

Resource Guide

Course Design Essentials for Creating Dual-Listed Courses

On rare occasion, a situation arises in which there are two groups of students at different academic levels who both need to take a course on the same topic. In this situation, programs often decide that creating a dual-listed course is an appropriate solution. Creating a dual-listed course comes with the unique challenges of meeting the learning needs of students at two different academic levels, often crossing the undergraduate/graduate threshold. Careful course design is an essential aspect of making sure students at each level achieve the learning necessary for their specific needs, and is key to bridging consideration across the academic divide.

Learning Objectives

Creating course learning objectives (also called learning outcomes or competencies) that take into careful account the learning needs of and purposes for students taking the course at each level is a first consideration of designing a dual-listed course. The outcomes for each level must both match the academic level of the student and be clearly differentiated from the other level. For example, in a 4000/5000 dual-listed course on conflict resolution, these might be two outcomes:

By the end of the course students will:

- 4000 - Identify key strategies of the three main areas of conflict resolution.
(We see in this example students are expected to be at the “knowledge” level)
- 5000 – Employ the appropriate strategies of conflict resolution to real-life scenarios
(We see in this example students will be expected to be at the “application” or “analysis” level)

Both objectives are focused on the strategies of conflict resolution, but they have different learning expectations and implications embedded within them.

Assessment methods

For example, these might be assessments for each of the objectives above:

- 4000 – An exam that gives students example scenarios that focus on discrete strategies associated with the three main areas of conflict resolution in which they name or choose from a list the strategy being employed
- 5000- A set of case studies in which students must explain how and why they would employ the full range of conflict resolution strategies they have learned

Each assessment method aligns with the corresponding learning objective at each course level.

For more information or to discuss how you might incorporate these ideas into your courses, contact the Reinert Center by [email](#). Please see also the companion resource guide, ***Pedagogical Strategies for Teaching Dual-Listed Courses***.