CURRICULUM GUIDE

Office of the Provost and Senior Vice President for Academic Affairs

KENNESAW STATE
UNIVERSITY

Last revised: July 2020

ACKNOWLEDGEMENTS:

This guide is the result of the expertise of many groups across campus. A special thank you to the curriculum committees including UPCC, GPCC, EPCC, and GEC, whose work and feedback formed the backbone of many of the items included in these pages. Additional recognition is due to the various faculty, whose service on committees and taskforces both shaped the resources and demonstrated the need for many of the items within this guide. Additionally, this effort relied on the result of expertise of many across campus including members of the Curriculum Support Office, Registrar's Office, Accreditation and Policy Office, Assessment Office, Financial Aid Office, Enrollment Services, and Academic Affairs, whose assistance is greatly appreciated.

This guide is a living document and will continue to evolve as faculty and other stakeholders offer input and engage with the curriculum development and approval process. Any questions, concerns, or suggestions regarding this guide should be directed to Dr. Kris DuRocher, Faculty Executive Director of General Education and Curriculum Development via email at kduroche@kennesaw.edu.

DISCLAIMER:

This guide is designed to be a resource to Kennesaw State University's campus. The information in this guide is subject to change. Every effort will be made to ensure the information in this guide is accurate and up to date; however, there is no guarantee, explicit or implied, regarding the information presented in this guide.

TABLE OF CONTENTS

Each item below can be clicked to go directly to that section.

INTRODUCTION

PURPOSE

The purpose of this Curriculum Guide is to provide a foundation for understanding, developing, and revising academic curriculum. To that extent, this guide compiles information relating to all aspect of curriculum.

For members of the campus community, this guide offers a starting point for understanding academic curriculum, including the structures, processes, and administration of curriculum and curriculum related procedures.

For faculty and administrators involved in the curriculum process, this guide offers resources for developing curriculum, information regarding the curriculum approval process, and collects all the policies associated with curriculum review into a single source.

For faculty developing curriculum, this guide provides resources and recommendations to assist with the development of high-quality and innovative curriculum.

CURRICULUM SUPPORT DIRECTORY

For any questions related to Kennesaw State University's curriculum and the preparation or approval of a curricular proposal, contact the appropriate person below.

Name and Title	How We Can Help You?	Phone and Email
Pam Cole, Ph.D. Associate Vice President for Curriculum	Oversees all aspects of the undergraduate and graduate curriculum	470-578-6023 pcole@kennesaw.edu
Anissa Vega, Ph.D. Interim Assistant Vice President for Curriculum and Academic Innovation	Supports curriculum processes, facilitates policy, and assists with overseeing all aspects of undergraduate and graduate curriculum	470-578-7751 avega4@kennesaw.edu
Kris DuRocher, Ph.D. Faculty Executive Director of General Education and Curriculum Development	Assists with questions related to the BOR policy, General Education, and curriculum development	470-578-4526 kduroche@kennesaw.edu
Amy Jones Curriculum Support Manager	Assists with the Curriculum process, Curriculog forms, and trainings.	470-578-4951 ajone545@kennesaw.edu

	Manages the Curriculog system and is responsible for the Catalog	
Raven Malliett Curriculum Support Specialist	Assists with Curriculog forms	470-578-2818 rknudse3@kennesaw.edu
Monica Amey-Geter Curriculum Support Specialist	Assists with Curriculog forms	470-578-4870 mamey@kennesaw.edu
Donna DeGrendel, Ph.D. Associate Director of Assessment	Assists with ensuring measurable student learning outcomes and program assessment plans	470-578-5073 ddegrend@kennesaw.edu
Michelle Lee Assessment Coordinator	Assists with assessment plans and program assessment	470-578-2742 mlee189@kennesaw.edu
Paul Parker Registrar	Assists with registration and implementation of courses and/or programs	470-578-7883 pparke25@kennesaw.edu
Mardi Richardson Assistant Registrar, focus on Degree Certification	Assists with questions related to Degree Works, Degree Audits, and the "functional" aspects of Degree Works	470-578-3279 mrichar5@kennesaw.edu
Danielle Herrington Assistant Registrar, focus on Schedule and Catalog	Assists with course implementation including prerequisites, corequisites, and course restrictions. Can assist with identifying course numbers	470-578-4328 dherrin8@kennesaw.edu
Kevin George Director, Office of the Vice President for Enrollment Services	Assists with questions about course demand and enrollment	470-578-7959 kgeorge6@kennesaw.edu
Lindsay Williams Degree Works Curriculum Specialist, Office of the Vice President for Enrollment Services	Assists with questions related to how approved courses and curriculum are scribed into Degree Works	470-578-2726 lwill185@kennesaw.edu
Ron Day Director of Financial Aid	Assists with questions pertaining to financial aid eligibility, especially for certificates	470-578-3240 rday9@kennesaw.edu
Danielle Buehrer Executive Director Institutional Quality and Accreditation	Assists with questions pertaining to closing a program, including teach-out plans. Questions with off-campus sites and a dual or joint academic program with another institution	470-578-4426 dbuehrer@kennesaw.edu

ACADEMIC ORGANIZATION

Kennesaw State University is comprised of eleven colleges, listed below, overseen by the Provost and Senior Vice President for Academic Affairs.

ACADEMIC ORGANIZATIONAL STRUCTURE

Bagwell College of Education (BCOE) • Department of Educational Leadership • Department of Elementary and Early Childhood Education • Department of Inclusive Education • Department of Instructional Technology • Department of Secondary & Middle Grades Education	**College of Science and Mathematics** (CSM) • Department of Chemistry and Biochemistry • Department of Ecology, Evolution, and Organismal Biology • Department of Mathematics • Department of Physics • Department of Statistics and Analytical Sciences • Department of Molecular and Cellular Biology
College of Computing and Software Engineering (CCSE) • Department of Computer Science • Department of Information Technology • Department of Software Engineering and Game Design and Development	**College of the Arts** (COTA) • Department of Dance • Department of Theatre and Performance Studies • School of Art and Design • School of Music
Southern Polytechnic College of Engineering and Engineering Technology (SPCEET) • Department of Civil and Construction Engineering • Department of Electric and Computer Engineering • Department of Engineering Technology • Department of Mechanical Engineering • Department of Mechatronics Engineering • Department of Systems and Industrial Engineering	**Coles College of Business** (COLES) • Department of Economics, Finance, and Quantitative Analysis • Department of Information Systems • Michael A. Levin School of Management, Entrepreneurship, & Hospitality • Department of Marketing and Professional Sales • Institute for Cybersecurity Workforce Development • Joel Katz Music and Entertainment Business Program • School of Accountancy

College of Humanities and Social Sciences (CHSS)	WellStar College of Health and Human Services (WCHHS)
- Department of English - Department of Foreign Languages - Department of Geography and Anthropology - Department of History and Philosophy - Department of Interdisciplinary Studies - Department of Psychological Science - Department of Sociology and Criminal Justice - Department of Technical Communication and Interactive Design - School of Communication and Media School of Government and International Affairs	- Department of Exercise and Sport Management - Department of Health Promotion and Physical Education - Department of Social Work and Human Services WellStar School of Nursing
College of Architecture and Construction Management (CACM)	**College of Graduate and Professional Education** (CGPE)
- Department of Architecture - Department of Construction Management	
KSU Journey's Honors College (HONORS)	

ACADEMIC DEGREE PROGRAMS

BACHELOR'S DEGREE

Bachelor's Degrees, either a Bachelor of Arts (BA) or a Bachelor of Science (BS), are conferred by Kennesaw State University at the completion of a formal course of study consisting of at least 120 undergraduate semester credit hours.

