

In order for a conjoint course to be considered and to be addressed by the Graduate Studies Committee, program personnel would need to develop a persuasive argument concerning the “rare instances” that a conjoint course is needed. Questions to consider relative to this argument:

1. List the number of faculty in the degree granting area (dept/program area?)
2. List the number of graduate courses listed on the books for the degree granting area (dept/program area?)
3. How many courses are currently listed as conjoint in the degree granting area (dept/program area?)
4. How often are these conjoint courses taught?
5. How many of these courses are designed as graduate courses with a few undergrads enrolled? (versus designed as undergraduate with a few graduate students).
6. Over the past 3 years, what percentage of courses on Graduate degree programs of study in this degree granting area (dept/program area?) are conjoint courses?
7. Why is this particular course integral to the graduate program in this degree granting area (dept/program area?)