Graduate Curriculum Committee Minutes
September 20, 2016
3:30 p.m., 325 Graff Main Hall

Members present: Aminaka, Angell, Borah, Campbell, Crosby, Grabowski, Klein, Mann, Reineke
Members absent:
Consultants present: Bakkum, Cree, Keller, Knudson, Rahn, Simpson
Guests: Michael Abler

I. Election of Chair and Recorder

Elizabeth Crosby elected as Chair and Victoria Rahn elected as Recorder.

II. Review of Charge Letter

Special charge from Faculty Senate introduced. See new business below.

III. Approval of May 3, 2016, minutes.

M/S/P to approve minutes.

IV. First Readings:

A. Exercise and Sport Science

1. **ESS 737** - course revision; course description change; effective Fall 2016.

2. **ESS 746** - course revision; course description change; title change; prerequisite change; effective Fall 2016.

3. **ESS 752** - course revision; course description change; removing prerequisite; component change; effective Fall 2016.

4. **ESS 753** - course revision; credit change from 2-3 to 1-3; adding admission to program prerequisite; effective Fall 2016.

5. **ESS 768** - course revision; course description change; small title edit; effective Summer 2016.

6. **ESS 771** - course revision; course description change; effective Fall 2016.

Withdrawn by department.

B. Mathematics

1. **STAT 505** - course revision; prefix change from MTH to STAT; effective Spring 2017.

2. **STAT 543** - course revision; prefix change from MTH to STAT; slash course with STAT 453; effective Spring 2017.

3. **STAT 545** - course revision; prefix change from MTH to STAT; slash course with STAT 445; effective Spring 2017.

4. **STAT 546** - course revision; prefix change from MTH to STAT; slash course with STAT 446; effective Spring 2017.
5. **STAT 547** - course revision; prefix change from MTH to STAT; slash course with STAT 447; effective Spring 2017.

6. **STAT 549** - course revision; prefix change from MTH to STAT; slash course with STAT 459; effective Spring 2017.

7. **STAT 596** - course revision; prefix change from MTH to STAT; slash course with STAT 496; effective Spring 2017.

*M/S/P to approve on first read.*

**C. Biology**

1. **Biology: Clinical Microbiology Concentration MS program** - program deletion; being replaced by Microbiology: Clinical Microbiology MS program; effective Fall 2016.

2. **Biology: Microbiology Concentration MS program** - program deletion; being replaced by Microbiology MS program; effective Fall 2016.

3. **BIO 761** - course revision; minor course description change; effective Summer 2016.

*M/S/P to approve on first read.*

**V. Consent Items:**

**A. Music**

1. **MUS 699** - deletion; title "Special Topics in Music and Music Education;" 1-3 credits; effective Summer 2016.

**B. Health Education**

1. **HED 512** - course revision; credit change from 1-3 to 3 credits only; effective Fall 2016.

2. **HED 537** - course revision; updating prerequisite; effective Summer 2016.

3. **HED 567** - course revision; updating prerequisite; effective Summer 2016.

4. **HED 573** - course revision; updating prerequisite; effective Summer 2016.

5. **HED 577** - course revision; updating prerequisite; effective Summer 2016.

6. **HED 706** - course revision; updating prerequisite; effective Summer 2016.

**C. Microbiology**

1. **MIC 555** - deletion; title "Field and Laboratory Methods in Vector-Borne and Zoonotic Disease Research;" 3 credits; effective Fall 2016.

*All consent items were reviewed. No objections were made.*

**VI. Information Item: None**

**VII. Old Business: LX 139 Project**
The deadline for departments to enter the outline/learning outcomes information from the old LX 139 forms into the new CIM forms was September 1, 2016. We are happy to report that a large number of the departments participated and successfully entered the information. Our thanks go out to everyone who helped with this project.

However, there are still some courses that are missing the outline/learning outcomes information. Records and Registration is inquiring of the curriculum committees how they would like to handle the courses still missing information. If the committee approves, an extension could be given to the departments who are still missing information. Or if the committee would like to see all the courses coming forward, these remaining courses could be 1) presented to the committee as an action item to be decided on, or 2) put on the agenda as a consent item.

Committee decided to extend project deadline until the first day of the Spring 2017 semester and to require departments who are not finished at that time to provide a written explanation of why they were unable to comply to both GCC and their college Dean’s office.

VIII. New Business: Special Charge from Faculty Senate

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 1st.

Introduced with Charge Letter.

IX. Future Business: None

Meeting adjourned: 4:10 pm

9-20-2016 Attachment

Policy Action for Slash Courses

UCC approved 3-22-2011; GCC approved 3-31-2011

After examining the existing policy regarding slash courses, it is the recommendation of the Graduate Curriculum Committee to reaffirm the following:

1. Slash course pairings of 300/500 and 400/600 should be removed
2. If departments wish to retain currently numbered 300/500 and 400/600 courses, those courses should be renumbered to 400/500 whenever possible
3. Ask departments to examine all existing slash courses and decide whether or not they need to remain slash courses
4. 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.

Reasoning for policy recommendations:

Items 1-3: The recommendations in items 1-3 above are reiterations of the recommendations made in the 1995 Faculty Senate document entitled, “Proposal on Course Numbering” (separate attachment). The Committee is, again, recommending that programs/departments examine their curriculum containing slash courses to 1) remove any 300/500 or 400/600 combinations, 2) renumber 300/500 or 400/600 combinations as 400/500 numbers, and 3) examine the true need for slash courses.

Item 4: It appears that a single sentence in a Faculty Senate document from 1995, titled ”Proposal on Course Numbering” was misinterpreted. That sentence, ”The addition of an ‘extra paper for graduate students’ does not constitute a substantive rationale,” was interpreted as necessitating a distinction between the requirements for graduate and undergraduate students in slash courses (see http://www.uwlax.edu/records/FacultyServices/Completion_Guide_Paper.htm). However, within context of the paragraph from which that sentence was taken, slash courses (the teaching of undergraduates and graduates in a single course) were to be justified in terms of learning outcomes, course content, mode and/or method of delivery, and student assessment procedures. The addition of extra work for graduate students did not constitute a substantive justification/rationale for ESTABLISHING A SLASH COURSE. In other words, giving graduate students some form of additional work was not sufficient reason to put them into a class with undergraduate students, and vice versa.

In summary, the committee is recommending a change in the LX 139 form and to the completion guide for the LX 139.

1) The LX 139 form should be changed to show one single box for “Principal Activities” for the course and not necessarily distinguish between undergraduate and graduate activities, unless the program/department chooses to do so.

2) The LX 139 completion guidelines should be changed to delete the paragraph under “Principal Activities” or at least be modified to remove the requirement that a distinction be made between undergraduate and graduate students in slash courses.

It should be noted that these changes do not prohibit faculty/programs/departments from distinguishing between undergraduate and graduate students in their slash courses. If some still wish to do so, then fine. Instead, the change removes the requirement that all faculty/programs/departments make such distinctions. More importantly, it shifts the focus from additional work for graduate students to the original intention of the 1995 document - i.e. justification of a slash course based on learning outcomes, course content, mode and/or method of delivery, and student assessment procedures.

The policy proposed above has been shared with the university community to include department chairs and program directors.