

# Guidelines for 5000/6000 Courses

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## Submission of 5000/6000 (Piggyback)

Syllabus to the University Curriculum Committee

Establish a new 5000/6000 course:

1. Submit one proposal for the 5000 course and one proposal for the 6000 course into the Curriculum Inventory Management System (CIM).
2. Submit additional proposals for each DE version of all courses in question into the Curriculum Inventory Management System (CIM).

### **Policy on Piggyback Courses Revised by the Graduate Council on February 13, 2008 as follows:**

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 on the books 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 (for Graduate Courses Only)**

Provide justification for graduate credit for courses numbered 6000-9999. Graduate courses should be progressively more advanced in academic content than undergraduate courses (SACS Standard 3.6.1). The relationship of the proposed course to the curriculum should also be clearly articulated. The curriculum should be structured (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or professional practice and training experiences (SACS Standard 3.6.2). Further, the guidelines presented in the Statement of Clarification and Definition and Use of 6000-Level Courses as approved by the Graduate Council on 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.

Justifications that show the relationship of the course to the curriculum and link student learning outcomes to the rationale for the level of the course are more persuasive than mere descriptions of the course content.

**Criteria the Curriculum Committee will consider when evaluating a proposed course for graduate credit include but are not limited to the following:**

1. The relationship of the course to the curriculum is clearly articulated.
2. The course content is progressively more advanced than undergraduate courses and appropriate to the level of the course; for example:
  - **6000:** Courses primarily taught in conjunction with undergraduate courses.
  - **7000:** Courses primarily for master's students.
  - **8000:** Courses primarily for doctoral students.
3. The course content, the student learning objectives, and the assignments/projects are all intellectually challenging and sufficiently rigorous to warrant graduate credit.
4. Pre-requisites clearly indicate what background or level of preparation is needed for admission into the course.
5. The course does not duplicate other course offerings in the department or in other units on campus.

The policy on Piggyback courses requires that any 6000-level course have a 5000-level Piggyback course. Please refer to the Guidelines for Submission of a 5000/6000 (Piggyback) Syllabus approved by the Graduate Council on February 13, 2008.

For answers to questions about the UCC, e-mail [bulletin@auburn.edu](mailto:bulletin@auburn.edu).