

**COLLEGE OF EDUCATION
AND HUMAN DEVELOPMENT**

Undergraduate Course Level Determination Guidelines

For courses proposed in the School of Education and Human Development, the undergraduate course level (100, 200, 300, 400) will be justified by either the (1) Prerequisite Tree Method, or the (2) Learning Outcomes Method. Each methodology is described below.

Prerequisite Tree Method

Course level can be justified by a course that requires prerequisites or that is a prerequisite for another course. For example, a new course that requires the completion of a 200-level course can be justified as a 300-level course, because the knowledge of the earlier course is required before taking the new course. Similarly, if a course is being created to fill in a knowledge gap that has been identified (e.g. our students are performing poorly in a 400-level course because they do not understand certain concepts), that course may be justified as a 300-level course. If a course is a co-requisite, it should be at the same level as the other co-requisite. Further, consistent with university guidelines, we recognize that “admittance to upper-division” classes in a degree plan can be used as an appropriate justification for assigning a level of 300 or higher. A prerequisite of “junior/senior classification” is not adequate for assigning course level.

Learning Outcomes Method

If there are no prerequisites, course level may be determined based on the course learning outcomes listed in the syllabus. The course level is determined by the preponderance of learning outcomes within the programs 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 preceding level of knowledge from a college-level course, but students are expected to progress beyond this.

Proficient – minimum level required for graduation on a topic

Expert – a level beyond that required of every student for graduation. For any given topic, some students will reach this level but not all.

The School of Education and Human Development utilizes the definition of course levels that 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