

**RECOMMENDATION OF THE GRADUATE CURRICULUM SUBCOMMITTEE (GCC)
AND THE GRADUATE FACULTY COMMITTEE TO REVISE REQUIREMENTS FOR
GRADUATE CREDIT IN GRADUATE LEVEL COURSES AND COMBINED
UNDERGRADUATE/GRADUATE LEVEL COURSES**

A. Syllabus requirements for courses offering graduate credit (designated as U/G or G)

If specific information is not available at the time the syllabus is submitted for review, a placeholder field should still be present.

In addition to the specific requirements listed in this policy (FD 3196R1/GFC 916), the GCC requires each syllabus submitted for review to contain the elements specified in the table below, which conform to the following UWM policies:

- Faculty Doc 1895R6: Uniform Syllabus Policy
- Faculty Doc 2838: UWM Credit Hour Policy
- Faculty Doc 2691 APC change to Selected Academic and Administrative Policy 22 (Examinations, Final)

Requirements for all Syllabi

| <u>Requirement</u> | <u>Source</u> |
|---|----------------|
| 1. <i>Course title and number</i> | 1895R6 A. 1a |
| 2. <i>Class meeting times and location</i> | 1895R6 A. 1b |
| 3. <i>Instructor's name, e-mail address, and/or phone number(s)</i> | 1895R6 A. 1c&d |
| 4. <i>Course overview or description</i> | 1895R6 A. |
| 5. <i>Course objectives (may include learning objectives) for</i> | 1895R6 A. 1e |
| 6. <i>Required and recommended readings with full citations each textbook and each reading outside the textbook(s) Note: The GCC will not have access for your Canvas site, so a reading list must be included in the syllabus uploaded to the Course Inventory Management (CIM) course form.</i> | 1895R6 A. 1f |
| 7. <i>Readings:</i> <ul style="list-style-type: none">• <i>Many of which are current (published within the last 5 years). NOTE: Exceptions are made for primary, historical sources.</i>• <i>Representing sufficient breadth.</i> | GCC policies |
| 8. <i>Attendance requirements and policies (e.g., if attendance is required, what penalties will there be for absences?)</i> | 1895R6 A. 2d |
| 9. <i>Assignment detail (scope of work, qualitative expectations)</i> | 1895R6 A. 2f |
| 10. <i>Policy on work submitted late (e.g., not accepted or point/grade deduction)</i> | 1895R6 A. 2f |

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| 11. <i>Specification of the final assessment tool (e.g., final exam, paper, etc.)</i> | 2691 |
| 12. <i>Grading scheme including weight given to each graded component</i> | 3196R1/GFC 916 |
| 13. <i>Schedule or chronology of topics including approximate due dates for assignments and exam dates. (For GCC purposes, format of "class meeting 1, class meeting 2..." is acceptable in lieu of specific dates.)</i> | 1895R6 A.1h |
| 14. <i>Web links to University policies if the policies are not included in the syllabus or distributed as an attachment.</i> | 1895R6 |
| 15. <i>Information on the investment of time by the average student necessary to achieve the learning goals of the course.</i> | 2838 |

B. U/G course proposals must include differential requirements and their associated grading schemes for graduate and undergraduate students

Approximately one-third of graduate student coursework should be distinguished from that of undergraduates in the same course. This can be reflected in different qualitative expectations in completing assignments that are like those given to undergraduates. The specific expectations for graduate students must be stated in the syllabus.

Examples of appropriate learning opportunities for graduate students in such courses include:

- Holding meetings with graduate students outside of the scheduled class time
- Holding regularly-scheduled web-based discussions among the graduate students
- Requiring graduate students to critically analyze current literature in the field
- Having graduate students lead a discussion or give a presentation
- Having graduate students complete a more complicated or sophisticated design or laboratory project
- Having graduate students write a substantial research paper

Courses offered for credit to both undergraduate and graduate students must be structured in ways that provide appropriate learning opportunities for both groups. Graduate students should be asked to complete course requirements that are consistent with the goals of graduate education in their chosen fields (e.g., mastery of knowledge, creative scholarship, research competence). Simply assigning different weights to the same set of requirements for undergraduate and graduate students or requiring more pages for a paper are generally insufficient on their own as bases of differentiation.

C. Certain new graduate credit (G) courses do not require full review by the GCC

Instructors and programs need not submit full syllabi in such cases. Instead, such courses can be reviewed by GCC as automatic consent items. The kinds of new courses that qualify for this more limited level of review are:

- Zero credit courses (e.g., Candidate for Degree)
- Thesis credit and dissertation credit courses
- Independent study courses