The curriculum structure of the bachelor's degree at Kennesaw State University is:

Curriculum Requirements	Credit Hours
General Education Core Curriculum (Areas A-E)	42
Area F	18
Program Hours	60
Total	120*

*Exceptions to the maximum degree length requirements have been made with the approval of the Board of Regents for specific majors. A list of programs currently approved for total credit hour exceptions is in the Appendix and available online.

A Baccalaureate Degree Program Requires:
Students take at least 21 semester hours of upper-division courses in the major field.
Students take at least 39 semester hours of upper-division work overall.
Students meet the State Legislative Requirements. Undergraduate students cannot graduate or receive a degree without successfully completing course work or passing a satisfactory examination on the history of the United States and the history of Georgia and the provisions and principles of the United States and the Constitution of Georgia. HIST 2112 or HIST 2111 with a grade of "D" or better satisfies legislative requirements for US & GA History provided an emphasis in US and GA content is evident; POLS 1101 with a grade of "D" or better satisfied US & GA Constitution provided an emphasis in US and GA government content is evident. An exemption exam is required for students with transfer credit that do not meet the aforementioned standards.

MASTER'S DEGREE

Master's degrees, either a Master of Arts (MA) or a Master of Science (MS), are conferred upon the completion of a formal program of study between 30 and 36 credit hours beyond the bachelor's degree level. A master's degree may not exceed 36 hours unless approved by the University System of Georgia. At Kennesaw State University, master level graduate courses are numbered 5000-7999.

EDUCATIONAL SPECIALIST DEGREE

Educational Specialist degrees (EdS) are conferred degree after the student completes between 27 to 36 hours at the post-master's degree level. This is a self-contained degree program for education students.

DOCTORAL DEGREES

Doctor of Education (EdD) degrees are conferred upon the completion of a practice-based program of study focused on educational research.

Doctoral Degrees (PhD) are conferred upon the completion of a formal course of study consisting of at least 60 graduate semester credit hours beyond the master's level. Some doctorate programs have additional requirements, such as a dissertation and/or a foreign language competency.

SECONDARY ACADEMIC PROGRAM CHOICES

MINOR

A minor is a prescribed area of academic study consisting of 15-18 semester hours. A minor is a secondary academic discipline in addition to a major, and they may offer a specialization that compliments a student's major or interests. Minor requirements are detailed in section six.

CONCENTRATION

Majors may have concentrations (required or optional), which are an approved set of courses that upon completion indicate an in-depth knowledge of an area of the major. Concentrations are recognized on a student's transcript. Concentration coursework must lie outside the 21 required upper-division major field hours.

TRACK

A track is a subset of courses in a program, and it does not appear on a student's transcript. Tracks cannot be larger than the program's major field. A track does not count toward the major field requirements unless all students take the same track or subset of courses. All tracks must share the 21 required upper-division major field hours.

CERTIFICATE

Kennesaw State University offers a variety of certificate programs. Students admitted to a degree program may be awarded a related certificate based on completion of the courses in the certificate program provided they also apply for the certificate. While some certificates are part of a program, others are not associated with degrees, but are stand-alone prescribed programs of study. For more information, see this guide's section on Certificate Definitions.

ENDORSEMENT

Endorsements are for education students and are assessed and awarded by the Georgia Professional Standards Commission. Endorsements may be issued in specific areas to recognize additional expertise or may be required in order to be considered in-field in a designated area. Some endorsements authorize the educator to work in the designated area only at the grade level and subject matter of the base certificate while other endorsements authorize work in all subjects at specific grade levels.

GENERAL EDUCATION AND THE CORE CURRICULUM

General Education is the foundation of skills and knowledge that prepare students for success in their majors and as well as in their personal and professional lives after graduation.

The Core Curriculum Areas A-E is where the ten General Education learning outcomes are introduced in designated courses. The outcomes can be found in the Kennesaw State University Catalog.

THE CURRENT CORE CURRICULUM AT KENNESAW STATE UNIVERSITY

The current Core Curriculum is composed of five areas, A-E as indicated in the chart below.

Area A: Essential Skills A1- Communication (6 credit hours) A2- Quantitative Reasoning (3 to 4 credit hours)
Area B: Institutional Options B1- Contemporary Economic Issues (2 credit hours) B2- Cultural Perspectives (3 credit hours)
Area C: Humanities, Fine Arts, and Ethics C1- Literature of the World (3 credit hours) C2- Arts and Culture of the World (3 credit hours)
Area D: Science, Mathematics, & Technology D1- Applied Math (3 to 4 credit hours) D2- Science Process (7 to 8 credit hours)
Area E: Social Sciences E1- U.S. Government (3 credit hours) E2- U.S. History (3 credit hours) E3- World History (3 credit hours) E4- Social Sciences (3 credit hours)

USG POLICIES GOVERNING THE CORE CURRICULUM

The University System of Georgia Board of Regents regulates the use of courses in the core curriculum in order to ensure transferability. Selected regulations are noted in the chart below and the complete version list of policies are in the Board of Regents of the University System of Georgia Academic & Student Affairs Handbook section 2.4.

University System of Georgia Core Curriculum Regulations
The USG denotes required General Education learning goals, but each institution must develop their own learning outcomes for A–E, which must be approved by the University System of Georgia Council on General Education.
The USG requires that every institution have a core curriculum of 42 semester hours.
The USG requires that all institutions use common course prefixes, numbers, and descriptions for specified courses.
The USG requires that all courses in Areas A–E must be taught at the collegiate level and be broadly focused. These courses must clearly address the General Education learning outcomes of the institution.

Area F is also considered part of the Core Curriculum. Although Area F is owned by the programs, it must follow certain University System of Georgia requirements as noted in the chart below.

Area F Core Curriculum Requirements
Area F must total 18 hours.
Area F must be composed exclusively of 1000 and 2000 level courses.
These courses may be prerequisites for other Area F courses and/or for major courses at higher levels. Some programs have Area F requirements set for them by the USG.

