

BEST PRACTICES AND EXAMPLES CO-CONVENED COURSES

Syllabi and Workload

- Undergraduate and graduate sections of co-convened courses must have separate syllabi.
- With all academic standards in the course which include, but are not limited to: course learning outcomes, assignments, discourse, analysis, and overall expectations; the level of complexity, nuance, application, and interpretation of the course material for graduate students must be a markedly higher level to ensure the course is a true graduate experience for the students.
- Graduate students will complete work that is appropriately higher in quality (i.e. increased difficulty) and quantity (i.e. additional work beyond that required by undergraduates), which will be described and qualified in writing by the instructor. Specific quantity is not necessarily the only indicator of graduate-level work, it is generally encouraged that graduate students should be required to complete approximately one-third more work in the course.
- It should be apparent from comparison of the undergraduate and graduate syllabi that the graduate students are held to higher standards of professionalism than their undergraduate classmates.

Learning Outcomes

- The graduate syllabus normally contains more extensive student learning outcomes compared to the undergraduate syllabus; language that indicates a higher degree of rigor for the graduate experience; and specific activities that indicate a greater intellectual engagement than undergraduate expectations and standards (i.e. appropriate to graduate level courses in the same academic unit).
- Learning outcomes will reflect a higher level of nuance, application, and complexity than the undergraduate learning outcomes. If outcomes are similar to the undergraduate outcomes, the graduate student outcomes will be expanded and reflect a more complex, nuanced, and advanced application of concepts. There might also be more learning outcomes for the graduate students than the undergraduate students.

Examples of similar learning outcomes for bachelor's, master's, and doctoral students in different disciplines:

	Bachelor's Level	Master's Level	Doctoral Level
Nursing	<p>Critical reasoning</p> <ul style="list-style-type: none"> • Synthesizes evidence and nursing knowledge to evaluate and modify clinical nursing practice, in order to provide holistic, safe, comprehensive, patient-centered care. • Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical judgments. 	<p>Critical reasoning</p> <ul style="list-style-type: none"> • Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates. 	<p>Critical reasoning</p> <ul style="list-style-type: none"> • Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice. • Use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate and evaluate outcomes. • Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national and/or international benchmarks to determine variances in practice outcomes and population trends.
Environmental Studies	<ul style="list-style-type: none"> • Apply knowledge of the policy cycle, official and unofficial policymakers, the science-policy interface and important environmental legislation (such as the Clean Water Act, Clean Air Act, General Mining Law, Kyoto Protocol, NEPA, Endangered Species Act, and others) to identify approaches that would strengthen the use of data in policy decisions. 	<ul style="list-style-type: none"> • Describe the strengths and weaknesses of existing and potential climate-related policies and the political forces influencing proposed changes • Describe how social conflicts arise surrounding proposed adaptation and mitigation strategies • Identify inconsistencies in social and ethical arguments for various adaptation and mitigation strategies 	

Chemistry	<ul style="list-style-type: none"> • Work independently using their own hands and intellect to solve chemical problems with traditional and modern laboratory tools and understand the purpose of different laboratory procedures and approaches across chemistry sub-disciplines. 	<ul style="list-style-type: none"> • Demonstrate mastery of laboratory/ research procedures in the student's research sub-discipline, including specific sub-discipline safety protocols. The overall purpose of mastering procedures and protocols is to generate new scientific knowledge in the sub-discipline. 	
Arts and Humanities	Coming Soon!	Coming Soon!	Coming Soon!

- Graduate students may assume a leadership role, depending on the appropriateness of the course and the discipline. The leadership role may include ONE of the following, or a role chosen by the instructor:
 - Graduate students may mentor undergraduate students in some way, e.g. assisting students with material in class (or online).
 - Graduate students may temporarily assume the responsibility of an instructor, e.g. preparing and presenting a lecture.
 - Graduate students may supervise projects in which undergraduate students participate; e.g. manage a team to complete a task.
 - Graduate students may act as a role model for undergraduates, e.g. in leading discussions, setting standards for class participation, and producing high-quality deliverables.

Assessment Tools

- Guidelines for Course-Specific Assessment Tools (may vary by discipline):
 - Exams
 - If graduate students are required to take exams, the standards for exam performance should be higher. Either the graduates should take more rigorous exams, or their performance should be held to a higher standard, or both.
 - If graduate students are not required to take exams, other rigorous deliverables should be assigned to graduate students to fulfill exam requirements.
 - Papers
 - Whenever possible delineate the difference between expectations for undergraduate student papers vs. graduate student papers. For example, undergraduate students may prepare term/review papers, whereas graduate students will prepare research/scholarly papers.
 - If graduate students prepare term papers, they should be evaluated using higher professional standards (i.e. more extensive analysis, more detailed and precise statements, etc...).

- Presentations
 - Whenever possible and appropriate, graduate students may present research results, whereas undergraduate students might not.
 - If both graduate and undergraduate students are required to give presentations, graduate students' presentations should be measured on a higher standard than undergraduate presentations. Additionally, content, delivery, and preparation standards required of graduate students should be markedly more refined and professional.
- Readings and Discussions
 - Graduate students are expected to read and utilize current literature and primary sources beyond what is used for the undergraduate component of the course. These articles can be discussed in class or referenced in assignments, such as papers or presentations.
- Leadership Role (if appropriate and relevant to discipline):
 - Expectations and specific techniques used to assess student success in undertaking the leadership role must be clearly specified and defined on the syllabus.
- Experiential and Applied Environments (if appropriate and relevant to discipline)
 - Expectations and specific techniques used to assess graduate students' performance and expectations in all "hands-on" environments (such as clinical, lab, or other settings) must be clearly specified and delineated from undergraduate expectations and reflected in the syllabus.