



Proposed grid showing relative degree of emphasis for a variety of cognitive, instructional, and student intellectual characteristics of courses defined at different academic levels. Terms used here are meant to complement the Proposal text, while not paralleling it absolutely.

Shade of grey indicates expected relative emphasis or focus on that characteristic. White does not indicate absence of emphasis or focus; i.e., remembering and recalling facts and figures is still an important component of many 400-level courses, and a textbook is still likely to be used in a 400-level course, but these elements are usually de-emphasized relative to other elements.

This grid will likely differ across various disciplines and is meant only to encourage explicit consideration of how course levels are functionally defined.

	<u>Course Level</u>				
	100	200	300	400	500
<u>Cognitive Domain</u>					
Remember					
Understand					
Apply					
Analyze					
Evaluate					
Synthesize					
<u>Instructional Variables</u>					
Instructor Direction					
Specification of "Ends"					
Instructor Guidance					
Instructor Collaboration					
Reliance on Textbook/2 ^o Sources					
Inclusion of Primary Scholarship					
<u>Student Intellectual Domain</u>					
Perception					
Simulation					
Integration					
Production					
Mastery/Origination					