

GUIDELINES FOR DUAL-LISTING OF GRADUATE AND UNDERGRADUATE COURSES

As is the practice in many colleges and universities, Nazareth College will begin to cross-list a selected set of revised undergraduate courses as available for graduate credit. Selected programs at the college have been doing this for a number of years, and it seems incumbent upon the college to have a clear academic policy for this.

Courses may be cross-listed when a graduate program creates the demand for this action, generally when enrollment in the graduate program's curricula is insufficient to offer coursework in the program at the graduate level alone.

Courses may also be cross-listed when there are sound pedagogical reasons for doing so, e.g. when faculty expertise at the undergraduate level can be made available to graduate students by cross-listing, (or vice-versa), or when programmatic needs arise that make delivery of content area curricula most effective in a cross-listed content-level course. Careful attention to syllabi design and to differences in student learning outcomes between graduate and undergraduate students, as well as a Dean's approval for courses and program requirements pertinent to their respective schools will assure the integrity of dually-listed courses.

CORE PRINCIPLES:

- 1.** Only upper-division undergraduate courses (300-400) may be dually listed.
- 2.** Separate syllabi (undergraduate and graduate) will be designed for dually listed courses.
- 3.** Dually listed courses must be approved by the dean(s) of their respective school(s) who will review the draft syllabus proposed by the faculty member.
- 4.** As a general principle, the graduate learning experience in a dually listed course is marked: by a deeper and wider attention to the theoretical framework that informs the content area reading; by a (significantly) more extensive content area reading; by expectations for writing that reflect an extended theoretical and synthetic purview; and by expectations for participation in classroom activity that demonstrates a greater maturity and scholarship than that of the average undergraduate.
- 5. A. Student Learning Outcomes** for undergraduate students in dually-listed courses might include:
 - an ability to describe and reflect on their learning process
 - an ability to explore, evaluate, and articulate personal values.
 - an ability to integrate and apply academic skills to understanding (practical) experiences and problems found in our world
 - an ability to demonstrate knowledge of different disciplinary perspectives used to understand and explain the human experience.

B. Student Learning Outcomes for graduate students in dually-listed courses might include:

- an ability to characterize their learning process in the context of the course
- an ability to reflect critically on questions of value in the context of the course materials.
- the ability to demonstrate an understanding the complexity of confounding variables that influence the experiences and problems found in our world

6. A. Reading material for undergraduate students in dually-listed courses:

- focuses on primary texts in the content area
- is calibrated to accommodate for approximately 3-4 hours of out-of-class preparation time
- is chosen with an eye to standard practice in the field of study and appropriate attention to a students' level of preparation and ability to read and comprehend the material
- enables accomplishment of learning outcomes articulated for the course in the context of the discipline and department in which it is taught.

B. Reading material for graduate students in dually-listed courses:

- focuses on primary and secondary texts in the content area and in supplementary areas at the discretion of the faculty member, *i.e.* introduces a contemporary theoretical framework and supporting critical content to deepen and widen the students' understanding
- is calibrated to accommodate for 6-8 hours of out-of-class preparation time
- is chosen with an eye to standard practice in the field of study but also challenges students to read and comprehend materials beyond the standard level of preparation both within and beyond the field of study
- supports mastery of defined learning outcomes in the course as they have been articulated for students at the graduate level.

7. A. Writing assignments for undergraduate students in dually-listed courses:

- focus on primary texts in the content area
- are calibrated to offer students effective opportunities to explore core concepts in the field of study
- are chosen with an eye to the students' developing level of preparation and ability to read and comprehend materials needed to complete the assignment
- support mastery of defined learning outcomes in the course.

B. Writing Assignments for graduate students in dually listed courses:

- focus on the integration of primary and secondary texts in the content area
- are calibrated to accommodate for students having extended opportunities to address core concepts in the field of study in a theoretical and synthetic way

- are chosen with an eye to the students' developing a sophisticated level of preparation to read and comprehend materials needed to complete the assignment and to write effectively for and appropriately to the methodology of the field
- support mastery of defined learning outcomes in the course as they have been articulated for students at the graduate level