I. Rationale

Running out of numbers:
Duke has grown considerably over the past century. Growth in faculty and programs has led to more course offerings within traditional departments and programs, while expansion in interdisciplinary research and scholarship has increased numbers of cross-listed courses. As a result, many departments and programs have simply run out of numbers and resorted to the over-use of suffixes (suffixes that make little or no sense within the context of the curriculum) and/or an over-reliance on the use of Special Topics courses.

Lack of transparency / curricular coherence:
Having so few numbers available, and so few apparent “levels,” has made it difficult for departments and programs to delineate course levels and sequencing. New faculty and students often have trouble making sense out of the curriculum of their respective departments or programs.

Moreover, we have learned that to outsiders looking at the Duke transcript, it can appear as if Duke students are taking all lower-level courses, since the norm within U.S. higher education is a course numbering system that goes from 100 to 400-level for undergraduates in a four-year program.

Confusion in the nature of 200-level courses:
Currently, 200-level course numbers are used inconsistently within and across schools and programs. Some 200-level courses are for seniors only; some are for graduate and advanced undergraduates as intended; and some are restricted to graduate students only. This has fostered confusion among students, faculty, and administrators.

For all these reasons, it makes sense to implement a new course numbering scheme that will

- be comprehensible and transparent to students, faculty, and outside world
- allow departments / programs to more clearly indicate course levels, sequencing, and logic of curriculum
- be consistent across departments and programs in Arts & Sciences and include the Nicholas School of the Environment, the Sanford School of Public Policy, the Pratt School of Engineering, and the Graduate School
## II. Current and New Course Numbering Schemes

### Current Course Numbering Scheme

<table>
<thead>
<tr>
<th>Numbering Range</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 99</td>
<td>Introductory-level</td>
</tr>
<tr>
<td></td>
<td>[1 – 49 primarily for 1st year students]</td>
</tr>
<tr>
<td>100 - 199</td>
<td>Advanced-level</td>
</tr>
<tr>
<td>200 – 299</td>
<td>Seniors and graduate students</td>
</tr>
<tr>
<td>300 - 399</td>
<td>Graduate students only</td>
</tr>
</tbody>
</table>

### New Course Numbering Scheme

<table>
<thead>
<tr>
<th>Numbering Range</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 99</td>
<td>Advanced Placement credit; House Courses; First-Year Seminars; First-Year Writing; Registrar / Department special purpose</td>
</tr>
<tr>
<td>100 - 199</td>
<td>Introductory-level undergraduate courses; basic skills / activity courses; foundation courses; Focus program courses</td>
</tr>
<tr>
<td>200 - 399</td>
<td>Undergraduate courses above introductory level</td>
</tr>
<tr>
<td>400 - 499</td>
<td>Advanced undergraduate, senior seminars, capstone courses, honors thesis courses</td>
</tr>
<tr>
<td>500 - 699</td>
<td>Graduate courses open to advanced undergraduates</td>
</tr>
<tr>
<td>700 - 999</td>
<td>Graduate only courses (not open to undergraduates)</td>
</tr>
</tbody>
</table>

To ensure transparency and consistency across departments, programs, and schools, the new numbering scheme includes reserved and assigned course numbers for certain types of courses (see next page):
# Reserved and Assigned Course Numbers

