



Cross-level – Non-permanent Courses

- I. **Definition:** Cross-level non-permanent courses are undergraduate and graduate courses that will be co-convened on a temporary, non-recurring basis.

- II. **Restrictions for Cross-leveling Non-Permanent Courses**
 - a. **Level requirements** – One course in the cross-level pair must be an undergraduate course and the other must be a graduate course.
 - b. **Curriculum requirements** – The undergraduate and graduate courses must have different curricula and course requirements.
 - c. **Student credit** - A student may only earn credit towards their degree in progress for one of the courses in the cross-leveling pair.
 - d. **Special topics** – When the topics are the same, special topics courses may be considered for one-time cross-leveling.

- III. **Approval process**
 - a. **AVP Curriculum and Institutional Assessment** – Requests for one-time cross-leveling of undergraduate and graduate courses in the course catalog will be reviewed by the AVP CIA in consultation with the AVP for Institutional Accreditation on as-needed basis.
 - b. **Coordinated submission by each department and level** – Departments may coordinate to submit a single proposal for the one-time cross-leveling of the two courses through the curriculum approval workflow.
 - c. **Rationale and benefits to students** - The request to cross level must include the rationale for cross-leveling and describe the benefit to students.
 - d. **Distinct requirements by level** - The request for one-time cross leveling must make a clear distinction between the requirements for undergraduate and graduate students with more advanced course work for the higher-level degree program.
 - e. **Appropriateness by level** - The request for one-time cross leveling must provide an explanation of how the respective course requirements are appropriate for undergraduate and graduate students.
 - f. **Syllabi** - The request for one-time cross leveling must be accompanied by syllabi demonstrating the differences in learning outcomes for undergraduate and graduate students.
 - g. **Governance processes** – All applicable program, department and college governance processes must be followed.

Relevant SACSCOC Policy – Standard 9.6: Post-baccalaureate professional degree programs and graduate programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice or training. **(Post-baccalaureate rigor and curriculum).**

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Rationale and Notes

Graduate education builds upon the foundation of undergraduate education. Hence, there is an expectation that postgraduate professional degree programs and graduate programs demand more rigor and higher-order learning than undergraduate work on the same subject. Post-baccalaureate degree programs are progressively more complex than similar undergraduate programs. This expectation for graduate education also implies that requirements in courses not exclusively designed for graduate credit, but that allow both undergraduate and graduate enrollment, ensure that there is a clear distinction between the requirements of undergraduate students and graduate students.

Effective graduate instruction provides the foundational knowledge and skill development to support independent research and professional practice. Graduates of these programs should have the ability to contribute to a profession or field of study. Although the extent to which students are expected to demonstrate these competencies will vary with the level of the graduate degree, faculty within graduate programs define the skills, knowledge, and competencies required and evaluate the ability of students to engage in scholarly inquiry, research, and informed professional practice.

Questions to Consider

- Are there clear indications of more advanced content in graduate and post-baccalaureate programs when compared to the institution's own undergraduate programs in similar subjects?
- If the institution has no comparable undergraduate programs, are there clear indications of more advanced content in the institution's graduate and post-baccalaureate programs when compared to peer institutions' undergraduate programs in similar subjects?
- What process is used by the institution to establish the expected content and rigor of post-baccalaureate degree programs?
- How does the institution maintain higher rigor for graduate and post-baccalaureate programs if the same course is offered (or cross-listed) to both graduate/post-baccalaureate students and undergraduate students?
- How is the literature of the discipline incorporated into curriculum requirements?
- How does the institution ensure its graduate and post-baccalaureate students are engaged in research and/or appropriate professional practice and training experiences?