

## Academic Rigor and Guidelines on Course Levels Policy

In alignment with Talladega College's mission to prepare students for the global community by providing academic excellence, we set high standards for student learning in our curriculum. Students participate in various activities to develop, challenge, and prepare them for success in their professions.

Talladega College sets the standard for students by equipping them through instructional and supportive methods and requiring student demonstration of achievement.

Talladega College defines a rigorous curriculum as one that is cognitively challenging and equips students through instructional supportive methods that are inclusive of diverse perspectives in order to provide students with appropriate knowledge as outlined by the college-wide and program learning objectives. Our rigor is maintained by the diversity of courses required by the liberal arts curriculum as well as the depth of study required by majors.

Rigor is characterized by content that is linked to a core disciplinary skill or concept and:

Requires students to complete authentic work using discipline specific methods and applying the knowledge to perform complex problems.

Requires the synthesis of prior knowledge and the development of in depth understanding and the ability to expertly communicate ideas and findings.

The program may demonstrate that it meets these standards through assessment reports, program reviews, and/or standards set by the discipline or external accrediting agencies. At the course level, evidence should include a combination of the following: learning outcomes, course assignments, exams, and/or descriptions of student activities. For both programs and courses, evidence to demonstrate rigor should be selected as appropriate to the discipline.

Departments will be responsible for ensuring the programs and courses meet the Talladega College standards for rigor.

The Provost/Vice President of Academic Affairs will have oversight of the policy.

The faculty of Talladega College established the following general, minimum criteria for course level designations:

**100 Level:** Courses with no prerequisites, survey courses or courses defining basic concepts and presenting the terminology of a discipline.

**200 Level:** Courses of intermediate college-level difficulty, courses with 100-level course(s) as prerequisite(s) or survey courses devoted to particular areas or fields within a discipline.

Courses at this level require students to develop connections between concepts both within their field and between disciplines.

**300 Level:** Courses of advanced college-level difficulty taken by majors and upper-division students; these are often considered to be courses in the major. Courses at this level expose students to specialized concepts and techniques central to the discipline.

**400 Level:** Advanced upper-division courses and/or seminars, tutorials and honors courses for majors and upper division students. Courses at this level require students to synthesize advanced knowledge and master skills in the discipline and/or guide students to independent production and engagement in the craft.

**500 Level:** Graduate level course. Courses at this level require students to synthesize advanced scholarly knowledge and master skills in the discipline at the graduate level with independent production and engagement in the craft or discipline. More specifically, engagement in research, and/or professional appropriate professional practice and training.

**600 Level:** Graduate level course. Courses at this level require students to study, master, and synthesize advanced scholarly knowledge and theoretical concepts. More specifically, engagement in research, and/or professional appropriate professional practice and training