

Social Work Dual-Level Course Rubric
UW Oshkosh Department of Social Work
January 2010

In an effort to offer a variety of elective options to undergraduate and graduate Social Work students the Department of Social Work offers some courses that are listed for both undergraduate and graduate credit. In order to qualify for graduate credit dual-listed courses must clearly specify the additional/different course objectives and assignments that qualify the course for graduate credit. Dual-level course syllabi must provide clear and strong evidence that distinguishes graduate performance expectations.

The Council on Social Work Education is a national accrediting body and as such provides accreditation for both the BSW and the MSW programs. A primary component of accreditation is compliance with specified curriculum content that is competency-based. Student learning outcomes for both BSW and MSW courses are linked to these competencies.

Graduate Course Objectives

Dual-level courses must specify competency-based learning objectives for graduate students. These learning objectives may be specific to graduate students or in addition to undergraduate student learning objectives.

Graduate Specific Assignments (to be specified in dual-level course syllabi)

- Dual-level courses must specify at least three tangible methods (exams, papers, presentations, projects) of student evaluation. Graduate students will have at least one additional assignment to what is required of undergraduate students. However, instructors may permit undergraduate students to complete graduate specific assignments for additional credit.
- Evaluation criteria for graduate students must be specific and require a higher level of critical thinking, analysis and synthesis than is expected of undergraduate students. Graduate students are expected to be proficient with the use of APA references and citations, grammar and professional syntax.
- Graduate student assignments must include opportunities for graduate students to engage in library research, including use of peer reviewed journal articles, evidence-based research, critical theories and/or meta-analysis. Written assignments must specify that graduate students are to write more in-depth analysis and to use/cite at least 30% more relevant literature than is required of undergraduate students. Written and oral analysis requires students to engage in critical reading and presentation of relevant literature.
- Graduate students are expected to formally, orally present research findings at least once during the course of a dual-level class.
- The syllabus should remind graduate students that course grades lower than a C are not acceptable for graduate credit.

Approved by the Graduate Council April 1, 2010.