

Policy Statement on Cross-Listing and Co-Convening
Approved by UCC – March 23, 1999
Approved by UGC – February 25, 1999

Definitions:

Cross-Listing:

Refers to the same course, taught with different departmental prefixes (e.g., political economy might be listed as both ECO 585 and POS 585).

Co-Convening:

Refers to convening graduate and undergraduate courses on the same topic together (in the same room, at the same time). For example, “Anthropology of Animals” might be listed as both ANT 4xx and ANT 5xx.

POLICY STATEMENT

Cross-Listing

Cross-Listing is justified and may be encouraged in certain situations. These may include courses which are team-taught across disciplines or areas, or courses which are taught by different departments in different years. In addition, cross-listing may be necessitated by accreditation or endorsement issues. For example the education methods course for language majors must have the prefix of the major – GER, FRE, SPA. However, cross-listing should not be abused and is not to be used to inflate course offerings (e.g., one course offered with 4 different prefixes). Therefore, programs are to be flexible in requirements and use advising whenever possible to minimize the need for extensive cross-listing.

The following procedures apply for cross-listed courses:

- 1) The cross-listing must be approved by the University Curriculum Committee (UCC) or the University Graduate Committee (UGC), and be so noted in the Undergraduate or Graduate catalog.
- 2) The cross-listed courses must be at the same level, i.e. 300/300, 400/400, etc.
- 3) Where possible, the cross-listed courses should have the same number, i.e. ANT 344 and HIS 344 or FOR 467 and GLG 467.
- 4) In any particular semester one of the academic areas which cross-lists a course must assume administrative responsibility for the course.

Co-Convening

Co-convening of courses allows flexibility at no additional cost. It also allows for more interaction between undergraduate and graduate students. This can strengthen the undergraduate experience (“raise the level of the class”), but may water down the graduate experience. However, if courses are carefully designed (for example, where graduate students mentor undergraduates in a structured manner) it can also strengthen the graduate experience.

Co-convening is permitted under the following circumstances:

- 1) Normally, only 400 and 500 level courses may be co-convened. If other combinations are desired, the need must be clearly justified to the appropriate curriculum committees.
- 2) There must be two course syllabi that clearly differentiate between the expectations for 400 and 500- level credit (e.g., different levels of work, different required projects; expanded reading). The relationship between graduate work and graduate credit must be clearly spelled out, and there must be different standards of grading.
- 3) In order to enhance the co-convening experience, faculty are encouraged to explore options of formal mechanisms for graduates and undergraduates working as teams with graduate students in the lead role.
- 4) All courses (current, existing, and new) presented in the co-convening format must be approved by both the University Graduate Committee and the University Curriculum Committee. For example, if a new 500- level class is brought to the UGC, and a “co-convened” 400-level class already exists or proposed, then the 400-level class must also be presented to the UGC so the differences outlined in 2) above may be assessed.
- 5) Existing courses are to be monitored by departmental chairs to ensure that they are following the guidelines.
- 6) If students take a co-convened course as a 400-level course, they may not retake the same course at the 500 level (and vice versa)

STANDARDS FOR CO-CONVENED COURSES
Approved by University Graduate Committee 2/26/04

General

- In general, expectations of graduate student performance in the coursework should be equivalent to or better than that of the best undergraduate student.
- Decisions regarding discipline-specific disputes will rely on guidance from committee member associated with the relevant discipline.

Syllabus

- The undergraduate and graduate sections of co-convened courses must have separate syllabi.
- Syllabi for the graduate sections should represent more extensive student learning outcomes, and a higher degree of rigor, appropriate to graduate level courses in the same academic unit.
- Extra assignments for graduate students should contribute to their improved understanding of, or skill development in the topic areas covered in or related to the course.
- It should be apparent from comparison of the undergraduate and graduate syllabi that the graduate students in the class will be held to more rigorous, higher standards of professionalism than their undergraduate classmates. If this is not obvious from the syllabi, the instructor may be required to submit a statement demarcating these differences. It may be prudent to submit such a statement with the original course approval forms.

Learning Outcomes

1. Graduate students will complete work that is approximately one third higher in *quality* (i.e. increased difficulty), which will be described in writing, by the instructor.
2. Graduate students will complete work that is approximately one third higher in *quantity* (i.e. additional work beyond that required by undergraduates), which will be quantified, in writing, by the instructor.
3. Graduate students will assume a leadership role. The leadership role will include ONE of the following, or a role chosen by the instructor, and clearly listed on the syllabus under Learning Outcomes as the leadership role:
 - a. Graduate students will mentor undergraduate students in some way, e.g. assisting students with material in class (or online).
 - b. Graduate students will temporarily assume the responsibility of an instructor, e.g. preparing and presenting a lecture.
 - c. Graduate students will supervise projects in which undergraduate

students participate; e.g. manage a team to complete a task.
d. Graduate students will act as a role model for undergraduates, e.g. in leading discussions, setting standards for class participation, and producing high-quality deliverables.

Assessment Tools

1. Evaluation of Leadership Role (relevant to every discipline):
Expectations, and specific techniques used to assess student success, in undertaking the leadership role must be clearly specified on the syllabus.
2. Guidelines for Course-Specific Assessment Tools (may vary by discipline):
 - a. Exams
 - i. Undergraduate students take exams; graduate students might not.
 - ii. If graduate students are required to take exams, the standards for exam performance should be higher for graduates. Either the graduates should take more rigorous exams, or their performance should be held to a higher standard, or both.
 - iii. If graduate students are not required to take exams, other rigorous deliverables should be assigned to graduate students to fulfill exam requirements.
 - b. Papers
 - i. Whenever possible, undergraduate students will prepare term/review papers, whereas graduate students will prepare research/scholarly papers. Research/scholarly papers generally involve the production of knowledge instead of the mere consumption and reporting of knowledge.
 - ii. If graduate students prepare term papers, they should be raised to higher professional standards, i.e. a much more extensive analysis, and more detailed and precise statements.
 - c. Presentations
 - i. Whenever possible, graduate students will present research results; whereas undergraduate students might not.
 - ii. If both graduate and undergraduate students require presentations, graduate students':
 1. Presentations should be measured on a higher standard than undergraduates' presentations.
 2. Content, delivery, and preparation standards should be more refined and professional.
 - d. Readings
 - i. Graduate students will read journal articles in addition to text/other sources.
 - ii. Undergraduate students might not be expected to read journal articles.