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Type</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-19</td>
<td></td>
<td>Reserved for Registrar</td>
</tr>
<tr>
<td>20 - 29</td>
<td>Advanced Placement Credit</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>House Courses</td>
<td></td>
</tr>
<tr>
<td><strong>Writing 80</strong></td>
<td>First-Year Writing</td>
<td>(formerly Writing 20)</td>
</tr>
<tr>
<td>81-88</td>
<td>Other first-year non-major courses</td>
<td>(formerly 20-series courses)</td>
</tr>
<tr>
<td>89S</td>
<td>First-Year Seminars</td>
<td>(formerly 49S)</td>
</tr>
<tr>
<td>91 –99</td>
<td>Department Special Use</td>
<td></td>
</tr>
<tr>
<td>90, 100, 200, 300, 400</td>
<td>Transfer Course Credit</td>
<td>For transfer courses with no Duke course equivalent</td>
</tr>
<tr>
<td>101 – 199</td>
<td>Introductory courses; basic skills or activity courses; foundation courses; Focus program courses</td>
<td>Gateway courses to the major or to certificate programs may be at 100 or 200 level; Focus program courses may be at 200-level in certain circumstances (see guidelines)</td>
</tr>
<tr>
<td>[101 for introductory course in unit]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>190, 290, 390; 490</td>
<td>Special Topics Courses: Undergraduate; Graduate / Advanced Undergrad</td>
<td>These numbers reserved for courses that have variable topics each semester (may use dash + digit to indicate subcategories, see guidelines) [add suffix A for Duke-administered Study Abroad or Domestic Away]</td>
</tr>
<tr>
<td>590, 690</td>
<td></td>
<td></td>
</tr>
<tr>
<td>790, 890, 990</td>
<td>Special Topics Courses Graduate only</td>
<td>These numbers reserved for courses that have variable topics each semester</td>
</tr>
<tr>
<td>291 – 292</td>
<td>Independent Study Undergraduate</td>
<td>Independent Studies spanning two or more semesters use numbers in sequence</td>
</tr>
<tr>
<td>391 - 392</td>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>491 – 492</td>
<td>Research Independent Study Undergraduate</td>
<td>Research Independent Studies spanning two or more semesters use numbers in sequence</td>
</tr>
<tr>
<td>591-592; 691-692; 791-792</td>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>293 – 294</td>
<td>Honors Thesis courses</td>
<td></td>
</tr>
<tr>
<td>393 – 394</td>
<td></td>
<td></td>
</tr>
<tr>
<td>493 – 494</td>
<td></td>
<td></td>
</tr>
<tr>
<td>495 – 496</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101, 102 – Beginning level 111 – Intensive beginning 203-204 –Intermediate level 212 – Intensive intermediate 300+ Advanced level 501-502, Reading knowledge only courses (grad courses for academic research – may not carry FL code)</td>
<td>Foreign Language Courses Beginning and Intermediate Advanced</td>
<td>Language departments do not use 201, 202 (all courses above the intermediate level taught in the FL must be at the 300-level or above)</td>
</tr>
<tr>
<td>Suffixes: Any course number with S, FS, L, D, T, P, A,</td>
<td>For seminars (S), Focus (FS), Labs (L), Discussion (D), Tutorial (T), Preceptorial (P), Abroad/Away (A);</td>
<td>Please refrain from using any other suffixes, and from using these suffixes for anything other than their stated purpose.</td>
</tr>
</tbody>
</table>
III. General Principles of New Course Numbering Scheme:

Curricular Coherence

- Course numbers should reflect a clear logic (levels, sequencing, categories) within a particular department or program.

- With the exception of the important distinction between introductory and non-introductory courses, and between undergraduate and advanced undergraduate / graduate level courses, it should not be assumed that courses have been arranged in ascending order of difficulty or specialization.
  (e.g. 300-level courses are not necessarily more advanced than 200-level; 280 is not necessarily more advanced than 220.)

- The logic behind any department or program numbering scheme will be specific to the particular department or program.

Transparency and consistency across departments, schools, programs

- Reserved and assigned course numbers (e.g. for Special Topics courses, Independent Studies, Beginning and Intermediate Foreign Language courses, Transfer courses, Senior Honors Thesis courses) will make certain types of courses easily recognized through course numbers.

- Consistent use of suffixes: letter suffixes may be used ONLY for the following: seminars (S), labs (L), discussions (D), tutorials (T), preceptorials (P), Focus (FS), Duke-administered study abroad/away (A).

Notes:
The suffix (A) indicates study away, and includes study abroad as well as domestic Duke away programs such as Beaufort, Duke-in-New York, and Duke-in-Los Angeles.
The term “Recitation” is being eliminated. Current recitations will henceforth be designated as “Discussion”.

Consistency + Flexibility

- There is a designated number for Special Topics (x90), but...
- We may distinguish different categories within single course number by adding a dash + digit to the course number, e.g.
  - ENGLISH x90S-1. Special Topics in Criticism, Theory, or Methodology
  - ENGLISH x90S-2. Special Topics in Feminist Studies
  -------------------
  - POLSCI x90-1. Special Topics in American Government
  - POLSCI x90-2. Special Topics in Comparative Government
  - POLSCI x90-3. Special Topics in Political Theory
  - POLSCI x90-4: Special Topics in International Relations
Clarity of “mindsets” about undergraduate / graduate level courses

- 0 - 499: will be marked as undergraduate career plan (in Peoplesoft catalogue).
- 500 - 999: will be marked as graduate career plan (in Peoplesoft catalogue).

BUT

- All 500- and 600-level courses must be open to advanced undergraduates (no 500- or 600-level for graduate students only).

- All 700+ courses are graduate only; undergraduates may take 700+ only with special permission from program and academic dean (as per current 300-level).

- All PhD students may take any level undergraduate course for credit (Graduate School allows PhD programs total freedom in determining which courses graduate students can take for credit and count for program).

