explicitly in the syllabi (either separate undergraduate and graduate syllabi or a clearly stated section of a common syllabus).

On the subject of slash courses, the Graduate Curriculum Committee proposes:

1. The CIM report for slash courses should 1) in the Objectives/Learning Outcomes section, identify distinctions in learning outcomes for the undergraduate students and the graduate students and 2) complete the new section titled Difference between the undergraduate and graduate experience (see below).

In the guidelines for Course Objectives and/or Learning Outcomes, include the following statement:

A distinction should be made between learning outcomes for students taking the course for undergraduate credit and those taking the course for graduate credit. In most cases this distinction should include skills in analysis, synthesis, and/or evaluation at the graduate level. The differences in learning outcomes should be listed in the course syllabus.

Difference between the undergraduate and graduate experience

Complete one of the following statements.

□ Although this course is taught largely at a graduate level, the following steps have been taken to also make it accessible to upper level undergraduates. These steps should not be the watering down of the entire course, but specific accommodations for the undergraduates (e.g., different assignments, different expectations, different readings).
Although a significant portion of this course is offered at an undergraduate level, graduate students are receiving a graduate level experience because of the following graduate-only expectations:

*A slash course must be “a graduate level experience” for the graduate students in the course. Simply requiring an additional paper may not signify a graduate experience. Examples of requirements that may contribute to a graduate experience include, but are not limited to, 1) opportunities to teach or co-teach, 2) graduate-only discussion sessions, 3) community outreach/service, 4) writing or research assignments that clearly elevate student analysis of the course content to a graduate level.

2. Eventually all slash courses will revise learning outcomes and complete the new *Difference between the undergraduate and graduate experience* section.

- Beginning Spring 2017, all slash courses (both new and revised) brought before the Graduate Curriculum Committee and/or the Undergraduate Curriculum Committee will differentiate learning outcomes and complete the new *Difference between the undergraduate and graduate experience* section.

- No later than May 2018, all slash courses that have no stated additional requirements for graduate students must revise their CIM documents to include revised learning outcomes and a completed *Difference between the undergraduate and graduate experience* section.

- All slash courses that currently have additional requirements of graduate students will not have to go before either curriculum committee solely to address this matter.

- However, when the course comes before either curriculum committee for any other reason, revised learning outcomes and the *Difference between the undergraduate and graduate experience* section of the CIM report will have to be updated.