

Simpson College
Continuing & Graduate Programs

Form and Policy:
Dual-Listed Course Designing and Teaching

Purpose of Policy: To provide guidance to faculty in developing and teaching courses that (a) are dual-listed at the undergraduate and graduate levels, (b) have both undergraduate and graduate students in the same course with the same instructor and meeting schedule, and (c) award course credit to undergraduate and graduate students in the same class under two different course numbers (e.g., 300- and 500-levels).

Note: As a general practice, Simpson College is purposefully moving away from dual-listed courses.

Rationale for this Policy: If undergraduate and graduate students are co-enrolled in a dual-listed course, then the expectations, requirements, academic rigor, student learning outcomes, and evaluation must be significantly and appropriately different commensurate with degree level. Separate graduate and undergraduate level syllabi must be prepared in dual-listed courses.

In dual-listed courses, a higher quantity of assignments and activities at the graduate level may be achieved through additional readings, assignments, projects, exams, performances, etc. The quality of the work may be differentiated by engaging graduate students with material that is more challenging, such as reading original works of scholarship rather than secondary presentations of scholarly work (i.e., textbooks). Graduate students may also be required to assume a leadership role in the course, such as mentoring undergraduate students, serving as discussion leader, and/or setting standards for class participation. In addition, graduate-level work products must demonstrate a greater degree of analysis, synthesis, or evaluation of knowledge and/or be result of greater independence than undergraduate-level work products (Georgia State University, 2008). Graduate level assignments may also expect graduate students to become increasingly more active and critical consumers of research.

This “Form an Policy: Dual-Listed Course Designing and Teaching” functions in collaboration with the “Policy on Required Syllabus Elements for Graduate Programs and Post-Baccalaureate Certificates.”

**Worksheet for Developing Course Content, Assignments and Activities,
and Student Learning Outcomes in Dual-Listed Courses**

Course number and title: _____ Term/Semester/Year: _____ Instructor: _____

Course Elements:	Included? (Y/N)	Explanation:
Separate Syllabus for Graduate and Undergraduate Students in the Dual-Listed Course?		
Graduate-Level Differences in...		
...Assignments and Levels for Creating, Evaluating, and Analyzing (Bloom’s Taxonomy Cognitive Domain)		
...Assignments and Levels for Values Demonstration (Bloom’s Taxonomy Affective Domain)		
...Assignments and Levels for Critical Thinking, Quantitative Reasoning, Written Communication, Oral Communication, etc. (Similar to Engaged Citizenship Curriculum)		

...(a) Application of and Engagement in Research, (b) Professional Identity, and (c) Student Independence and Responsibility		
...Content Mastery		
...Synthesis of Theory and Practice		
...Grading Rigor		
...Other		