

UNDERGRADUATE CURRICULUM FORUM

GUIDELINES FOR LEVEL OF COURSE NUMBER

The following guidelines are provided by the Undergraduate Curriculum Forum (UCF) for faculty planning new or revised courses. The UCF will entertain any proposal that appears not to meet these guidelines if a reasonable rationale is provided.

In the following descriptions, the term "first year student" refers to students having completed 0 to 29 credit hours of college-level work. "Sophomore" indicates between 30 and 59 credit hours have been completed. "Junior" is for students having between 60 and 89 credits. "Senior" is for students having 90 credits or more.

000 – LEVEL

Generally non-credit courses designed to prepare students for college level work.

100 - LEVEL

Typically, these courses are basic skill and/or introductory courses that may be selected by students from throughout the University. These courses often provide necessary prerequisites for study of higher level topics, and introduce students to critical thinking. Courses at this level are designed primarily for first year students.

200 - LEVEL

These courses typically are introductions to more specific skills and/or fields of study within a discipline—they should be accessible to students from outside of the specific discipline. It is desirable that a 100-level (or 200-level, if part of a sequence) course be a prerequisite. Assignments should be more challenging than those of a course at the 100-level. Courses at the 200-level are designed primarily for sophomores.

300 - LEVEL

Primarily, these courses are intended for students majoring, minoring or developing a cognate in a discipline. These courses usually focus on a specific topic. Students engage in more critical analysis and synthesis, as well as more sophisticated independent projects than in courses at the 200-level. These courses normally have prerequisites, whether general (a certain number of courses in the major), or specific (a course at the 200-level, or—if part of a sequence—300-level). Assignments are more challenging than those of courses at the 200-level. Courses at the 300-level are designed primarily for juniors and seniors.

400 - LEVEL

Generally, these courses emphasize student's abilities in critical thinking, analysis, and synthesis. Students are expected to demonstrate substantial scholarship and professionalism. Courses at this level often include seminars, internships, independent studies and similar endeavors requiring student self-direction. Rarely do courses at this level introduce new fields of study—instead they delve deeper into areas to which the student has already been exposed. These courses normally have either general or specific prerequisites. Evaluation should reflect the expectation that students are about to complete their undergraduate studies in their field, and so is substantially more rigorous than in courses at other levels. Assignments are more challenging than in courses at the 300-level. Courses at the 400-level are designed primarily for seniors and advanced juniors.

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