Proposed Module-Level Distinction
Numerical module codes indicate the progressive levels at which the content, methods, aims and outcomes are presented in a module. This document offers general guidelines for module structure, organization and degree of difficulty or sophistication at each of the levels, 1000, 2000, 3000, and 4000. Since these are general criteria across all majors, specific module pre-requisites, co-requisites, or necessary skills, if any, should still be clearly stated in each module description. Individual majors may wish to supplement these guidelines by specifying particular learning objectives, skills and intellectual priorities for their own modules on their websites. This link (http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy) may be useful for information on how to construct learning objectives for modules and, more broadly, for the major.

Common Curriculum (CC) Modules
Year 1 CC modules are taught at the 1000-level, second year CC modules are taught at the 2000-level. Historical Immersion is at the 3000-level and all capstone modules are taught at the 4000-level.

Non-Common Curriculum Modules
1000-level modules are presented at an introductory level without prerequisites or expectations of previous experience. They can be survey modules or modules defining basic concepts and/or presenting the terminology of a discipline.

2000-level modules may have 1000-level modules as prerequisites or require some specific skills. They may be inter-disciplinary or survey modules devoted to particular areas or fields within a discipline or topic area and related majors. 2000-level modules help students understand material – through summarizing, classifying, and clarifying basic content, concepts, and procedures in and related to the discipline. Assignments should correspond to these learning objectives.

3000-level modules, including Research Seminars required by some majors, will require more complex and sophisticated deployment of intellectual competences exercised in 2000- and 1000-level courses. They will often be more specialised in their content, and expect a familiarity with a broader background than is treated in the course directly. Students enrolled in a 3000-level module should be prepared to produce some substantial independently-conceived work (such as a term paper, a creative work, or experimental project) in anticipation of 4000 level modules and Capstone research.

4000-level modules are advanced modules usually to be taken in Year 3 or Year 4, most likely by students who are pursuing a particular (or a closely allied) major in which the module is listed. These are advanced modules involving specialised and independent work which presumes experience dealing with areas of the discipline: final projects should demonstrate a student’s independent intellectual interests and capacities within the field.