

Guidelines for Dual-listed Graduate Courses

A dual-listed, or co-convened, graduate course is a graduate course that includes concurrent enrollment in an upper level undergraduate course (normally at the 400-level) on the same topic.

UFV recognizes the value of dual-listing graduate courses. The practice can provide an enriched learning experience for both graduate and undergraduate students, and also facilitate a more efficient use of faculty time and university resources. In general, to meet the needs of graduate students, a dual-listed graduate course should:

- a. Provide opportunities for significant interaction among graduate students and/or between graduate student(s) and the faculty member teaching the course.
- b. Require a higher level of complexity and cognitive processing at the graduate level.
- c. Have a separate and distinct syllabus for the graduate course specifying higher order learning outcomes, content, and assessment procedures.
- d. Require upper-division prerequisites.
- e. Ensure an enriched learning experience for both graduate and undergraduate students.

Approval of dual-listing for a graduate course will be contingent on meeting the following guidelines:

- a. The official course outline for the graduate course must be distinct from the corresponding undergraduate official course outline.
- b. Graduate courses will normally only be dual-listed with 400-level undergraduate courses, and will require upper-level undergraduate prerequisites appropriate to ensuring success in meeting the graduate level outcomes.
- c. The learning outcomes for dual-listed graduate courses must demonstrate a higher level of knowledge, methodology, research, application, communication, interpretation, and professional capacity/autonomy than the corresponding undergraduate course. As a general guide, the majority of the learning outcomes for the graduate course should reflect higher order outcomes that are consistent with the degree level standards established for Master's degrees by the BC Ministry of Advanced Education (see Appendix).
- d. The assignments for the dual-listed graduate course must be mapped to the graduate level learning outcomes and should clearly demonstrate work that is appropriately higher in quality (i.e. increased complexity and difficulty) and quantity (i.e. involves additional work beyond what is required at the undergraduate level).
- e. The assignments for the dual-listed graduate course should include at least one component that demonstrates how the co-convening will enrich the learning experiences for both graduate and undergraduate students. Some examples include: mentoring undergraduate students in seminars or labs, organizing and presenting units of study, designing and/or facilitating class projects.

Procedure

The graduate level of a dual-listed course is approved by GSC, and submitted following the usual procedure for graduate course approval. If the 700-level course is based on an existing 400-level course, the graduate course outline is sent to UEC for information (not for approval). If the 400-level version of the dual-listed course is a new course, then the 400-level course outline needs to be approved by UEC.

When presenting dual-listed courses to GSC and other approving bodies, the course developers should provide a document that clearly compares the 400- and 700-level learning outcomes and the typical evaluation/weighting in two adjacent columns (see example template next page). A copy of the official course outline for the 400-level course should also be included.

Dual-listed Course Guidelines: Addendum

The following guidelines stipulate how dual-listed course credits can be applied to meet requirements for both undergraduate and graduate degree programs, and also address the related question of how graduate students might be allowed to use undergraduate courses more generally when designing a graduate program of study.

Allowing students to use a limited number of credits from approved dual-listed and/or undergraduate courses to meet both undergraduate and graduate degree requirements can serve as a valuable incentive to encourage students to continue into graduate studies at UFV. However, such practices need to be carefully managed to ensure the integrity and value of UFV's graduate credentials. The purpose of the following guidelines, therefore, is to balance flexibility and encouragement with scholarly integrity and rigour.

1. **Applying Graduate Course Credit from Dual-listed Courses Earned as an Undergraduate to a Planned Graduate Credential:**
 - a) Students taking a dual-listed course as part of an undergraduate degree program who intend to continue into graduate studies will normally register in the graduate level of the dual-listed course if they plan to use the credits to meet requirements of a graduate program.
 - b) Credits earned in dual-listed courses taken at the graduate level as part of an undergraduate program can be used to meet both undergraduate and graduate program requirements provided:
 - i) the credits represent no more than twenty-five percent (25%) of the credits required for the graduate program, up to a maximum of eight (8) credits;
 - ii) the grade received meets the minimum grade requirement for the corresponding graduate program.
2. **Applying Undergraduate Course Credit from Dual-listed Courses to a Subsequent Graduate Credential:**
 - a) A maximum of four (4) credits earned for the undergraduate level of a dual-listed course can be used to meet the requirements for both an undergraduate and graduate degree program, provided:
 - i) the dual-listed course has been approved for this purpose by the Graduate Studies Committee;

