



University Senate
Professional Studies Building, Room P203A rm 1; Extension 3459

Presented at September 23rd Senate Meeting for Previous Notice. Motion will be presented at the October 21 Senate Meeting.

PROPOSAL DRAFT (9-23-2019)
500-Level Course Policy

1. 500-level courses are graduate courses in which qualified undergraduate students with senior status may be permitted to enroll
2. 500-level courses shall include student learning outcomes which are more rigorous and require a higher level of learning and accomplishment than undergraduate courses (see attachment #1).
3. Undergraduate students with senior status who wish to enroll in a 500-level course must meet the specific, published requirements for the course such as (but not limited to) successful completion of the prerequisites, a cumulative grade point average requirement, and/or permission from the chair/coordinator of the department/program in which the course is housed.
4. Course proposals for a new 500-level course or for a change(s) in an existing 500-level course shall follow the existing curriculum proposal process and shall require the approval of both the Senate's C&I (undergraduate) committee and the Senate's Graduate Studies Committee before being presented to the full Senate for a vote about approving (or not approving) the proposal.
5. 500-level courses cannot be required courses (such as capstone courses) in any undergraduate major, minor, certificate or similar programs.
6. The University's policy concerning the applicability of 500-level courses to baccalaureate and graduate degrees remains in effect (see attachment #2).
 - a. When the credits earned in a 500-level course are used toward fulfilling the 120 degree requirement for an undergraduate baccalaureate, or toward an undergraduate minor or certificate, those credits cannot be applied to any graduate level program. The title/credits for the course shall be included on the student's undergraduate transcript but not on the student's graduate transcript.
 - b. When credits earned in a 500-level course are acquired as an undergraduate student and the credits are used toward a master's degree program or a graduate level certificate (see attachment #2), the course title and credits shall remain on the students

undergraduate transcript and not duplicated on the student's graduate transcript to ensure against the double counting of credits.

7. Credits earned in a 500-level course shall not be used toward fulfilling any requirements in doctoral programs.

Attachment #1:

(Relevant portions taken from the University's current website)

Policy Number: 02-01-006
Effective Date: June 2, 2014
Policy Applies To: University wide
Responsible Office: Provost

Introduction and Statement of Purpose

Guidelines for requesting a new course approval and course changes.

Policy

9. Student Learning Outcomes (Include discipline-specific and generic outcomes. The best way to begin this section is with the statement: "By the end of this course, students will be able to," followed by your list of outcomes, each starting with a single verb from Bloom's taxonomy. *Graduate courses should always involve higher-level competencies*. Undergraduate courses may include some lower-level competencies but must also involve some higher-level competencies. Please refer to the attached verb sheet. For General Education courses, indicate which two or more University-wide student learning goals will be addressed. Courses seeking approval for Tier 1 and Tier 2 must include instruction in, and assessment of, the skills associated with at least two of the following six University-wide student learning goals: 1) effective writing skills; 2) effective oral communication skills; 3) effective quantitative literacy skills; 4) the ability to think critically to evaluate and solve problems; 5) effective information and technology literacy skills; 6) responsible citizenship in a culturally complex world.) [emphasis added]

13. Graduate Course Status (Describe the unique aspects of the course that qualify it to be offered at the graduate level (600/700 number) or at the *undergraduate/graduate elective level (500 number) in contrast to similar courses that might exist at the undergraduate level*. Your description should be written in terms of the higher-level and lower-level outcomes listed in Section 9.) [emphasis added]

Attachment #2:

(Relevant selection for the NJCU graduate catalogue)

Graduate Courses Open to Undergraduate Seniors

Senior-year undergraduates are eligible for admission to 500-level courses, unless they cannot satisfy the special requirements for that course (see course descriptions within the current New Jersey City University Graduate Catalog). Such special requirements include, but are not limited to, completion of prerequisite courses, co-requisites, attainment of minimum grades in certain courses or programs, and permission of the instructor.

Credits for undergraduate students in 500-level courses are applied in the following way:

1. Undergraduate credit: All credits for 500-level courses satisfactorily completed by an undergraduate student may be counted toward the 120 semester-hour requirements of a curriculum leading to a bachelor's degree;
2. Graduate credit: Excess credits earned beyond the 120 required for undergraduate degrees, earned with grades of "B" or better by undergraduate students in 500-level courses, may be considered for advanced standing (graduate credit) for students matriculated in graduate programs at New Jersey City University no later than seven years after receiving credits for these courses;
3. Graduate students may apply no more than nine credits of 500-level courses toward the fulfillment of master's degree program requirements.