

MAYS BUSINESS SCHOOL

Mays Business School Rubric for Determination of Course Levels for New Course Proposals

For courses proposed in Mays Business School, the undergraduate course level (100, 200, 300, 400) will be justified by either the (1) Prerequisite Tree Method, or the (2) Learning Outcomes Method. Each methodology is described below.

Prerequisite Tree Method

Course level can be justified by a course that requires prerequisites or that is a prerequisite for another course. For example, a new course that requires the completion of a 200-level course can be justified as a 300-level course, because the knowledge of the earlier course is required before taking the new course. Similarly, if a course is being created to fill in a knowledge gap that has been identified (e.g. our students are performing poorly in a 400-level course because they do not understand certain concepts), that course may be justified as a 300-level course. If a course is a co-requisite, it should be at the same level as the other co-requisite. The following are examples that could be used for justification using this method:

ACCT 229 > ACCT 327 > ACCT 407

ACCT 229 > ACCT 230 & ACCT 327 > ACCT 329

Further, consistent with university guidelines, we recognize that “admittance to upper-division” classes in a degree plan can be used as an appropriate justification for assigning a level of 300 or higher. A prerequisite of “junior/senior classification” is not adequate for assigning course level.

We recognize that at some times in the past, prerequisites were not always enforced. All prerequisite courses will be enforced as a matter of policy for all courses taught in Mays Business School beginning spring semester 2018.

Learning Outcomes Method

If there are no prerequisites, course level may be determined based on the course learning outcomes listed in the syllabus. The course level is determined by the preponderance of learning outcomes within the BBA programs as they relate to Blooms taxonomy:

Bloom's Original Taxonomy	Bloom's Revised Taxonomy	Level of Knowledge/Skill
Knowledge	Remember	Novice
Comprehension	Understand	Novice/Developing
Application	Apply	Developing
Analysis	Analyze	Proficient
Synthesis	Evaluate	Proficient/Expert
Evaluation	Create	Expert

We define level of knowledge/skill to be:

Novice (100 level courses): This is true introductory material. An example of this would be our BUSN 101 course. This introduces our students to the basic ideas of a business and transitions them to college-level learning. These courses may cover a large breadth of material.

Developing (200-level courses): Students are expected to really begin to comprehend business concepts and apply them. We would expect these to be many of our early CBK (Core Business Knowledge) courses. An example would be ACCT 229.

Proficient (300-level courses): This is the minimum level of knowledge that we would expect of every business student/particular major at graduation. We would expect this to be our more challenging CBK courses or the courses within a specific major that are taken after entry to upper level. Some examples are MKTG 321, FINC 341 or ACCT 327.

Expert (400-level courses): This is a level beyond that required of every business student at graduation. We expect these to be our major-specific courses. Not all business students will be experts in all of the majors, but we expect them to develop expertise within their major. Some examples would be ACCT 447, FINC 427, MKTG 440.

If using this method, the department proposing the course should categorize the learning outcomes listed in the course syllabus. We expect that most courses will have a mixture of outcomes/skill-levels, however, the course should be assigned a level that is appropriate based on categorization of the plurality of the outcomes. We expect lower-level courses will be primarily at the Novice and Developing levels, while upper-level coursework will be predominantly proficient or expert. The definition of the course levels is as follows:

Course Level	Course outcomes are...
100-level	Plurality at the Novice level
200-level	Plurality at the Developing level
300-level	Plurality at the Proficient level
400-level	Plurality at the Expert level

Course-level Evaluation

All new courses should be assigned a course level number by the proposing department based on one of these two methodologies. The Mays Undergraduate Curriculum and Assessment Committee (CAC) will review this criteria for every new course prior to committee vote and the related approval by the CAC Chair and Undergraduate Associate Dean. Any changes to these guidelines will require a majority vote of the CAC and approval by the Undergraduate Associate Dean. The UCC will be notified of any changes upon approval.

CARS (Course Approval Request System) Documentation

Within CARS, we will expect each department to document the methodology that they used to reach their conclusion for course level. For example, CARS documentation should state either the prerequisite tree method or learning outcomes method. For either method, a brief statement about either the prerequisites or about the percentage of learning outcomes in each category should be provided.