

## **College of Education and Human Services Dual-Level Differentiation Analysis Tool**

Dual-level courses are critical to the COEHS mission of becoming a life-long learner and a reflective practitioner as components of the caring intellectual model. It offers professionals in the field greater access to continuing education in their careers. It enhances the experience of undergraduate students by integrating knowledgeable, practicing professionals with pre-service teachers. In addition, dual-level courses expose undergraduate students to the graduate experience and encourage their entry into graduate studies.

Graduate experiences take students deeper into specific and purposeful integration of concepts and theory and creative application that emerges from meaningful self-reflection based on actual practice in the field. The learning outcome is “rich and thick” with understanding and application. Determining appropriate level of rigor between graduate and undergraduate level course work in dual-listed courses can be demonstrated in multiple ways. In order to clearly differentiate graduate expectations in dual-level courses the following expectations must be met.

Dual-level courses will differentiate graduate from undergraduate expectations using the College of Education and Human Services Dual-Level Differentiation Analysis Tool outlined below. New course proposals as well as current course syllabi (to be completed by June 2009) will include a short narrative describing the ways descriptors are integrated into graduate student expectations within the course. Syllabi may:

- Contain different assignments
- Contain the same assignment with extension
- Specify additional assignments
- Include specific criteria for differentiated grading

Suggested Course Descriptors Include:

- Student assumes leadership role (individual and/or group)
- Student engages in greater sophistication/depth of thought/analysis
- Student demonstrates advanced learning task
- Student demonstrates advanced skill development
- Student demonstrates integration of key concepts-theories
- Student demonstrates higher level thinking (i.e. Analysis, synthesis, evaluation, creativity)
- Student demonstrates analytic self-reflection
- Student conducts meaningful and in-depth library research
- Student conducts meaningful and in-depth action research
- Student completes in-depth presentation of research
- Student demonstrates in-depth qualitative and quantitative evaluation
- Student demonstrates in-depth and effective implementation in field

Course Differentiation is:

- **Unacceptable** if less than 3 of the above descriptors are present
- **Acceptable** if 3-4 of the above descriptors are present
- **Strong** if 5 or more of the above descriptors are present.

This policy was approved by a majority vote of the Graduate Council on October 13<sup>th</sup> 2008; final copy approved on 12/1/2008.