The USG has rules about how programs may interact with Area A-F courses. Some of the most relevant rules for programs are in the chart below and the complete list of policies are in the University System of Georgia Academic & Student Affairs Handbook section 2.4.

Policies Governing A-F Courses
Every institution must offer a path to completing all Area A–E requirements composed exclusively of 1000 and 2000 level courses.
No course in Area A–E may be a prerequisite for any course outside Areas A–E. No course in one area (A–E) may be a prerequisite for any course in any other area (A–E). There are BOR approved exceptions for students in Nursing, Science, Technology, Math, and Engineering programs. If one course is required in order to complete an Area, that course may be a prerequisite for a course in another Area or for a course outside of Area A–E. For example, ENGL 1101 is a required course and can be a pre-requisite for ENGL 1102 or for any other course.
Physical education activity/basic health requirements may not be placed in Areas A–F.
Orientation courses may not be placed in Areas A–F.
Courses with a primary emphasis on studio, performance, field study, or internship may not be placed in Areas A–E.

Institutions may not permit the completion of any course to fulfill requirements in more than one Area of A–F. Where the same course is authorized in more than one of Area A–F, the student completing the course to meet the requirements of one area must take another course in the second area to meet the requirements of the second area. For example, a student completing MATH 1113 Precalculus in Area A2 cannot also use that course to satisfy Area D1.

This is not an exhaustive list of rules and requirements. The entire list is available in University System of Georgia Academic & Student Affairs Handbook section 2.4.

GENERAL EDUCATION REQUIREMENTS FOR SPECIFIC PROGRAMS

Majors in Science, Engineering, and Health programs must follow specific requirements to complete the Core Curriculum Areas A-E. To see if a program is classified as a Health, Science, or Engineering program, consult the General Education Program Categorization Table on the Curriculum Development Resources webpage or the in the Appendix.

Program Categorization	Exemption Type
Science Programs: Mathematics, physics, chemistry, biology, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education are collectively referred to as "science programs."	**Must** require pre-calculus (MATH 1113) in A2. **Must** require two four-hour laboratory science courses in Area D. **Must** require a higher math course than MATH 1113 in Area D. No science program may require that students take a particular science in Area D.
Agricultural Science and Environmental Science Programs:	**May** require pre-calculus (MATH 1113) in Area A2.
Engineering Programs:	**Must** require a Calculus I (MATH 1190) in A2 And must require Calculus II (MATH 2202) in Area D1. **Must** require two four-hour laboratory science courses in Area D. No science program may require that students take a particular science in Area D.
Health Profession Programs:	**Must** fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology. The only biology courses that may be used to fulfill this requirement are "Introductory

	Biology" (BIOL 1107/L) and "Principles of Biology" (BIOL 1108/L). The "Survey of Chemistry" sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track. Health professions majors have the option of taking the "Survey of Chemistry" sequence **or** the sequence appropriate for science majors, but they **may not** fulfill their Area D requirements with chemistry courses designed for non-science majors.

Programs not explicitly listed may be approved if a detailed and supported justification is provided to the AVP of Curriculum and approved.

THE CURRICULUM APPROVAL PROCESS

VISUALIZATION OF THE CURRENT CURRICULUM PROCESS AT KSU

Faculty Originator	Curriculum Support Office Review	Conditional Step GEC
Initial Review by Curriculum Support Team	Conditional Step EPCC and BCOE Dean	UPCC/GPCC
Department Curriculum Committee	College Dean	Provost/Provost Designee
Department Chair	College Curriculum Committee	Final Review (BOR, SACSCOC, Catalog Publication)
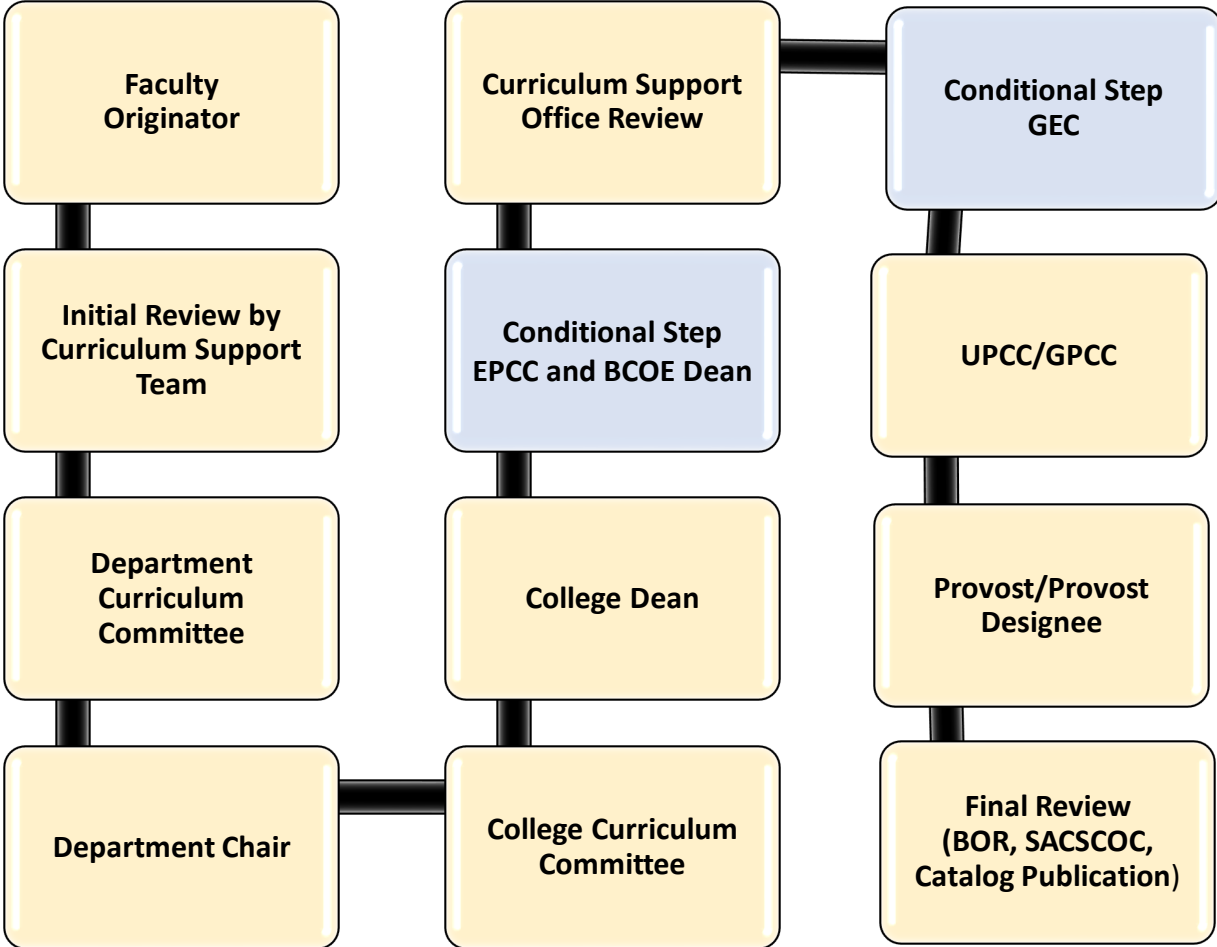
Abbreviations:
EPCC- Educator Preparation Curriculum Committee
BCOE- Bagwell College of Education
GPCC- Graduate Policies and Curriculum Committee
UPCC- Undergraduate Policies and Curriculum Committee
GEC- General Education Council
BOR- Board of Regents at the University System of Georgia
SACSCOC- Southern Association of Colleges and Schools Commission on Colleges, KSU's institutional accreditor

Curriculum Review in the Kennesaw State University Handbook

The Kennesaw State University Handbook section 3.7 outlines the "Undergraduate and Graduate Curriculum Review and Approval Process." The Kennesaw State University Handbook section 3.7.2 considers the "Curriculum Review Process."

