

POLICY ON PIGGYBACK COURSES
REVISED BY THE GRADUATE COUNCIL
FEBRUARY 13, 2008

The policy on piggyback courses requires that any 6000-level class have a 5000-level piggybacked option. Many undergraduate students are attracted by the topics of piggybacked classes. If students enroll in a 6000 level course without the proper permission, there must be a 5000-level option into which they may transfer.

The reverse is not true. A 5000-level class may not necessarily have a 6000-level equivalent. By extension, this policy means that any 6000-level course currently on the books that does not have a 5000-level option should go through a curriculum modification and be renumbered at a 7000-level.

The two levels of piggy-backed classes do not have to both be offered concurrently every time. Either can be offered without the other. However, if an undergraduate student enrolls in the graduate section without permission, it is necessary for there to be a 5000-level course that can be opened so that student can be shifted into it rather than dropped. Likewise, if a graduate student needs the 6000-level class when the 5000-level class is being offered, the section can be opened for that student when the need for it is recognized.

For Submission of a 5000/6000 course, pay close attention to differentiating between the expectations of undergraduate and graduate students (with the expectation that graduate students will perform at a higher intellectual level) in the following components:

- **Credit Hours:**

The credit hours for a 5000/6000 course must be the same. Departments that want to require that graduate students attend additional meetings of the 6000 section of the course must require graduate students to register for graduate-level seminar. (Approved by the Graduate Council on February 13, 2008.)

- **Texts or Major Resources:**

Differentiate between the readings for undergraduates and those for graduate students.

Include full citation for textbooks including publication year, and/or list appropriate potential resource materials (including journal titles) that could be assigned as required readings or to complete class assignments. Listing of texts or major resources is not required for internship courses.

- **Course Objectives:**

Include sufficient objectives to cover breadth of course, clarifying the different objectives for undergraduates and graduate students.

Course Requirements / Evaluation:

In all cases, explain the differences between undergraduate and graduate expectations, with the assumption that greater intellectual demands will be made of graduate students.

Clarify and differentiate between the expectations of undergraduate and graduate student performance, such as papers, quizzes, examinations, presentations, class participation, and field experiences.

List relative weights for tests, assignments, class participation, unannounced quizzes, and other components that contribute to the final grade.

NOTE: Courses that list identical performance expectations and weights for both undergraduate and graduate students will probably not be approved by the Graduate Council.

Identify and differentiate the grading scales used and how they will be applied.

Explain how class participation, if included in evaluation, is to be graded.

Be clear about explaining how participation by undergraduates and graduate students will be evaluated differently.

Justification for Graduate Credit:

Provide justification for graduate credit for courses at the 6000 level or above. Graduate courses should be “progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). The guidelines presented in the [Statement of Clarification of the Definition and Use of 6000-level courses] as approved by the Graduate Council, May 21, 1997 apply.

Factors to consider in evaluating a course for graduate credit include, but are not limited to, the following:

1. Use of specific requisites.
2. Content of sufficient depth to justify graduate credit. (Materials beyond the introductory level.)
3. Content should develop the critical and analytical skills of students including their application of the relevant literature. Explain how this will be accomplished in a course that includes undergraduate students.
4. Rigorous standards for student evaluation. (All students in a 6000-level course must be evaluated using the same standards.)
5. Course instructor must hold graduate faculty status or be approved by the Dean of the Graduate School.