

Dual Listed Course Info Summary from the Graduate Education Task Force

Page 12: Graduate Faculty Members' Perspective: Program Resources

Graduate faculty expressed the following major concerns about graduate education at Appalachian:

- Dual-listed courses (*one of a list*)

. . . 3.5% cited dual-listed courses, often a necessity in many graduate programs due to insufficient faculty resources, as a challenge. . . . In conclusion, graduate faculty commonly believed that inadequate resource allocation to graduate programming at Appalachian contributes to a second-class status of graduate education—with graduate education dubbed by some as the “stepchild” at the university. When asked how graduate education could be improved within their departments, graduate faculty indicated improvements could be generated in the following ways:

- Elimination of dual-listed courses (2.3 %) (*one of a list*)

Page 14: Graduate Students' Perspective: Program Quality

The on-campus students felt a bit isolated from other graduate students on campus, felt a need for more mentoring and professional assistance, and believed that they were “shortchanged” when taking dual-listed courses that serve undergraduate and graduate students at the same time.

Page 15: Graduate Students' Perspective: Program Resources

As noted earlier, students in both sets of focus groups generally thought their programs were sufficiently rigorous, with the exception of too many dual-listed courses for on-campus students. They believed having to take dual-listed courses undermined the quality of the graduate experience, and felt the Graduate School should ensure there are sufficient resources to offer as many graduate student-only classes as possible.

Page 17: Recommendation 3: Programs should move toward a decreased reliance on dual-listed courses.

A consistent concern coming from the graduate students' surveys and focus groups was that they felt “shortchanged” when taking a course where undergraduates and graduates sat in the same course. The chart below portrays a snapshot of both the number of dual-listed courses and the percentage of graduate students enrolled in them by department. It is clear from this chart that some departments rely heavily on dual-listed courses (although all programs limit the total number of dual-listed credit hours to a maximum of 12 per graduate program of study), while others do not. In some departments these courses are primarily undergraduate offerings with a few graduate students, while in other departments the reverse is true. Given the realities of program size, faculty availability, and program requirements, dual-listed courses are inevitable in some situations. However, the routine reliance on dual-listed courses raises questions about program viability and quality.

The Taskforce recommends that departments take a close look at their dual-listed course offerings and consider restricting enrollment of undergraduates. One approach is to restrict enrollment in the undergraduate section to seniors. Another is to restrict enrollment based upon the GPA of upper-level undergraduate students. Furthermore, the approval process for graduate sections of dual-listed courses could be modified. Currently, syllabi from both levels of the course are reviewed by the Graduate Council when dual-listed courses are proposed or modified. It is recommended that this process be changed, whereby programs submit course syllabi as well as a narrative describing how the two versions of the course differ. This narrative would be reviewed by the Graduate Council, using criteria developed by that body.

Figure 1. Number of Dual Listed Courses and Percentage of Graduate Students Enrolled 2003-04

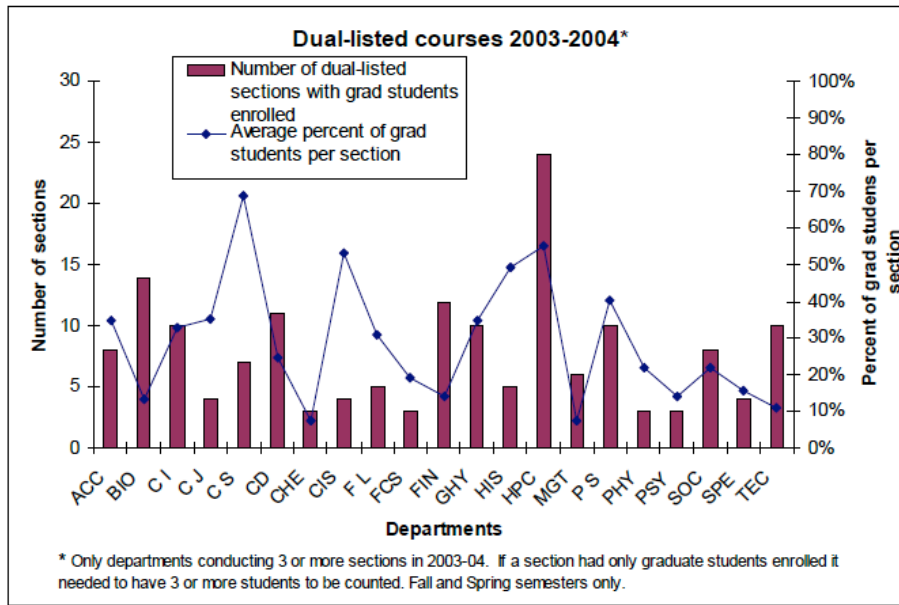


Figure 2. Number of Dual Listed Courses and Percentage of Graduate Students Enrolled 2004-05