CURRICULUM COMMITTEE INFORMATION

All university level faculty curriculum committees make recommendations to the provost.

University Committee	Purpose as noted in the University Handbook Section 3.1.2	Website
Undergraduate Policies and Curriculum Committee (UPCC)	This committee evaluates proposed changes to the undergraduate curriculum for consistency with university policies and goals and forwards approved proposals to the Provost. This body provides periodic reports of its actions to the Faculty Senate Executive Committee. As needed, this body makes policy recommendations to the Faculty Senate regarding the undergraduate curriculum development and review process.	UPCC website
Graduate Policies and Curriculum Committee (GPCC)	The GPCC receives graduate course and program proposals from colleges and departments and ensures their compliance with University policies and goals for graduate education. This committee also approves changes in post-baccalaureate curriculum, including the addition or deletion of courses, approval of new programs or concentrations, and changes in program requirements. The committee recommends or reviews changes in graduate policies and procedures, and monitors assessment of graduate programs. Its recommendations will be directed to the Dean of The Graduate College, the Provost/VPAA, and the President for their action, and to the Executive Committee of the Faculty Senate for its use in monitoring the activities of this committee. The committee also makes recommendations regarding the curriculum development and review process to the Faculty Senate. The council is assigned to the Faculty Senate and advisory to the Associate Vice President for Curriculum.	GPCC website

General Education Council (GEC)	The General Education Council serves as an advocate for and facilitator of the General Education program on the KSU campus. It is the voice that speaks for the General Education program, much as the academic departments speak for their majors. Its goal is to develop and maintain a unified, integrated, and effective General Education program. The council is advisory and submits proposals to the UPCC.	GEC website
Educator Preparation Curriculum Committee (EPCC)	The purpose of the EPCC is to provide support and ensure accountability in the development of programs and curricula within the Educator Preparation Program (EPP) and the Bagwell College of Education (BCOE). As part of the curriculum revision and review process, the EPCC receives all program and course proposals developed by the EPP and the BCOE to ensure agreement with Board of Regents, Georgia Professional Standards Commission, Kennesaw State University, EPP, and BCOE policies, procedures, and goals. After a successful review by the EPCC, program and course proposals are forwarded to the Undergraduate Policies and Curriculum Committee (UPCC) and Graduate Policies and Curriculum Committee (GPCC) for further review.	EPCC website

THE TYPES OF CHANGES THAT GO THROUGH THE CURRICULUM PROCESS

The following chart outlines the changes that must be reviewed and approved through Kennesaw State University's curriculum process before they can be put into the catalog and implemented.

Changes that must be Approved though KSU's Curriculum Process
The following Program Changes must be approved:
Adding or removing any course from a program
Any changes to a program's name, catalog description, or admission requirements
For undergraduate programs, changes to Area F requirements
Any adding, deleting, or modifying of a concentration or track
Changing the elective courses listed in the program or changes to courses in related studies
Changing the program credit hour totals
The deactivation of any program
The termination of any program

The following Course Changes must be approved:
The creation of any new course The discontinuation of any course The following changes to an existing course, including: • Changing the course number • Changing the course prefix • Changing the course name • Changing any prerequisites/concurrent prerequisites/ corequisites • Changing the credit hours/lecture hours/lab hours of a course • Changing the course description • Changing the type of course delivery • Changing the repeatability of a course
The following Minor or Certificate Changes must be approved:
Creating a new minor or certificate Deactivating a minor or certificate Changes to an existing minor or certificate, including: • Changing the name of the minor or certificate • Changing any required courses or changes to a list of elective courses • Changing the description of the minor or certificate • Changing the credit hours of the minor or certificate
Additional types of changes that need approval:
New Duel Degree Programs New Degree Programs

The following chart outlines what types of changes may need to go through Kennesaw State University's curriculum process and then external review by the University System of Georgia (USG) and/or the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), KSU's institutional accreditor. For questions about USG review, please contact Anissa Vega, Interim Assistant Vice President for Curriculum and Academic Innovation, at avega4@kennesaw.edu. For questions about SACSCOC review, contact Danielle Buehrer, KSU's Accreditation Liaison, at dbuehrer@kennesaw.edu.

Changes Requiring Approval through KSU's Curriculum Process and External Notification or Approval
The addition of courses or programs that represent a significant departure. A significant departure requires new faculty expertise, facilities, equipment, financial resources, and/or library resources; and/or a large number of new courses at the same or higher degree level. Such changes are substantive changes and require SACSCOC approval.
Changing a program name, CIP code, and/or changing from the original scope and objectives of the program.

Any of these changes may be considered a substantial change and may require Board of Regents approval.
Program Deactivation or Termination. Program Deactivation means the institution will stop admitting new students to the program once approvals are obtained. Both USG Board of Regents and SACSCOC must approve a deactivation. Program termination means there are no students in the program and the BOR no longer authorizes the institution to offer the program. Termination requires Board of Regents approval and possibly SACSCOC approval if a deactivation was not previously approved for the program.
Entering into a cooperative academic arrangement or a dual/joint academic program with another institution or entity. Such an agreement may require SACSCOC notification or approval.
Establishing or closing an off-campus instructional site. Establishing or closing an off-campus instructional site often requires SACSCOC notification or approval.

ITEMS THAT WILL BE REVIEWED AT EACH STEP OF THE APPROVAL PROCESS

A complete guide of "Who Reviews What for Programs" and "Who Reviews What for Courses" can be found in the Appendix and on the Curriculum, Instruction, and Assessment website. Below is a list items that will be reviewed at each step of the curriculum approval process.

