
APPLIES TO: All Faculty

ISSUED: November 29, 2022

KEYWORDS: course, prefix, numbering

EFFECTIVE: November 29, 2022

PURPOSE: The purpose of this policy is to set forth the manner by which course prefixes and numbers are assigned accurately and consistently.

DEFINITION OF TERMS IN THIS POLICY:

- 1. Course prefix:** The prefix used to identify a course by academic subject code and reported on the course syllabus, academic bulletin, and in student records.
- 2. Course number:** The number by which a course is designated and indicative of the level of the course

POLICY DETAILS:

Prefix

Course prefixes are created as three to four-character academic subject codes in the academic bulletin (e.g., HIST, ACCT). Most commonly, new prefixes are proposed and created in conjunction with new academic programs and should reflect a discipline or field of study.

Generally, prefixes should *not* begin with or include the type of academic organization (e.g., C for Center, D for Department) or degree type (e.g., M for master's, B for bachelor's) nor should they be created for only one or two specialized courses within a broader discipline. Use the primary discipline subject code, when feasible, to facilitate class searches and readability of transcripts.

Unique course prefixes are *not* approved for the same disciplines or subject descriptions (e.g., interdisciplinary subjects offered by more than one department). Course prefixes are *not* approved on an experimental or interim basis. Rather, trial or temporary courses should be offered under existing department or program course prefixes.

Changes to existing or proposals for new subject codes are *not* approved for the sole purposes of marketing or differentiation of offerings based on instruction mode, tuition, or location.

Changes to existing prefixes may be proposed when academic programs or disciplines are approved for name changes and the existing prefixes are no longer relevant. Upon approval, active courses under the former prefix are recreated with the new prefix. Courses with the former prefix are inactivated and systematically linked to courses with the new prefix for purposed of repeatability, grade replacement, degree audit, etc.

Number Definitions

The number by which a course is designated indicates the level of the course:

- 100-299:** Lower division courses primarily for freshmen and sophomores.
 - 100-199:** Primarily introductory and beginning courses.



Course Prefix and Numbering Guidelines KC Policy # AC 115

- **200-299:** Intermediate-level courses.

300-499: Upper division courses primarily for juniors and seniors.

- **300-399:** Advanced-intermediate-level courses.
- **400-499:** Advanced-level courses.

500-599: Primarily assigned to courses within the first year of a graduate program. Not generally open to undergraduate students unless required for program of study.

600-699: Primarily assigned to courses within the second year of a graduate program. Not open to undergraduate students.

700-799: Primarily assigned to courses within the third year of a graduate program. Limited to doctoral level students.

800-899: Primarily assigned to courses within the final year of a graduate program. Limited to doctoral level students usually engaged in research, capstone, thesis, or dissertation.

Criteria for Upper/Lower Division Courses

The assignment of courses to upper and lower division is a difficult task. The following guidelines are provided to assist departmental and college committees in their assignment and review of course levels.

Lower division courses generally focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for more advanced courses. Such courses have one or more of the following four purposes:

- To acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of professional fields.
- To introduce essential skills of literacy (e.g., information gathering, reading, and writing), language, (e.g., oral communication and language and culture other than English), numeracy, and sciences to prepare for continuing work in any field of higher education.
- To develop specific occupational skills designed to lead directly to employment based on a two-year program of study.
- To lay the foundation for upper-division coursework and to begin development of analytical thinking and theoretical application.

Upper division courses are specialized, in-depth, and advanced, and emphasize problem-solving, analytical thinking skills, and theoretical applications. These courses often build on the foundation provided by the skills and knowledge of lower division education. Upper division courses may require the student to synthesize topics from a variety of sources. Upper division courses may also require greater responsibility, or independence on the part of the student. Upper division courses require instructors with specialized knowledge and preparation. Thus, many intermediate and all advanced baccalaureate courses in a field of study are properly located in the upper division. In addition, disciplines that depend heavily on prerequisites or the body of knowledge of lower division education may properly be comprised primarily of upper division courses. Such courses have one or more of the following three purposes:

- The in-depth study or application of theories and methods and the understanding of their scope and limitations.
- The refinement of essential skills associated with the baccalaureate.



Course Prefix and Numbering Guidelines KC Policy # AC 115
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- The development of specific intellectual and professional skills designed to lead to post-baccalaureate employment, graduate study, or professional school.

RESOURCES/REFERENCES:

Related KH Policy: N/A

Maintained by: Office of Records

HISTORY OF REVISION:

Original date: Faculty Handbook 2014-2015

Revision dates: October 12, 2022