Graduate Curriculum Committee Minutes  
November 1, 2016  
3:30 p.m., 325 Graff Main Hall

Members present: Aminaka, Borah, Campbell, Crosby, Grabowski, Klein, Mann, Quaschnick, Reineke, Svoboda  
Members absent:  
Consultants present: Bakkum, Cree, Rahn, Simpson  
Guests: Adrienne Loh, Patricia Markos, Bill Gillespie, Janelle Nelson

I. Approval of October 18, 2016, minutes.  
M/S/P to approve minutes.

II. First Readings:  

A. Educational Studies  
1. ECE 590 - course deletion; title "Seminar: Relationships with Children, Families and Professional," 2 credits; slash undergraduate course ECE 490 will remain active; effective Fall 2016.  
2. SPE 524 - course revision; course description change; prerequisite change; component change; effective Spring 2017.  
3. SPE 561 - course revision; course description change; title change; effective Spring 2017.  
M/S/P to approve on first read.

B. Professional Studies in Education  
M/S/P to approve on first read with changes made on the floor.

C. Health Professions - Physical Therapy  
1. Doctor of Physical Therapy - program revision; courses in program are changing number of credits; no change in overall number of credits; effective Spring 2017.  
2. PTS 625 - course revision; credit increase from 2 to 3; effective Spring 2017.  
3. PTS 626 - course revision; credit decrease from 2 to 1; effective Spring 2017.  
4. PTS 730 - course revision; credit increase from 2 to 3; course description change; effective Spring 2017.  
5. PTS 731 - course revision; credit decrease from 2 to 1; course description change; effective Spring 2017.  
M/S/P to approve on first read.

III. Consent Items: None
IV. Information Item: None

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

M/S/P to approve new Slash Course Policy and changes to CIM course forms for 400/500 level courses. Policy will be sent to UCC for review next.

VI. New Business: None


Meeting adjourned: 4:29 pm

11-1-2016 Attachment

Slash Course Policy
(Approved by GCC November 1, 2016)

Slash Course Policy:
At a comprehensive university, there are courses appropriate for both upper level undergraduates and graduate students to be enrolled in the same course. At UWL, these courses are designated 400/500 (slash) level courses. While the content for graduate and undergraduate students may be similar, even identical, there should be a distinction in learning outcomes and student experience. 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 must be stated explicitly in the syllabi (either separate undergraduate and graduate syllabi or a clearly stated section of a common syllabus).

CIM Forms for Slash Courses:
The CIM form for slash courses will require: 1) in the Objectives/Learning Outcomes section, identification of distinctions in learning outcomes for the undergraduate students and the graduate students and 2) completion of 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 must be made between course objectives/learning outcomes for students taking the course for undergraduate credit and those taking the course for graduate credit. This distinction could include skills in analysis, synthesis, and/or evaluation at the graduate level. These differences in course objectives/learning outcomes must be listed in the course syllabus.
Difference between the undergraduate and graduate experience:
Select one of the following statements and provide information on how this will be accomplished in the course.

□ Although this course is taught largely at a graduate level, the following differences exist to also make it accessible to upper level undergraduates (e.g., different assignments, different expectations, different readings).

□ Although a significant portion of this course is taught at an undergraduate level, graduate students are receiving a graduate level experience because of the following graduate-only expectations (e.g., opportunities to teach or co-teach, graduate-only discussion sessions, community outreach/service, writing or research assignments that clearly elevate student analysis of the course content to a graduate level).

(The section above will only appear on CIM if the course is marked as a slash course on the CIM form)

Implementation of New Slash Course Policy:
Eventually departments will revise learning outcomes and complete the new Difference Between the Undergraduate and Graduate Experience section for all slash courses.

- Beginning Spring 2017, slash courses (both new and revised) brought before the Graduate Curriculum Committee and/or the Undergraduate Curriculum Committee will include differentiated learning outcomes and will articulate the Difference Between the Undergraduate and Graduate Experience.

- No later than May 2019, all slash courses will include differentiated learning outcomes and will articulate the Difference Between the Undergraduate and Graduate Experience. Slash courses not updated by the end of the 2019 Spring semester should be reviewed by the department for possible deletion.

- The Higher Learning Commission (HLC) Syllabi Review group will ensure inclusion of slash course learning outcomes and student experiences in slash course syllabi campus-wide. It is expected that all slash course syllabi will include distinctions between the graduate and undergraduate student learning outcomes and experiences prior to the course being taught, but no later than Spring 2019.