

## Policy on Assignment of Undergraduate Course Levels for New Course Proposals

All new course proposals will require a justification of the course level proposed (i.e., 1XX, 2XX, 3XX, 4XX). The justification will contain two criteria. The first criterion being that the course is a continuation of a sequence of courses where lower division courses are clear prerequisites for proposed upper division courses. The second criterion is that the educational expectations (student learning outcomes) are appropriately matched to the proposed course level.

If a course has no prerequisites other than student classification, then the course level will be evaluated solely on its ability to meet Criterion 2. An exception to this is if a program has a clear lower-division vs. upper-division designation of students within a degree program. For example, a proposed course that is only available to students admitted to upper-division courses in a particular major can satisfy the requirements for Criterion 1.

All new course proposals will be evaluated by Criterion 2.

### Criterion 1: Course Pedigree

- Prerequisites – if a course requires lower-division courses in order to build upon a chain of knowledge as seen in mathematics, languages, etc., use of a higher course level than the prerequisites is appropriate. If a proposed course expands upon a topic presented in a lower-division course, such as an introductory course, use of a higher course level is appropriate.
- Classification – Admittance to upper-division classes in a degree plan is an appropriate justification for requesting a course level of 3XX or higher. A prerequisite of junior/senior classification is not an appropriate justification for assigning a higher course level.

### Criterion 2: Course Expectations

- Student learning outcomes should be matched to the course level requested. If a proposed course is an introductory course with learning outcomes focusing on lower level cognitive skills from Bloom's Taxonomy (see rubric Area 4), a course level assignment of 1XX is appropriate. Proposed courses requesting an upper-level course number should have learning outcomes that focus on mid-level cognitive skills from Bloom's Taxonomy (see rubric Area 4).
- If a proposed course does not satisfy Criterion 1, then it will be closely evaluated on Criterion 2 alone.

The GV-UCC (Galveston Undergraduate Curriculum Committee) will review all new course proposals, verifying that these criteria are met. If not met, the GV-UCC will return the course proposal to the originating program and request amendment of the proposal to match the criteria. Courses that match Criterion 1 & Criterion 2 will continue in the approval process.

**Area 1 – Relationship of course to other courses in curriculum (source – [TAMU Curriculum process](#))**

Course Prefix, #, Name	Prerequisites for this course – Prefix, #, Name	Co-Requisites for this course - Prefix, #, Name	Course(s) for which this course is a prerequisite - Prefix, #, Name

**Area 2 – Role of course in the curriculum (sources - [TAMU Curriculum process](#), [Dreyfus model of Skill Acquisition](#), [Benner’s Stages of Clinical Competence](#))**

- (I) Introduce – Familiarize, focus on exposure to and acquisition of foundational content for novice learners
- (E) Expand – Focus on emphasizing elements of disciplinary structure to develop learners from novices to advanced beginners
- (S) Strengthen – Focus on reinforcing content and processes to move learners from advanced beginners to competent or proficient
- (D) Demonstrate – Focus on providing opportunities for learners to show mastery in the discipline moving from competent to expert

	Less Complex		More Complex	
<b>Learner Level</b>	Novice	Advanced Beginner	Competent/Proficient	Expert
<b>Content Approach</b>	Introduce	Expand	Strengthen	Demonstrate

**Area 3 – Learning to learn in the course/discipline (source – [Shaping the College Curriculum, Lattuca & Stark, p. 214](#))**

A. In this course, what percentage (*determined by instructor*) of the student time/effort is on:

Less Complex		More Complex	
Attaining Knowledge ___ %	Developing Intellectual Skills ___ %	Learning Intentionally ___ %	

B. In this course, what percentage (*determined by instructor*) of the time does the instructor acts as:

Less Complex		More Complex	
Organizer & Leader ___ %	Guide & Mentor ___ %	Mentor & Colleague ___ %	

C. This course requires what percentage (*determined by instructor*) of the following intellectual skills: %

Less Complex		More Complex	
Study Skills ___ %	Analytical Thinking ___ %	Creativity ___ %	
Comprehension & Retention ___ %	Critical Thinking ___ %	Self-Discovery ___ %	
	Problem Solving ___ %		

D. This course requires what percentage (*determined by instructor*) of the following learning behaviors: %

Less Complex		More Complex	
Organizing ___ %, Reflecting ___ %	Questioning ___ %	Adapting ___ %, Connecting ___ %	

**Area 4 – Workload**

See [Course Workload Estimator](#) (Rice University)



Area 5 – Mapping Student Learning Outcomes (sources – [A Taxonomy for Learning, Teaching, and Assessing](#), Anderson & Krathwohl, and [A Model for Learning Objectives](#), Iowa State University Center for Excellence in Learning and Teaching)

		COGNITIVE PROCESS DIMENSION					
		1. REMEMBER Recall and retrieval of foundational disciplinary information.	2. UNDERSTAND Make meaning out of information.	3. APPLY Use information in a similar situation.	4. ANALYZE Take apart information and explore component connections.	5. EVALUATE Examine critically and judge.	6. CREATE Create something new.
KNOWLEDGE DIMENSION	<b>A. FACTUAL KNOWLEDGE</b> Foundational information in a discipline.	<i>List</i>	<i>Summarize</i>	<i>Respond</i>	<i>Select</i>	<i>Check</i>	<i>Generate</i>
	<b>B. CONCEPTUAL KNOWLEDGE</b> Connection of foundational elements to overall structure and function.	<i>Recognize</i>	<i>Classify</i>	<i>Provide</i>	<i>Differentiate</i>	<i>Determine</i>	<i>Assemble</i>
	<b>C. PROCEDURAL KNOWLEDGE</b> Methods for investigating and acting.	<i>Recall</i>	<i>Clarify</i>	<i>Carry Out</i>	<i>Integrate</i>	<i>Judge</i>	<i>Design</i>
	<b>D. META-COGNITIVE KNOWLEDGE</b> Reflection on thinking in the discipline.	<i>Identify</i>	<i>Predict</i>	<i>Use</i>	<i>Deconstruct</i>	<i>Reflect</i>	<i>Create</i>