INITIAL REVIEWER CURRICULUM APPROVAL GUIDELINES

KENNESAW STATE UNIVERSITY **INITIAL REVIEWER CURRICULUM APPROVAL GUIDELINES**	**ITEMS THAT WILL BE REVIEWED AT THE INITIAL REVIEW STEP OF THE CURRICULUM CYCLE.**

	Program, Minor, and Certificate Proposals:
☐	The initial reviewer ensures that the proposal is on the correct proposal version and type for the changes being requested.
☐	The initial reviewer ensures that all required supporting documentation is attached and complete.
☐	The initial reviewer checks the proposal and attached documentation for basic spelling and grammar errors.

☐	The initial reviewer ensures that all answers are completed in the proposal, and that the answers are consistent in the proposal and all accompanying paperwork.
☐	If the proposed changes involve or could possibly involve BOR and/or KSU policy, the initial reviewer contacts any additional levels of review needed, including but not limited to the curriculum support office, the accreditation liaison, the assessment team, and/or the registrar's office.
☐	The initial reviewer checks the program credit hour totals.
☐	The initial reviewer ensures that the proposed implementation date is possible.
☐	The initial reviewer ensures that the program's name appears in the proposal and all accompanying documentation exactly as it appears on KSU's Degrees and Major's Authorized list.
☐	If there is concern about the functionality of the proposed changes, the initial reviewer seeks additional feedback from the CSO office and/or registrar's office.
☐	The initial reviewer ensures that the side by side comparison template is completed and uploaded. The initial reviewer ensures that the side by side comparison is in alignment with the narrative of the proposed changes.
☐	The initial reviewer formats the program catalog description, if necessary, to ensure that it is consistent with the catalog formatting requirements. The initial reviewer ensures that this description is the same in all documentation.
☐	The initial reviewer does a preliminary formatting check of the prospective curriculum.
Course Proposals:	
☐	The initial reviewer ensures the proposal is on the correct proposal version and type for the changes being requested.
☐	The initial reviewer ensures that all required supporting documentation is attached and complete.
☐	The initial reviewer checks the proposal and attached documentation for basic spelling and grammar errors.
☐	The initial reviewer ensures that all answers are completed in the proposal, and that the answers are consistent in the proposal and all accompanying paperwork.
☐	The initial reviewer ensures that the attached syllabus includes all required elements in the syllabus checklist and aligns with the information presented in the proposal.
☐	The initial reviewer ensures that the course number proposed aligns with KSU and BOR policy.
☐	The initial reviewer ensures that the proposed implementation date is possible.
☐	If the proposed changes involve or could possibly involve BOR and/or KSU policy, the initial reviewer contacts any additional levels of review needed, including but not limited to the curriculum support office, the accreditation liaison, the assessment team, and/or the registrar's office.
☐	The initial reviewer ensures that the course meets the BOR and KSU policy on what types of courses can have a pass/fail grading structure (if applicable).

☐	If there is concern about the functionality of the proposed changes, the initial reviewer seeks additional feedback from the CSO office and/or registrar's office.
☐	The initial reviewer formats the course catalog description, if necessary, to ensure that it is consistent with the catalog formatting requirements. The initial reviewer ensures that this description is the same in all documentation.

DEPARTMENT CURRICULUM COMMITTEE CURRICULUM APPROVAL GUIDELINES

KENNESAW STATE UNIVERSITY

DEPARTMENT CURRICULUM COMMITTEE APPROVAL GUIDELINES

ITEMS THAT WILL BE REVIEWED AT THE DEPARTMENT CURRICULUM COMMITTEE STEP OF THE CURRICULUM CYCLE.

	Program, Minor, and Certificate Proposals:
☐	The department committee ensures that the proposed changes can be implemented and identifies all possible impacted parties.
☐	The department committee ensures that the proposed timeline reflects the program's needs.
☐	The department committee ensure that the proposed changes are in alignment with department's mission and goals.
☐	The department committee finds the rationale for the proposed premium priced program necessary and appropriate (Graduate programs only).
☐	The department committee ensures that all aspects of an off-campus site have been considered (if applicable).
☐	The department committee ensures that the justification for the proposed changes are reasonable and ensures that all possible impacts on students have been considered.
☐	The department committee reviews the attached side by side document to ensure that all changes are identified, all credit hours are correct, and all prerequisites and required coursework are accounted for.
☐	The department committee determines that the program's catalog description is accurate and checks for spelling and grammar.
☐	The department committee ensures that the proposed change(s) demonstrate a continued commitment to rigor and quality.
☐	The department committee ensures that the proposal demonstrates a contribution to KSU's strategic plan and mission.
☐	The department committee ensures that the administrative structure described in the proposal is accurate.

☐	The department committee ensures the that the evidence provided includes knowledge of the literature and engagement in research, and that such evidence is compelling and comprehensive (Graduate programs only).
☐	The department committee ensures that the learning outcomes are aligned with the program.
☐	The department committee ensures that the assessment plan considers all proposed program changes.
☐	The department committee finds the rationale for the career path of students in the program compelling and complete.
☐	The department committee ensures that the attached Academic Program Map is accurate and complete.
	Course Proposals:
☐	The department committee ensures that the proposed changes align with the program's mission and goals.
☐	The department committee ensures that the proposed timeline reflects the program's needs.
☐	The department committee determines that a course discontinuation is justified and appropriate for the program (if applicable).
☐	The department committee determines that the proposed course content reflects the course classification.
☐	The department committee ensures that course content aligns with the course number and that this course is in alignment with other program courses in the numbering range.
☐	The department committee reviews the proposed course content to ensure that the correct number of credit hours are assigned.
☐	The department committee ensures that the prerequisite/corequisite/concurrent requirements are relevant and appropriate for the course and will not cause progression issues or other delays for students. The department committee reviews the prerequisites and ensures that all proposed prerequisites are necessary and appropriate.
☐	The department committee ensures that the catalog description is accurate and checks for spelling and grammar.
☐	The department committee ensures that the proposed course offering schedule meets the program's needs.
☐	The department committee ensures that the proposed content and delivery method align, meet the needs of the program, and are reflected in the attached syllabus.
☐	The department committee ensures that all aspects of an off-campus site have been considered (if applicable).
☐	The department committee ensures that the course title for the transcript reflects the course content to a general audience.
☐	The department committee determines that grading structure is appropriate to the course content.

☐	The department committee ensures that repeatability of the course is appropriate and aligned with program requirements (if applicable).
☐	The department committee concurs that this course meets the requirements to satisfy the RHSC deficiencies (if applicable).
☐	The department committee ensures that the course content is reflective of a General Education Core Curriculum course (General Education Area A-E course proposals only).
☐	The department committee ensures that the attached syllabus is accurate and aligned with any departmental requirements.
☐	The department committee ensures that the justification for the course demonstrates a continued commitment to rigor and quality.
☐	The department committee finds that the proposed course fees are necessary and appropriate (if applicable).
☐	The department committee ensures that the explanation of who will be teaching the course and the impact on faculty workload are accurate.
☐	The department committee ensures that any request(s) for technology, library resources, or equipment are accurate and complete and determine if any deficiencies in these requests would prevent the course from being effectively taught in its proposed format.

