

# **COLLEGE OF SCIENCE**

## RUBRIC FOR ASSIGNMENT OF COURSE LEVELS FOR NEW UNDERGRADUATE COURSE PROPOSALS FROM THE COLLEGE OF SCIENCE

The level (100, 200, 300, or 400) of a new undergraduate course will be justified by one of the two methods listed below:

### Method 1: Prerequisite Tree

For a course that depends on prerequisites and/or is a pre-requisite for another course, the level is justified by the numbers of the other course(s). For example, a 400-level course could have a 300-level course as prerequisite, which in turn could have a 200 or 100 level course as prerequisite, as shown here: MATH 172 → MATH 221 → MATH 308 → MATH 412

If a course has no prerequisites, it will be automatically justified to be at the 100-level unless otherwise justified by method 2 below.

### Method 2: Learning Outcomes

The course level is justified based on the learning outcomes indicated on the syllabus. The level is based on the preponderance of the learning outcomes within the undergraduate degree program. Learning outcomes are categorized as a level of knowledge or skill as follows:

- Novice* the first step along a path of a given topic, true introductory material. Some students may be at this level on some topics when they enter college.
- Developing* depends on some knowledge from a preceding college-level course, but all students are expected to progress beyond this level.
- Proficient* minimum level on a topic required for graduation.
- Expert* a level at or beyond that required of every student for graduation. For any given topic, some (but not all) students will reach this level. Most students will reach Expert level on some topics.

These terms are relative to the knowledge and skill level that that an average student is likely to attain during their degree program. Multiple outcomes in the sequence may be in a single course. Once all the learning outcomes have been categorized, the stated outcomes for most courses will have a *mixture* of levels. Lower-level courses should have a preponderance of “Novice/Developing” while upper-level ones should mostly have “Proficient/Expert”. Therefore, our definition of course levels is as follows:

Plurality of outcomes at Novice level:	100
Majority of outcomes at Novice or Developing level:	200
Majority of outcomes at Proficient or Expert level:	300
Plurality of outcomes at Expert level:	400