

Title: Course Numbering System

Category: Academic Affairs

Responsible Office: Office of the Provost

Scope:

This policy establishes the University of Kentucky course numbering system and identifies reserved course numbers used to support undergraduate, graduate, professional, experiential learning and administrative academic functions. It also establishes expectations for the assignment of course numbers and provides guidance regarding courses that serve specialized institutional purposes.

Applicability:

This policy applies to all academic courses offered for University credit, including undergraduate, graduate, professional, certificate and non-degree coursework. It applies to all academic colleges, departments, schools and programs responsible for proposing, approving, scheduling, or administering academic courses.

Policy Statement: The University of Kentucky maintains a standardized course numbering system to ensure consistency in course designation, academic rigor, student eligibility, institutional reporting and compliance with accreditation expectations.

Course numbers shall accurately reflect the academic level of the course, the intended student population and the expectations for student learning. Course numbering shall be assigned and maintained through the University's established curriculum approval processes and shall be used consistently across the institution.

Reserved course numbers identified in this policy shall be used only for the purposes specified herein unless otherwise approved through the appropriate institutional academic approval process.

Course Numbering System

The course numbering system reflects the level of course material and associated rigor. With the exception of upper graduate-level and professional courses, any restrictions limiting enrollment to specific student classifications must be specified in the course prerequisite.

Courses shall be numbered as follows:

001-099 No credit, non-degree and/or developmental courses.

100-199 First-year undergraduate-level course; undergraduate credit only.

200-299 Sophomore-level course; undergraduate credit only.

300-399 Junior-level course; undergraduate credit only.

400-499 Advanced junior- and senior-level course; undergraduate credit only.

400G Senior and first-year graduate-level course; graduate credit for non-majors only (this course number will be phasing out, but the definition is maintained for historical purposes).

500-599 First-year graduate-level course; undergraduate and graduate credit.

600-799 Upper-level graduate course; open only to graduate students (or to undergraduates by permission of the Director of Graduate Studies).

800-999 Professional program level-course; open only to students enrolled in professional degree programs.

Community Engagement and Other Experiential Learning Courses

Definitions: For the purposes of experiential learning activities created and delivered from a unit faculty, any experiential learning activity that is required for a certificate, degree or academic honor recorded on the transcript must be tracked by a numbered course for zero (0) or more credit hours.

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

- **Community-based Learning Experiences:** Community-based learning experiences are credit-bearing courses in which students apply, and thereby achieve greater mastery of, theoretical knowledge in real-world settings under the supervision of a faculty member.: Community-based learning experiences are credit-bearing in which students apply, and thereby achieve greater mastery of, theoretical knowledge in real-world settings under the supervision of a faculty member.
- **Service-Learning:** Service-learning is an integrative experience through which learners engage in thoughtfully organized actions in response to community-identified assets and needs. Service-learning experiences are designed to be reciprocal exchanges of knowledge and resources accomplished through service and reflection. Learning outcomes promote academic and civic engagement and are focused on an equal balance between holistic learner development and community well-being. Service-learning can be credit-bearing or non-credit-bearing.: Service-learning is an integrative experience through which learners engage in thoughtfully organized actions in response to community identified assets and needs. Service-learning experiences are designed to be reciprocal exchanges of knowledge and resources accomplished through service and reflection. Learning outcomes promote academic and civic engagement and are focused on an equal balance between holistic learner development and community well-being. Service-learning can be credit-bearing or non-credit bearing.
- **Outreach:** Outreach is a focus on the application and provision of institutional resources for community use. Outreach uses formal or informal educational approaches to deliver University (research-based) information to people and communities.

- **Civic Engagement:** Civic engagement is working to make a difference in the civic life (both political and non-political processes) of communities and developing the combination of knowledge, skills, values and motivation to make that difference.