DEPARTMENT CHAIR CURRICULUM APPROVAL GUIDELINES

KENNESAW STATE U N I V E R S I T Y DEPARTMENT CHAIR CURRICULUM APPROVAL GUIDELINES	ITEMS THAT WILL BE REVIEWED AT THE DEPARTMENT CHAIR STEP OF THE CURRICULUM CYCLE.

	Program, Minor, and Certificate Proposals:
☐	The department chair ensures that the proposed changes can be implemented with consideration for budget impacts.
☐	The department chair ensures that the proposed changes align with the department's mission and goals.
☐	The department chair ensures that all possible impacted parties have been informed of the proposed changes.
☐	The department chair ensures that the attached documentation is correct and justification for a premium priced program is appropriate (Graduate programs only).
☐	The department chair ensures that the proposed timeline reflects the department's needs.
☐	The department chair ensures that the resources and faculty are available to implement the additional avenues of delivery (if applicable).

☐	The department chair ensures that the proposal demonstrates a contribution to KSU's strategic plan and mission.
☐	The department chair ensures that the resources are available to support the program's administrative structure.
☐	The department chair ensures that the impacts of targeting specific students for the program have been considered, especially on other programs.
	Course Proposals:
☐	The department chair ensures that the proposed changes can be implemented with consideration for budget impacts.
☐	The department chair ensures that the proposed changes align with the department's mission and goals.
☐	The department chair ensures that the proposed timeline reflects the department's needs.
☐	The department chair ensures that the resources are available to support the course delivery method(s) selected.
☐	The department chair ensures that the proposed changes can be implemented and that all possible impacted parties have been informed of the proposed changes.
☐	The department chair confirms the degrees and disciplines of the faculty approved to teach the course.
☐	The department chair confirms that the department has the resources to offer a General Education Core Curriculum course regularly (General Education Area A-E course proposals only).
☐	The department chair ensures that any resources mentioned as necessary to assess a new course are available, including personnel resources (new course proposals only).
☐	The department chair ensures that the attached course fee form is complete and that the justification for a course fee is appropriate (if applicable).
☐	The department chair ensures that there are resources to support the proposed workload for teaching the course and may clarify faculty impact or need.
☐	The department chair agrees with the list of required equipment and may explain how intended purchases will be paid for (if applicable).
☐	The department chair may note how any needed acquisitions from the library will be addressed (if applicable).
☐	The department chair speaks to any required equipment and its effect on the department's ability to offer the course.
☐	The department chair notes any resource concerns or space requirements that might affect the department's ability to offer the course.

COLLEGE CURRICULUM COMMITTEE CURRICULUM APPROVAL GUIDELINES

KENNESAW STATE UNIVERSITY

COLLEGE CURRICULUM COMMITTEE APPROVAL GUIDELINES

ITEMS THAT WILL BE REVIEWED AT THE COLLEGE CURRICULUM COMMITTEE STEP OF THE CURRICULUM CYCLE.

Program, Minor, and Certificate Proposals:	
☐	The college curriculum committee determines the alignment and impact of the proposed changes within the college.
☐	The college curriculum committee ensures that the justification for the proposed change(s) demonstrates a continued commitment to rigor and align with other programs in the college.
☐	The college curriculum committee finds the justification proposed for the program to be a premium priced program rationale and complete (Graduate programs only).
☐	The college curriculum committee determines that the impact of the proposed changes have been fully considered for the college.
☐	The college curriculum committee determines the quality of the proposed changes.
☐	The college curriculum committee and looks for content overlap within the college.
☐	The college curriculum committee determines that the proposed changes demonstrate a contribution to KSU's strategic plan and mission.
☐	The college curriculum committee considers the impact of attracting the students identified by the program within the college.
☐	The college curriculum committee finds the rationale for the career path of students completing the program compelling and complete.
Course Proposals:	
☐	The college curriculum committee determines the quality of the proposed changes and looks for content overlap within the college.
☐	The college curriculum committee determines that the credit hours assigned for coursework are in alignment with the college.
☐	The college curriculum committee considers if the course offering meets the requirements of other programs utilizing the course within the college (if applicable).
☐	The college curriculum committee determines that the impact of the proposed changes have been fully considered for the college.
☐	The college curriculum committee determines that this course meets the requirements to be a RHSC course (if applicable).

	The college curriculum committee reviews the course content to ensure it is reflective of a General Education Core Curriculum course and to consider overlap within the college (General Education Area A-E course proposals only).
☐	The college curriculum committee determines that the attached syllabus is in alignment with the expectations of the college.
☐	The college curriculum committee ensures that the justification for the proposed changes in the proposal is reasonable and functional.
☐	The college curriculum committee reviews the prerequisites to ensure that the proposed requirements align with the course content and are consistent within the college.
☐	The college curriculum committee determines if any deficiencies prevent the course from being effectively taught in its proposed format.

COLLEGE DEAN CURRICULUM APPROVAL GUIDELINES

KENNESAW STATE UNIVERSITY COLLEGE DEAN CURRICULUM APPROVAL GUIDELINES	ITEMS THAT WILL BE REVIEWED AT THE COLLEGE DEAN STEP OF THE CURRICULUM CYCLE.

	Program, Minor, and Certificate Proposals:
☐	The college dean reviews the justification for the proposed premium priced program and ensures that it is appropriate and in alignment with college requirements or policy (Graduate program proposals only).
☐	The college dean ensures that the proposed changes align with the college's mission and goals.
☐	The college dean ensures that the instructional and other resources needed to implement the proposed changes are available.
☐	The college dean ensures that any proposed changes to program admission requirements align with both the college and with KSU's mission and goals.
☐	The college dean ensures that the proposed changes contribute to KSU's strategic plan and mission.
☐	The college dean ensures that the resources are available to support the program's administrative structure.
☐	The college dean considers the impact of attracting the students identified by the program within the college and university context.
	Course Proposals:
☐	The college dean ensures that the proposed changes align with the college's mission and goals.
☐	The college dean ensures that the instructional and other resources needed to implement the proposed changes are available.

☐	The college dean confirms that the department has the resources to offer a General Education Core Curriculum course regularly in the core curriculum (General Education Area A-E course proposals only).
☐	The college dean ensures that the justification for the course fee is appropriate and in alignment with college requirements or policy (if applicable).
☐	The college dean reviews the faculty workload for the proposed changes and ensures that the resources are available.
☐	The college dean determines if any deficiencies (space, resources, etc.) prevent the course from being effectively taught in its proposed format.