- MA students are limited to two undergraduate courses for credit to degree.

Clarity of Purpose reflected in Undergraduate and Graduate Bulletins

- All courses 0 – 699 will appear in the Undergraduate Bulletin.

- All courses 500 – 999 will appear in the Graduate Bulletin.

Clarity of course approval process

- All 500- and 600-level courses require approval of both undergraduate and graduate schools.
### IV. Process and Timeline for Implementation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>Creation of new numbering scheme by faculty / administration committee</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Departments / programs re-number all courses according to new scheme and guidelines</td>
</tr>
<tr>
<td></td>
<td>provided by committee</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>Review of re-numberings by Office of Curriculum and course Development and relevant</td>
</tr>
<tr>
<td></td>
<td>deans; revisions made; coordination of cross-listings, pre-requisites, etc.</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Prepare for implementation</td>
</tr>
<tr>
<td>academic year</td>
<td>(registrar / bulletin / advising materials / systems)</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Go-live</td>
</tr>
<tr>
<td></td>
<td>(all courses will carry two numbers – new [old] – until Spring 2014)</td>
</tr>
</tbody>
</table>

Please consult the following Instructions and Guidelines for re-numbering courses.
V. Instructions and Guidelines for Re-numbering Courses:

1. Use this as an opportunity to review your course offerings/curriculum as a coherent whole, and weed out courses that are no longer taught or no longer make sense in your curriculum. Consider creating regular courses for any courses that you offer repeatedly and regularly under the Special Topics number. Please also review your curricular codes, to make sure they are still applicable, especially if there are different instructors teaching a course. Please remember to submit requests for course drops, changes, and ads through the online course request program in Arts & Sciences, and through the appropriate forms in Pratt.

2. Do NOT think of this as a simple mechanical process (changing all below 100-level courses to 100-level, or all 200-level to 500-level), but rather, try to look at each course anew, and determine where it best fits in your curriculum (see item 3 below). For example, some of your current 200-level courses might be re-numbered at the 400 level, others at the 500 and 600-level, and still others at 700 or above.

3. Look at all your course offerings, and place them into general levels and categories:

   General levels:  
   - 100-level (introductory, foundation level)  
   - 200- and 300-level (undergraduate, beyond introductory)  
   - 400-level (advanced undergraduate / senior-level courses, e.g. senior seminars, capstones, honors thesis)  
   - 500 - 699 (graduate courses open to advanced undergraduates)  
   - 700 – 999 (courses for graduate students only)  

   Note: Departments / programs may use 200- and 300-level courses according to their own curricular logic. It should not be assumed that 300-level courses are necessarily more advanced than 200-level courses, although this may make sense in some departments / programs.

   Possible categories:  
   - courses for non-majors / courses primarily for majors  
   - courses in particular genre, century, area, culture  
   - courses in particular sub-disciplines  
   - courses taught in English (e.g. for FL departments)  
   - applied music, dance performance, activities courses  

   Note: Departments / programs should use categories for indicating logic of levels and for indicating logical units within a given 100-number range (see below). It should not be assumed that courses within any 100-level are numbered in ascending order of difficulty.

4. Use numbers in a way that reflects levels and categories, for example:

   - set aside groups or series of numbers at each level for particular categories (e.g. Music and Dance could use numbers x10 – x49 at several levels for applied/performance courses; English could use same for diversified study courses)
- use general levels for certain categories (e.g. FL departments could use the 200-level for college-wide courses taught in English, and 300-level for post-intermediate courses taught in FL; Music and Dance could use 200 level for all applied/performance courses; and 300 and above for regular courses beyond intro)

5. Remember, we now have LOTS of numbers available for use, so avoid clumping all your courses into a single level or single set of numbers within a level. Use the full range of levels, and leave yourself plenty of numbers for future new courses and cross-listings!

6. Adhere to numbers specified under the Reserved and Assigned Course Numbers for certain types of courses. This will ensure continuity across the university in the numbers that are used for Special Topics courses, Independent Studies and Research Independent Studies, Honors Theses, beginning and intermediate Foreign Language courses, etc. (For example, you may NOT use the x90 number for anything OTHER than Special Topics.)

7. Focus program courses will have the suffix FS, and generally be numbered at the 100-level. Certain courses offered in the sophomore Focus program, and Focus courses that have prerequisites may be numbered higher. In rare cases, Focus courses that do not have prerequisites but that genuinely reflect higher level content and expectations equivalent to other departmental offerings numbered above the 100-level may also be numbered accordingly. Focus courses may not be numbered above the 300-level.

