

## Background

The utility and fate of 5000 level courses have been debated during the past several years. The issues centered on if they should persist within curricula, and if so, if separate undergraduate and graduate teaching goals should be delineated at the level of the syllabus. The collective outcome of discussion on 5000 courses within the GCC and the GSAB are described below. In (1), the phrasing “in as much as graduate program rigor (3.6.1) is assessed at the program level, not at the individual course level” refers to a SACS directive to differentiate the educational goals of undergraduate and master’s and doctoral programs. In this case, it was recommended that distinct learning outcomes be identified at the curriculum level for co-enrolled undergraduate and graduate students, but not at the curriculum level for co-enrolled MS and PhD students. Item (4) recommendation reflects differences in the funding formula for undergraduate and graduate courses.

## 5000 level best practices

- (1) The GCC and GC recommend that use of 5000 level courses is appropriate for advanced undergraduates and graduate students in as much as graduate program rigor (3.6.1) is assessed at the program level, not at the individual course level
- (2) There should be differentiated learning outcomes for undergrad and grad students enrolled in 5000 level courses
- (3) 5000 level courses could be used as electives for advanced undergrads in undergrad majors, but should not be used as a required course in any undergraduate major (this would necessitate a change in some programs)
- (4) In 5000 level courses where the enrollment is predominantly undergraduates, the unit offering the course is advised to consider splitting it into a 4000/6000 pairing that could be offered simultaneously.