• When developing a co-convened course, it is important to demonstrate that the graduate students in the course are getting a true graduate experience.
• This graduate-level experience can be demonstrated through a variety of means that normally involves greater depth, breadth, and pace of assignments and scholarly materials, including appropriate assessment measures, than the undergraduate component of the course. Demonstration of these measures within the course may include, but is not limited to:
  o richer, deeper, and greater output and production;
  o assessment standards that reflect higher expectations;
  o utilizing current literature and primary sources;
  o engaging graduate students in some type of leadership role in the course, if appropriate
• The onus rests on the faculty and best practices within a particular discipline to develop a course that affords a true graduate experience for their students. This difference must be clearly delineated in the syllabi (undergraduate and graduate sections must have separate syllabi).
• Questions by the UGC or UGC Review subcommittee regarding discipline-specific issues will rely on guidance and input from the UGC or UGC Review subcommittee member associated with the relevant discipline.

For more specific information and examples of these best practices from syllabus development, to learning outcomes, to assessment tools, please refer to the Best Practices and Examples.