

Cross-Level Listed Courses:

Differentiated Criteria for Undergraduate and Graduate Students

A cross-level listed course syllabus is considered to be in compliance with the UNF Cross-Level Listing of Graduate and Undergraduate Courses policy if it provides evidence of each of the following:

Yes/No **Separate, distinct syllabus documents clearly articulate different expectations for undergraduate and graduate and their learning, performance, or expression of work.**

Yes/No **The course syllabus articulates how the faculty member expects graduate students to attain a higher level of sophistication in the analysis, performance, or expression of work than undergraduate students in more than one of the following ways:**

- **Student learning outcomes**
- **Assignment structures**
- **Grading criteria**
- **Reading**
- **Writing**
- **Listening, speaking, and participating in class activities**

It is not sufficient to note that graduate students will be expected to put in more effort than undergraduates without specifying how they will be comprehensively expected to apply that effort.

Yes/No **The graduate level version of the course is presented in the university catalog with a course description that is different from (though it can be coordinated with) the undergraduate version of the course. The course description for the graduate level version of the course reflects the presence of advanced rigor and content for graduate students.**

Student learning outcomes are differentiated in that graduate students:

- **Generally, require a higher level of abstract thought in the discipline.**

- Focus on cognitive processing represented by the middle and top levels of Bloom's Taxonomy: *Application, Analysis, Synthesis, and Evaluation.*

Assignment structures are differentiated in that assignment structures for graduate students:

- Generally, require students to spend a greater proportion of their time in class, in preparation for class, and in independent study:
 - reflecting critically on questions of value in the context of the course materials and the discipline;
 - Developing a sophisticated, mature understanding of the field of study that will influence their professional pathways, practices and policies in the field, or planned research.

Grading criteria are differentiated in that:

- The items that are graded, the points that are awarded, or the proportions or configurations of points to assignments support the separate assignment structures for undergraduate and graduate students
- Separate, distinct grading criteria in the form of rubrics, grading schemes, or other grading tools are included to communicate expectations to students

Readings are differentiated in that graduate students' reading material:

- Focuses on primary and secondary texts in the content area as well as supplementary areas at the discretion of the faculty member.
- Reflects an adjusted volume of reading to account for approximately 6-8 hours of out-of-class preparation time per course session.
- Represents an intermediate to advanced introduction to concepts or an analysis of concepts in the field of study, with an eye to standard practice in the field of study, but that also challenges students to read and comprehend materials beyond the standard level of preparation both within and beyond the field of study.

Writing is differentiated in that graduate student writing assignments:

- Typically utilize the integration of primary and secondary texts in the content area
- Provide students extended opportunities to address core concepts in the field of study
- Are chosen with students' developing a sophisticated level of preparation to read and comprehend materials in mind;
- Develop students' skills in writing effectively for and appropriately to the methodology in the field;
- Support achievement of the learning outcomes in the course.

Listening, speaking, and participating in classroom activities is differentiated