

Dual-Level Course Rubric
MS in Mathematics Education Program
University of Wisconsin Oshkosh

The graduate experience is designed to allow students in our program to study mathematics, mathematics education and statistics at a deeper and more rigorous level than that of undergraduates. In order to differentiate the graduate from the undergraduate experience in our dual-level courses, instructors will provide a syllabus and brief explanation describing the ways the course meets the below criteria.

In order to be accepted as a dual-level course for the Masters of Science Program in Mathematics Education, the offering must meet both criteria #1 and #2 below and at least two of the four additional criteria (#3 – #6). (Criteria #3 - #6 should be thought of as ways to fulfill criteria #1 and #2.)

- 1) The course syllabus must list specific objectives to be met by the graduate students that are more substantial than those for the undergraduates.
- 2) The syllabus must describe specific assignments for graduate students that are more substantial than those for undergraduates.
- 3) The graduate students are required to do original research in mathematics, mathematics education or statistics.
- 4) The graduate students are required to demonstrate a higher level of synthesis, analysis or problem solving than that of the undergraduates.
- 5) The graduate students are required to write more rigorous mathematical proofs than those of the undergraduates.
- 6) The graduate students are required to assume a leadership role in the class (by making presentations, or the like) that is more substantial than that of the undergraduates.

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