- ii) the credits represent no more than twenty-five percent (25%) of the credits required for a graduate program;
 - iii) the grade received meets the minimum grade requirement for the corresponding graduate program.
3. **Applying Undergraduate Credits to Graduate Programs:**
- a) Students registered in a graduate program may enroll in undergraduate courses and use the credits toward meeting elective credits in their graduate program, provided:
 - i) the course is clearly relevant to the student's program of study and has been approved by the graduate program supervisor and/or committee;
 - ii) the credits represent no more than twenty-five percent (25%) of the credits required for the graduate program, up to a maximum of four (4) credits, inclusive of any credits that may have been acquired under (2) above (in other words, any credits earned for the undergraduate level of a dual-listed course that are subsequently applied toward meeting graduate program requirements will be included in the calculation of the number of undergraduate credits the student can apply toward meeting graduate program requirements);
 - iii) the grade received meets the minimum grade requirement for the corresponding graduate program.
 - b) Credits from undergraduate courses taken prior to registering in a graduate program at UFV cannot be transferred or used to meet graduate program requirements, with the exception of dual-listed courses approved for this purpose by the Graduate Studies Committee under item (2) above. Additional requirements may be needed for students who have completed the undergraduate level of a dual-listed course.
4. Graduate program committees have the right and the obligation to determine whether or not to allow the use of regular or dual-listed undergraduate courses to meet graduate program requirements, and are not required to allow their use.

Dual-listed Course Comparison Template (example)

Course	400-level outcome	700-level outcome	Notes	
UFV 720 Race, Ethnicity, and Intercultural Relations	Identify and describe theoretical and conceptual formulations related to race, ethnicity, and culture from inter- and trans-disciplinary perspectives	Interpret theoretical and conceptual formulations related to race, ethnicity, and culture from inter- and trans-disciplinary perspectives		
	Analyze key conceptual, experiential, and narrative frameworks related to race, ethnicity, and culture and their points of convergence and divergence	Evaluate key conceptual, experiential, and narrative frameworks related to race, ethnicity, and culture and their points of convergence and divergence		
	Examine how constructions such as empire, nation, colour, difference, otherness, belonging, class, gender, sexuality, religion, and language contribute to racial and ethnic identity and, in turn, to intercultural relations	Analyze how constructions such as empire, nation, colour, difference, otherness, belonging, class, gender, sexuality, religion, and language contribute to racial and ethnic identity and, in turn, to intercultural relations		
	Articulate the legal and policy frameworks used to create exclusion and inclusion in historical and contemporary contexts	Critique the legal and policy frameworks used to create exclusion and inclusion in historical and contemporary contexts		
	Explain the limitations of specific theoretical frameworks when considering historical and contemporary instances of ethnic, racial, and intercultural relations	Evaluate the limitations of specific theoretical frameworks when considering historical and contemporary instances of ethnic, racial, and intercultural relations		
	Differentiate between multiple perspectives on academic interpretations of narrative and lived experience of race, ethnicity, and intercultural relations	Critique multiple perspectives to academic interpretations of narrative and lived experience of race, ethnicity, and intercultural relations		
	Employ appropriate critical vocabulary to formulate arguments, communicate positions, and demonstrate conceptual competence	Employ appropriate critical vocabulary to formulate arguments, communicate positions, and demonstrate conceptual competence		
		Propose the integration of an advanced theoretical framework into an applied context		
	400-level evaluation		700-level evaluation	
	Research seminar	25%	Research seminar	20%
	Digital exhibit and review blog	25%	Digital exhibit and review blog	20%
	Research essay (1250 words)	35%	Research essay (2500 words)	40%
	Participation	15%	Class mentorship	10%
		Participation	10%	
Course	400-level outcome	700-level outcome	Notes	
	400-level assignments	700-level assignments		