

3.2.1 COURSES

3.2.2 COURSE NUMBERING SYSTEM

3.2.2.1 Standard numbering system

The number system reflects the level of course material and associated rigor. With the exception of upper graduate level and professional courses, any prerequisite restrictions limiting the level of a student accepted into a course shall be specified in a course's prerequisites. [US: 11/14/2016] Courses shall be numbered as follows:

001-099	No credit, non-degree and/or developmental courses; [US: 9/10/2001]
100-199	Freshmen-level course; undergraduate credit only; [US: 11/14/2016]
200-299	Sophomore-level course; undergraduate credit only; [US: 11/14/2016]
300-399	Junior-level course; undergraduate credit only; [US: 11/14/2016]
400-499	Advanced junior- and senior-level course; undergraduate credit only;
400G-499G	Senior and first-year graduate-level course; graduate credit for non-majors only; [US: 11/14/2016]
500-599	First-year graduate-level course; undergraduate and graduate credit; [US: 11/14/2016]
600-799	Upper graduate-level course; open only to graduate students; [US: 11/14/2016]
800-999	Professional programs course; open only to students enrolled in professional degree programs (see SR 9.14 Error! Reference source not found.). [US: 2/13/2012; 11/14/2016; 3/19/2018]

3.2.2.2 Exceptions

Exceptions to the requirements for admission to courses may be made as follows [US: 11/14/2016]:

Seniors with superior ability or preparation may be admitted to courses numbered between 600 and 799, upon approval of the instructor, the dean of the student's college and the dean of the Graduate School.

3.2.2.3 Blocks of Numbers for Certain Courses

The following blocks of numbers are set aside by the Registrar's Office for use of specific courses as indicated:

3.2.2.3.1 395 Independent Work or Independent Study

If a department offers more than one such course, numbers lower than 395 shall be used.

3.2.2.3.2 Community Engagement and Other Experiential Learning Courses

3.2.2.3.2.1 Definitions

For the purposes of experiential learning activities created and delivered from a unit faculty (SR 3.2.2.3.2), the following apply. Any experiential learning activity that is required for a certificate, degree or academic honor recorded on the transcript must be tracked by a Senate numbered course for zero 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.

3.2.2.3.2.1.1 Community-based learning experiences

These are for-credit courses in which students apply, and thereby achieve greater mastery of, theoretical knowledge in real-world settings under the supervision of a faculty member.

3.2.2.3.2.1.2 Service-learning.

This is an integrative experience through which learners engage in thoughtfully organized actions in response to community identified assets and needs. 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.

3.2.2.3.2.1.3 Outreach.

This is a focus on the application and provision of institutional resources for community use. Outreach can be formal or informal educational approaches to deliver university (research-based) information to the people and communities.

3.2.2.3.2.1.4 Civic engagement.

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

3.2.2.3.2.2 Reserved numbers for courses

3.2.2.3.2.2.1 396 University experiential education

3.2.2.3.2.2.2 399 Departmental field based experiential education

May be repeated to a total of 30 hours. To provide the opportunity for students with the approval of a faculty member and the department chairman--or his/her designee--to earn credit for work-study experience. The student must work with a faculty member to describe the nature of the experience, the work to be performed, 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 the Office for Experiential Education prior to the student's registration for the course. *Bulletin* descriptions of these courses shall include an explicit statement of the need for filling out a learning contract.

3.2.2.3.3 CONS 599

Reserved for enrollment of consortium agreement students for purposes of assigning and tracking financial aid awards and full-time/part-time status. [US: 9/13/2021]

3.2.2.3.3.2.2.3.4 748 Master's Thesis Research

May be repeated three calendar years (0 credits). [US: 3/6/2000]

3.2.2.3.4.2.2.3.5 749 Dissertation Research

May be repeated three calendar years (0 credits). [US: 3/6/2000]

3.2.2.3.5.2.2.3.6 767 Dissertation Residency Credit

Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended. (2 credit hours). [US: 2/13/2012]

* When the Senate approves a new graduate degree program the establishment of the 767 course is automatic, and does not need to be submitted per se through the course approval process. [SREC: 3/28/2012]

3.2.2.3.6.2.2.3.7 768 Residence credit for master's degree

May be repeated once (1-6 credits equivalence).

3.2.2.3.7.2.2.3.8 769 Residence credit for doctoral degree

May be repeated indefinitely (0-12 credits equivalence).

3.2.2.3.8.2.2.3.9 770-779 Seminar courses

3.2.2.3.9.2.2.3.10 790-799 Research courses

~~3.2.2.3.10~~3.2.2.3.11 880–889 Seminar courses in professional degree programs

[US:3/19/2018]

~~3.2.2.3.11~~3.2.2.3.12 895–899 Independent work in professional degree programs

[US:3/19/2018]

~~3.2.2.3.12~~3.2.2.3.13 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:

~~3.2.2.3.12-13~~3.2.2.3.13.1 PD 099

Reserved for enrollment of Postdoctoral Scholars and Postdoctoral Fellows

~~3.2.2.3.12-23~~3.2.2.3.13.2 MC 800

Reserved for enrollment of Residents and Clinical Fellows in the health care professional programs

3.2.2.4 Remedial Courses

All remedial courses created by the University Senate shall be designated with the letter R following the course designation and number. No course designated with an R shall count for credit towards a degree at the University of Kentucky. [US: 3/7/88; US: 4/10/2000; US9/10/2001; SREC: 6/8/2006]

3.2.2.5 Expectations in 400G and 500-level courses

Combined instruction of graduate and undergraduate students in 400G and 500-level courses must be structured to ensure appropriate attention to both groups, and a corresponding differentiation in expectations. This differentiation is to be accomplished by (i) the completion of additional or distinct assignments by the enrolled graduate students that are consistent with graduate-level scholarship; and/or (ii) 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. [US: 5/5/2003]