

Approved by: Faculty and President

Date Approved: not available

Effective Date: not available

1. **Summary:** This policy defines appropriate standards for graduate education at the College.
2. **Rationale:** This policy is necessary to ensure the quality of the College's graduate programs.
3. **Entities Affected:** students, faculty
4. **Definitions:** not applicable
5. **Policy:** Graduate education, by its very nature, is different than undergraduate education. Whereas education directed at undergraduates is often designed to introduce certain concepts or facts to the learner, graduate education has an even greater task. Graduate education should not just seek to provide additional training in old and new knowledge and skills, but also to further the learner's knowledge of literature within a discipline and to aid in understanding and application. Graduate education should also engage a student in developing an ongoing research methodology built first on analysis and critical interaction with source material (i.e., breaking the material down into logical parts, followed by identifying problems and issues, strengths and weaknesses, omissions and overstatements), before moving to a synthesis of relevant sources in order to foster creative problem-solving and evaluation. It is therefore imperative that each graduate level course adhere to the following guidelines:
 - a. Textbooks and other informational materials should be at a higher level than what is customary at the undergraduate level.
 - b. Instruction and course materials should foster not just knowledge, understanding, and application, but also an analysis of the material and synthesis of information, culminating in an evaluation of information from all sources.
 - c. Course learning outcomes must be stated in evaluative terms and must be formulated to reflect knowledge, understanding, application, analysis, synthesis, and evaluation of course content.
 - d. Course requirements should be at a level of complexity that challenge students' cognitive thinking and judgment, understanding within the discipline, relevant application of course materials and research, and should equip students to make a collegial contribution to peer education.

Bi-Level Courses

When a course is offered as bi-level, students taking the course for undergraduate or graduate credit are integrated in the same classroom. Bi-level courses have core material and requirements benefiting all students (undergraduate and graduate) with additional material and requirements for those taking the course for graduate credit. Distinct undergraduate and graduate syllabi should be produced for bi-level courses in order to specify the learning objectives, course requirements, and material appropriate to each level. Graduate learning

objectives and assignments in bi-level courses focus on increased reading materials and independent study, and include a research component in order to meet the guidelines for graduate education listed above.

6. Procedure:

- a. Implementation:** not applicable
- b. Responsibility for Compliance:** Vice President of Academic Affairs
- c. Notification:** This policy will be posted on the College’s website and published in the College’s *Faculty Handbook*.
- d. Policy Review:** This policy will be regularly reviewed according to the College’s policy review procedure.

For the Office of the President only:

Policy version: 1.0	Policy number: 3.013
Related policies:	

Policy History

Version 1.0	Not Available
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