8. Many departments have different categories of Special Topics (e.g. Special Topics in Comparative Government), Independent Studies, and the like. To distinguish among different categories within a single course number, use the following number:

   Course number (and suffix, if applicable) + dash + single/double digit between 0 and xx

Make sure that the course title in each case reflects the particular category, e.g.

- ENGLISH x90S-1. Special Topics in Criticism, Theory, or Methodology
- ENGLISH x90S-2. Special Topics in Feminist Studies
- POLSCI x90-1. Special Topics in American Government
- POLSCI x90-2. Special Topics in Comparative Government
- POLSCI x90-3. Special Topics in Political Theory
- POLSCI x90-4: Special Topics in International Relations

Note: the dash + number that follow the main course number is PART of the course number; it is not a section number. Section numbers will continue to be indicated as currently (e.g. .01; .02, etc.) Thus a special topic under POLSCI 390-1 in a given semester would carry a section number, e.g. POLSCI 390-1.01; another special topic under same number would be POLSCI 390-1.02.
9. Use letter suffixes ONLY for those purposes specified under Reserved and Assigned Course Numbers.

10. If you are the primary department for a cross-listed course, notify the cross-listing departments as soon as possible of the new number. Please use same level (and if possible, same number) for cross-listed courses. For the future, we strongly encourage consultation with prospective cross-listing departments as you decide on course numbers.

11. In rare cases, you may wish to offer a course in which both undergraduates and graduate students participate, but do substantially different types and levels of work and are held to different standards of performance (as distinct from ordinary courses in the 500-699 range, in which all students are held to the same standards). Consider creating two separate courses (may even have slightly different course descriptions), one at the undergraduate level (400-level or below) and one at the graduate level (500-level or above), and “pairing” these in any given semester. For example:

GERMAN 485. Science and Technology in Nineteenth-Century German Culture
GERMAN 685. Science and Technology in Nineteenth-Century German Culture

[Students taking 685 are required to do more extensive theoretical readings; have different assignments and held to different standards than students taking 485. The course descriptions could be slightly different to reflect this.]

12. A template (excel spreadsheet) will be provided to you soon that contains a list of all your current courses (+ cross-list information), with columns that will make it easier for you to make decisions on new numbers. Please use this template when submitting your new course numbers.

13. A Blackboard Website for Course Re-numbering has been set up under “Organizations.” Directors of Undergraduate Studies and Interdisciplinary Programs, and others as requested, will have access to this website. As re-numberings are submitted, they will be posted on this website for others to consult, use as models, etc.

14. Vet re-numbering scheme with your faculty before final submission.

15. Changes to majors, minors, certificates and graduate degrees. The new numbering scheme will require associated changes to descriptions of majors, minors and certificates requirements in the various Bulletins. For example, major requirements that previously called for courses at the 100-level or 200-level may now call for courses at the 200-, 300-, or even 400-level, depending on a department’s use of the undergraduate numbers. Departments should refrain from using language that requires X number of “graduate” courses for majors, and use 400-level (or 400-level or above) instead.

16. Submit your re-numberings and revised Bulletin texts to the following:

For School of Arts & Sciences: to Dean Ingeborg Walther (waltheri@duke.edu)
For Nicholas School of the Environment: to Dean Emily Klein (ek4@duke.edu)
For Pratt School of Engineering: to Dean Linda Franzoni (franzoni@duke.edu)

17. Those named above will work with undergraduate (Dean Walther) and graduate (David Bell) offices, as appropriate, to finalize numbering and Bulletin text.

18. Feel free to consult with the Office of Curriculum and Course Development (Dean Walther at waltheri@duke.edu or call 684-5585) at any time during the process and as frequently as you like.
Course Re-numbering Committee:

Ingeborg Walther (Chair)
Associate Dean and Director, Office of Curriculum and Course Development, Trinity College of A&S;
Associate Prof. of Practice, Germanic Languages and Literature

Bruce Cunningham
University Registrar

Jim Bonk
Co-Director of Undergraduate Studies, Chemistry

Ron Grunwald
Associate Director of Undergraduate Studies, Biology

Emily Klein
Senior Associate Dean and Director of Undergraduate Programs
(Nicholas School of the Environment)

Valerie Konczal
Director, Academic Services and Systems, Trinity College of A&S

Ken Rogerson:
Director of Undergraduate Studies, Sanford School of Public Policy

Joshua Sosin
Director of Undergraduate Studies, Department of Classical Studies

Fan Yuan
Professor, Department of Biomedical Engineering, Pratt School of Engineering

with special thanks to David Bell, Senior Associate Dean, Graduate School, and Linda Franzoni, Associate Dean for Student Programs, Pratt School of Engineering