Dual-level courses at NC State

In a dual-level course, both undergraduate and graduate students are in the same class (same instructor, same meeting time, same location and/or online access) but receive credit under two different course numbers, one at the undergraduate level (400-level) and one at the graduate level (500-level). Dual-level courses allow unique opportunities for undergraduate and graduate students to interact; however, to serve both levels properly, the different abilities and background of the students have to be carefully taken into account by the instructors and the course designers[[1]](#footnote-1).

When requesting the creation of a dual-level course, a program should provide an explanation of the purpose served by the course and the criteria used to determine if the course is suitable for dual-listing. Specific issues to consider include:

* Reason(s) why a dual-level format would be pedagogically advantageous over a standard 500-level course (with access for undergraduate students).
* Explanation of how the different needs and abilities of students taking each version of the course are reflected. In particular, all requests must address how the performance expectations will be greater and the performance evaluation more rigorous for students taking the 500-level course.
* Some of the graduate learning outcomes for the 500-level students must be distinct from the outcomes expected of the students in the 400-level section. Graduate level outcomes should include emphasis on developing higher-order skills in analysis, synthesis and evaluation in addition to acquisition of knowledge, comprehension and application of information, i.e., they should include the higher levels in Bloom’s taxonomy[[2]](#footnote-2).
* Descriptions of ways in which the dual-level course would encourage constructive interactions, such as peer tutoring or team-based learning, between the undergraduate and graduate students taking the course.

Due to their nature, dual-level course proposals are reviewed *both* at the undergraduate and graduate levels, including by the University Courses & Curriculum Committee and by the Administrative Board of the Graduate School.

1. *Student Perceptions of Dual-listed Courses*, K. Balassiano, K.A. Rosentrater, and S.B.Marcketti,

The Journal of Effective Teaching, Vol. 14, No.1, 2014,20-32. [↑](#footnote-ref-1)
2. See for instance <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/> [↑](#footnote-ref-2)