

# Yavapai College Standard Descriptions for 100-, 200-, 300- and 400- Level courses

## Proposed Definition:

Yavapai College courses provide content at different levels of knowledge and skill adopted from Bloom’s Taxonomy Staircase, Fredonia College, and AZTransfer.

AZ Transfer—Lower Division (100-Level and 200-Level)—Lower division courses should acquaint, introduce, develop, and lay foundation information.

AZ Transfer—Upper Division (300-Level and 400-Level)—Upper division courses should provide in-depth study, application, and understanding of the scope and limitations of the knowledge.

Upper-Level courses are at an advanced-undergraduate level of difficulty and are generally taken by majors, minors, and other students with a well-defined interest and demonstrated ability in a particular subject area.

## Qualifiers:

Individual disciplines may provide different levels of knowledge and skill at different course levels than those outlined in this document. The final decision regarding learning outcome language lies with the discipline faculty.

This document is being used as a starting point for further discussion on what differentiates lower and upper-division courses at Yavapai College. The guidelines presented here will be revised as necessary.

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## LEVELS

- Developmental courses (below 100-level) generally cover pre-college-level competencies and prepare students to take college-level courses;
- 100-Level Courses
  - These are typically introductory courses having no university-level prerequisites, often presenting basic concepts and terminology. Students in such classes are expected to operate largely at the “knowledge” and “comprehension” levels but should be provided opportunities to develop at the “application” and “analysis” levels.
- 200-Level Courses
  - Such courses are at an intermediate level of difficulty and sometimes survey a subfield within a discipline. They often have a prerequisite at the 100-level. Students taking such classes should solidify their abilities at the knowledge and comprehension levels and be provided ample opportunity to develop their application and analysis skills.
- 300-Level Course
  - While continuing to develop proficiency at the lower cognitive levels, 300-level courses are expected to provide students with the opportunity to operate at the “synthesis” and “evaluation” levels.
- 400-Level Courses
  - Courses at the 400-level operate mostly at the “synthesis” and “evaluation” levels. They are often of a “seminar” nature, with the students taking significant responsibility for the course

agenda. In particular, courses that provide students with the opportunity to perform directed research are usually at the 400-level.

### Additional guide to help with course creation

- **(100-level) Factual**

- First-year (100-level) courses generally cover competencies that do not require previous experience or knowledge of the subject and are often introductory and survey courses and focus on:
  - Knowledge (Remember)
    - Verbs: *define, repeat, record, list*
    - Activities: *lecture, visuals, video, audio, examples, illustrations, analogies*
  - Comprehensive (Understand)
    - Verbs: *translate, restate, discuss, describe, recognize, explain, express, identify*
    - Activities: *questions, discussion, review, test, assessment, reports, learner, presentation, writing*

- **(200-level) Conceptual**

- Second-year (200-level) courses generally cover competencies for which some previous experience or knowledge may be desirable. A 200-level course has a prerequisite course and focuses on:
  - Application
    - Verbs: *interpret, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, schedule, shop, sketch*
    - Activities: *exercises, practice, demonstrates, projects, sketches, simulations, role play, microteach*
  - Analysis
    - Verbs: *distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, inventory, question, relate*
    - Activities: *problems, exercises, case studies, critical incidents, discussion, questions, test*

- **(300-level) procedural**

- Third-year (300-Level) courses are subject-specific and continue to develop lower cognitive levels while developing experience through:
  - Synthesis
    - Verbs: *compose, plan, propose, design, formulate, arrange, collect, construct, create, set up, organize, manage, prepare, select*
    - Activities: *projects, problems, case studies, creative exercises, develop plans, constructs, simulations*
  - Analysis
    - Verbs: *distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, inventory, question, relate*
    - Activities: *problems, exercises, case studies, critical incidents, discussion, questions, test*

- **(400-level) Metacognitive**
  - Fourth-year (400-Level) courses generally focus on a seminar, self-knowledge, and practical application/problem-solving projects which focus on:
    - Synthesis/create
      - Verbs: *compose, plan, propose, design, formulate, arrange, collect, construct, create, set up, organize, manage, prepare, select*
      - Activities: *projects, problems, case studies, creative exercises, develop plans, constructs, simulations*
    - Evaluating
      - Verbs: *judge, appraise, evaluate, rate, compare, value, revise, score, select, choose, assess, estimate, measure*
      - Activities: *Case studies, projects, exercises, critiques, simulations, appraisals*
- **Fredonia** <https://www.fredonia.edu/apcaas/guidelines-numbering-courses-undergraduate-level#:~:text=300%2DLevel%20and%20400%2DLevel%20Courses,in%20a%20particular%20subject%20area.>
- Bloom's Taxonomy Staircase staircase (Source: <ftp://ftp-fc.sc.egov.usda.gov/NEDC/isd/taxonomy.pdf>)