THE CURRICULUM SUPPORT OFFICE CURRICULUM APPROVAL GUIDELINES

KENNESAW STATE UNIVERSITY **CSO CURRICULUM APPROVAL GUIDELINES**	**ITEMS THAT WILL BE REVIEWED AT THE CURRICULUM SUPPORT OFFICE STEP OF THE CURRICULUM CYCLE.**

	Program, Minor, and Certificate Proposals:
☐	The CSO office ensures that the proposed changes align with BOR and KSU policy.
☐	The CSO office ensures that the requested changes can be functionally implemented.
☐	The CSO office ensures that all required supporting documentation is included and consistent with the proposal.
☐	The CSO office will work with a program if they are changing their name, as this is a substitutive change and forms must be prepared and submitted to the BOR.
☐	The CSO office checks that the program proposal is routed correctly.
☐	The CSO office ensures that the proposed timeline is possible. The Registrar's office reviews at CSO level to confirm that the program's proposed implementation is possible as proposed.
☐	The CSO office ensures that all points of impact have been considered.
☐	The CSO office will work with Enrollment Services to verify gate changes can be implemented as desired by the department.
☐	If there is a crosswalk needed for students in previous catalog years, the CSO office ensures that it is functional.
☐	The CSO office ensures that the program catalog description is free of typos and grammar errors. The CSO office will clarify any concerns about content or wording.
☐	The CSO office ensures that the prospective curriculum is formatted correctly and aligns with the documentation provided.

☐	The CSO office reviewer responsible for assessment will review both the learning outcomes and the attached Improve KSU Assessment plan.
☐	The CSO office checks the attached Academic Program Map to ensure there are not any hidden prerequisites, that program hours are correct, etc.
Course Proposals:	
☐	The CSO office ensures that the proposed changes align with BOR and/or KSU policy.
☐	The CSO office ensures that all required documentation is attached and aligns with the proposal.
☐	The CSO office ensures that the requested changes can be functionally implemented.
☐	The CSO office checks that the proposal is routed correctly.
☐	The CSO office ensures that the proposed timeline is possible. The Registrar's office reviews at CSO level to confirm that the course implementation is possible as proposed.
☐	The CSO office ensures that all points of impact have been considered.
☐	The CSO office ensures that discontinuing a course does not adversely affect other programs nor does it cause changes within the program that violate BOR and KSU policy (if applicable).
☐	The CSO office ensures that the proposed changes align with BOR and KSU policy on course numbering.
☐	The CSO office ensures that any prerequisites are not "hidden" or adding to program credit hours.
☐	The CSO office ensures that the proposed course description is free of typos and grammar errors. The CSO office will clarify any concerns about content or wording.
☐	The CSO office enters the course CIP codes and adds CIP codes to the faculty degrees listed.
☐	The CSO office ensures that the syllabus aligns with the information presented in the proposal.
☐	The CSO office ensures that the responses regarding assessment are reviewed by a member of the assessment team.

UPCC CURRICULUM APPROVAL GUIDELINES

	KENNESAW STATE UNIVERSITY **UPCC CURRICULUM APPROVAL GUIDELINES**	**ITEMS THAT WILL BE REVIEWED AT THE UNDERGRADUATE POLICIES AND CURRICULUM COMMITTEE STEP OF THE CURRICULUM CYCLE.**

Program, Minor, and Certificate Proposals:	
☐	UPCC ensures a lack of conflict with other programs.
☐	UPCC ensures that the proposed changes do not overlap with existing programs.

☐	UPCC reviews the rationale for the proposed changes and ensures that it is comprehensive and that the impact of the proposed changes have been fully considered.
☐	UPCC reviews any proposed changes to the program's admission policies to ensure that the impact of the proposed changes have been fully considered (if applicable).
☐	UPCC ensures that any deviations from USG Area F are justified and coherent.
☐	UPCC ensures that the changes proposed are in alignment across campus.
☐	UPCC ensures the proposed changes contribute to KSU's strategic plan and mission.
☐	UPCC finds the program's identified career paths for students compelling and complete.
☐	UPCC ensures that the changes proposed follow all policies and requirements.
	Course Proposals:
☐	UPCC ensures that the proposed course changes do not duplicate other course or program offerings.
☐	UPCC ensures a lack of conflict with other courses and programs.
☐	UPCC reviews the proposed justification and considers the impact of discontinuing the course (if applicable).
☐	UPCC reviews the proposed course requirements to determine whether the proposed course classification is consistent across campus.
☐	UPCC evaluates the proposed course to ensure that the content reflects the course level.
☐	UPCC ensures that the prefix and course number do not duplicate or overlap with existing courses across campus.
☐	UPCC ensures that the credit hours assigned for the proposed coursework are in alignment across campus.
☐	UPCC reviews the proposed prerequisites/concurrent prerequisites/ corequisites to ensure that they are reasonable and justified.
☐	UPCC reviews how often the course will be offered and ensures that the offering is in alignment with the rest of the proposal.
☐	UPCC uses the syllabus to determine that the course is at the appropriate level, credit hours, and credit hour ratio.
☐	UPCC ensures that the justification for a new course or changes to an existing course are reasonable and functional.
☐	UPCC ensures that the changes proposed follow all policies and requirements.

GPCC CURRICULUM APPROVAL GUIDELINES

KENNESAW STATE UNIVERSITY **GPCC CURRICULUM APPROVAL GUIDELINES**	ITEMS THAT WILL BE REVIEWED AT THE GRADUATE POLICIES AND CURRICULUM COMMITTEE STEP OF THE CURRICULUM CYCLE.

	Program, Minor, and Certificate Proposals:
☐	GPCC ensures a lack of conflict with other programs.
☐	GPCC ensures that the proposed changes do not overlap with existing programs.
☐	GPCC reviews the rationale for the proposed changes and ensures that it is comprehensive and that the impact of the proposed changes have been fully considered.
☐	GPCC reviews the appropriateness and alignment across campus of a proposed premium priced program (if applicable).
☐	GPCC reviews any proposed changes to the program's admission policies to ensure that the impact of the proposed changes have been fully considered (if applicable).
☐	GPCC ensures that the evidence of knowledge in the discipline is compelling and comprehensive.
☐	GPCC ensures that the evidence of engagement in research is compelling and comprehensive.
☐	GPCC ensures that the changes proposed are in alignment across campus.
☐	GPCC finds the answers regarding the identified career paths for students compelling and complete.
☐	GPCC ensures that the changes proposed follow all policies and requirements.
	Course Proposals:
☐	GPCC ensures that the proposed course changes do not duplicate other course or program offerings.
☐	GPCC ensures a lack of conflict with other courses and programs.
☐	GPCC reviews the proposed justification and considers the impact of discontinuing the course (if applicable).
☐	GPCC reviews the proposed course requirements to determine whether the proposed course classification is consistent across campus.
☐	GPCC evaluates the proposed course to ensure that the content reflects the course level. GPCC ensures that the prefix and course number do not duplicate or overlap with existing courses across campus.
☐	GPCC ensures that the credit hours assigned for the proposed coursework are in alignment across campus.
☐	GPCC reviews the proposed prerequisites/concurrent prerequisites/ corequisites to ensure that they are reasonable and justified.
☐	GPCC reviews how often the course will be offered and ensures that the offering is in alignment with the rest of the proposal.
☐	GPCC uses the syllabus to determine that the course is at the appropriate level, credit hours, and credit hour ratio.
☐	GPCC ensures that the justification for a new course or changes to an existing course are reasonable and functional.
☐	GPCC ensures that the changes proposed follow all policies and requirements.

