

Report from the ad hoc committee on dual-listed courses

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Dual-listed courses, when implemented well, play an important role in the curriculum: They allow increased flexibility in electives at both levels without a drain on faculty resources; they provide a venue for high quality interaction between seniors and graduate students; they provide graduate students with opportunities to expand their basic knowledge of the discipline.

In order to ensure that concerns identified by the graduate education task force and a number of graduate students are addressed, dual-listed courses should have a single syllabus that clearly states the learning outcomes for both constituencies, as well as identifying any differences in the assessments (currently the usual difference that is identified is the assessment). This will ensure that all students understand from the first day of class that they are in a dual-listed course, that there will be differences for the two populations, and what is "value added" for the graduate students.

The graduate student learning outcomes should be different from the undergraduate learning outcomes, and should reflect the following best practices as identified by the Southern Association of Colleges and Schools:

- 3.6.1 The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. (Post-baccalaureate program rigor)
- 3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. (Graduate curriculum)

Recommendations:

- (1) In an effort to better monitor and ensure the efficacy of dual-listed courses, the Graduate School should collect the unified syllabus for each dual-listed course offered each term, preferably electronically, to document that departments are using two sets of learning outcomes and are informing students.
- (2) The Graduate Council should pass a curriculum proposal requiring senior standing to enroll in 4000-level dual-listed courses. In special cases, a department should be able to petition the graduate school to allow a student who has not yet met senior standing to enroll. In particular, students who have completed other 4000-level courses in the discipline with a grade of B or higher may be granted permission to enroll.
- (3) The Graduate Council should institute an approval process for dual-listed selected topics courses in order to allow for courses to be piloted before official curriculum approval as well as to capitalize on unique opportunities (visiting experts, etc.) for interesting elective courses. The approval process should be as follows: Departments should submit a statement regarding the reason to dual-list the course along with a syllabus clearly documenting the distinct learning outcomes for the two populations. These proposals should be reviewed by the Graduate Council in the semester prior to preregistration for the term in which the course will be offered.

Discussion Point:

Should there be a limit to the number of hours of dual-listed coursework on a certificate, master's, specialist, and doctoral program of study? The current limit, which applies to all is 12 hours. The ad hoc committee did not reach a decision on this issue.