Reserved Numbers for Courses

- **395 UNDERGRADUATE INDEPENDENT WORK OR INDEPENDENT STUDY:** If a department offers more than one such course, numbers lower than 395 shall be used.
- **396 UNDERGRADUATE UNIVERSITY EXPERIENTIAL EDUCATION**
- **399 UNDERGRADUATE DEPARTMENTAL FIELD-BASED EXPERIENTIAL EDUCATION:** Departmental field-based experiential education may be repeated to a total of 30 hours and shall provide students the opportunity to earn credit for work-study experience, with the approval of a faculty member and the department chair or their designee. A student must work with a faculty member to describe the nature of the experience, the work to be performed, any accompanying learning experiences, appropriate course credit for the work and criteria by which the student's work may be evaluated. This information must be written and filed in the departmental office and with the Stuckert Career Center prior to the student's registration for the course. Catalog descriptions of these courses must explicitly state the requirement for completing learning contract.
- **CONS 599:** CONS 599 is reserved for enrollment of consortium agreement students to assign and track financial aid awards and full-time/part-time status.
- **748 MASTER'S RESEARCH:** this course may be repeated up to six (6) semesters; requires approval of the Graduate School (0 credits).
- **749 DOCTORAL INTERNSHIP/PRACTICUM:** this course may be repeated up to six (6) semesters; requires approval of the Graduate School (0 credits).
- **757 QUALIFYING EXAM RESIDENCY:** Students may register for one semester of 757 Qualifying Exam (QE) Residency in anticipation of completing the QE during the semester. A student who is preparing to take the QE (and has completed all require pre-QE coursework) should enroll in XXX-757 for the semester in which the exam is scheduled. Like 767, this two (2)-credit course counts as full-time. The DGS is responsible for confirming the student's plans, as the course is nonrepeatable.

Should the student fail the exam or postpone due to lack of preparation, they must enroll for nine (9) credits of other coursework in the next semester to maintain full-time status. The course is graded S (exam passed) or UN (exam failed/postponed). Should a student postpone the exam due to extenuating circumstances, as approved by the DGS, the course is graded as an I. This course may also be repeated once with support from the DGS and approval in accordance with University Policy.

- **767 DISSERTATION RESIDENCY CREDIT:** 767 Dissertation Residency Credit is the University's designated dissertation residency course for doctoral students who have successfully completed the QE and is a two-credit hour course. Enrollment in 767 satisfies the doctoral dissertation residency and post-qualifying continuous enrollment

requirements established by policy. Except as otherwise expressly authorized by policy, no other course may be substituted for 767 to satisfy these requirements.

Students registered in 757 who pass their QE, prior to the University drop/add deadline, may drop 757 and add 767 to count toward the minimum two required semesters. Once the drop/add period ends, students may not change from 757 to 767.

When a new graduate degree program is approved, the establishment of the 767 course is automatic and does not need to be submitted as such through the course approval process.

- **768 RESIDENCY CREDIT FOR MASTER'S DEGREE:** 768 Residency Credit for Master's Degree may be repeated once (1-12 credits equivalence).
- **769 RESIDENCE CREDIT FOR DOCTORAL DEGREE:** 769 was replaced by 767 and maintained here for historical purposes.
- **770–779 SEMINAR COURSES**
- **790–799 RESEARCH COURSES**
- **880–889 SEMINAR COURSES IN PROFESSIONAL DEGREE PROGRAMS**
- **895–899 INDEPENDENT WORK IN PROFESSIONAL COLLEGES**

Reserved for the Council on Postsecondary Education

The following are reserved for enrollments to report numbers in these categories to the Council on Postsecondary Education (CPE):

- **PD 099:** PD 099 is reserved for enrollment of Postdoctoral Scholars and Postdoctoral Fellows.
- **MC 800:** MC 800 is reserved for enrollment of Residents and Clinical Fellows in the healthcare professional programs.

Expectations In 500-level Courses

Combined instruction of graduate and undergraduate students in 500-level courses must be structured to ensure appropriate attention to both groups of students and include a corresponding distinction in expectations. This differentiation is to be accomplished by (a) the completion of additional or distinct assignments by the enrolled graduate students consistent with graduate-level scholarship, and/or (b) the establishment of different grading criteria in the course for graduate versus undergraduate students, reflecting a higher standard for graduate students. The grading scale for both graduate and undergraduate students must be clearly stated in the syllabus. Accelerated Master's Pathway students (AMP) must be graded on the graduate scale; please see the AMP policy for more information.