PROVOST/PROVOST DESIGNEE CURRICULUM APPROVAL GUIDELINES

KENNESAW STATE UNIVERSITY **PROVOST/PROVOST DESIGNEE CURRICULUM APPROVAL GUIDELINES**	**ITEMS THAT WILL BE REVIEWED AT THE PROVOST STEP OF THE CURRICULUM CYCLE.**

	Program, Minor, and Certificate Proposals:
☐	The Provost/Provost designee reviews the proposal for accuracy and ensures that all possible impacted parties have been informed of the changes.
☐	The Provost/Provost designee holds approval until Fiscal Affairs authorization is received for a premium priced program (Graduate programs only).
☐	The Provost/Provost designee ensures that the proposal can be implemented at the requested date, and if not, works with the program to alter the implementation date as needed.
☐	The Provost/Provost designee ensures that the program can be offered with the resources noted in proposal.
☐	The Provost/Provost designee ensures that all parties have been informed and all external approvals have been sent.
☐	The Provost/Provost Designee reviews the proposed program changes to ensure that the rationale for the proposed changes are in alignment with institutional mission and policies.
☐	The Provost/Provost designee reviews to ensure that the proposed contribution is in alignment with KSU's strategic plan and mission.
☐	The Provost/Provost Designee reviews to ensure that program can be administered with resources noted in proposal.
	Course Proposals:
☐	The Provost/Provost designee reviews the proposal for accuracy and ensures that all possible impacted parties have been informed of the proposed changes.
☐	The Provost/Provost designee ensures that the course can be implemented at the requested date, and if not, works with the program to alter the implementation date as needed.
☐	The Provost/Provost designee ensures that course can be offered with the resources noted in proposal.
☐	The Provost/Provost designee works with the Executive Director of General Education to send the course to the BOR for final approval (General Education Area A-E course proposals only).
☐	The Provost/Provost designee reviews the proposal to ensure that the rationale for the proposed changes are in alignment with institutional mission and policies.

☐	The Provost/Provost designee holds the proposal until Fiscal Affairs authorization is received for a course fee (if applicable).

DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS

Each year the curriculum deadlines change with the academic calendar. Exact deadlines can be found in the Master Curriculum Calendar on the Curriculum, Instruction, and Assessment website. It is recommended that college and department curriculum committees consider UPCC and GPCC meetings when building their own curriculum committee meeting schedule.

In general, course proposals desiring to be implemented in the spring semester must be through the entire approval process necessary for that change by mid-October. Only course changes can currently be implemented mid- academic year.

All changes to be implemented in the fall catalog must be approved through the entire curriculum review and approval process necessary for that change by mid-February. This ensures that all changes can be processed in time for registration.

For the catalog deadlines for each year, consult the Curriculum Committees Master Calendar on the homepage of the Curriculum, Instruction, and Assessment website.

The draft catalog is published in mid-March and the final catalog on July 1.

CURRICULUM DEVELOPMENT GUIDELINES

COURSE NUMBERING CONVENTIONS

If a course number is being changed, or if a new course is being developed, the department needs to determine a new course number. Some course numbers may not be available due to their connection to historical data. The inactivation of a course or revision of a course number automatically causes the Registrar's office to remove the old number from the course inventory. Programs cannot reuse an inactive course number for a new course as this may adversely affect a students' degree program, total credits toward graduation, GPA calculation and course registration. For example, even if a number has not been used in ten years, making a new course with that number would change it for all students past and present, thus affecting the transcripts of previous students. Therefore, inactivated course numbers may not be reassigned to another course. If a course is split into two courses (e.g., a combined lecture/lab course split into separate lecture and lab courses) or vice versa, the course number should not be reused for one of those courses.

There is a link to check if a course is active. If a department is unsure if a number has been used before, please contact the Registrar's Office at registrar@kennesaw.edu. They can also assist in assigning a suitable course number.

COURSE NUMBERING GUIDELINES

The numbering of courses at Kennesaw State University is separated into undergraduate and graduate courses. Course numbers generally correspond to the classification of students as freshman, sophomore, junior, senior, graduate, and doctoral students.

Undergraduate Course Numbering	
0000-0999	Learning Support*
1000-1999	Freshman
2000-2999	Sophomore
3000-3999	Junior
4000-4999	Senior

*Learning Support Courses (0###) courses are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum.

Graduate Course Numbering	
5000-5999	Graduate and B. ARCH courses
6000-6999	Graduate courses
7000-7999	Graduate courses

8000-8999	Doctoral courses
9000-9999	Doctoral courses

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines.

University Common Undergraduate Numbering Conventions
2290 Special Topics
3396 Cooperative Study
3398 Internship
4400 Directed Study
4490 Special Topics
4499 Senior Seminar/Thesis

When creating a new course number, typically the first digit identifies the level of instruction. In general, 1000 and 2000 level courses should consider a larger breadth of study, be foundational, and prepare students with basic knowledges. Courses at the 3000 and 4000 level should offer a more in-depth study, refine knowledge, and focus on a discipline, field, or practice.

Suggested Guidelines for Determining Course Levels
1000 level courses should be an introduction to the concepts of a field or discipline. These courses should be open to all majors and suitable for college freshmen. Course content should be broad and present basic concepts and terminology in a field or discipline. Courses generally should not have prerequisites unless they are part of a sequence.
2000 level courses may be devoted to a particular area or field within a discipline. These courses should be considered suitable for freshmen and sophomores and assumes that a student can undertake more advanced assignments and materials. These courses should be intermediate level courses and may be in the major but do not have to be. They may have 1000 prerequisites if necessary.
3000 level courses should be considered advanced examinations into a field or discipline and thus include more advanced readings and assignments than previous course levels. A 3000-level course should be appropriate for a junior or senior student. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.
4000 level courses are considered advanced upper-division courses. These courses should be considered for students that have completed a substantial amount of work at the 3000 level. They should present more advanced topics and include coursework appropriate for senior students. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

Learning Support Courses (courses designed for students deficient in the general competencies necessary for a regular post-secondary curriculum) at Kennesaw State University are noted by a 099-course number. These courses are designed to support the mastery of skills and concepts needed to pass a collegiate course in a "just-in-time" manner. Each corequisite course will be a required course that is aligned with and offered alongside the appropriate college-level course. The college-level and corequisite sections must cover the same topics in the same order at the same time.

COURSE PREFIX AND NAMING GUIDELINES

Course prefixes are often assigned to a department. If a department would like to create a new prefix, they can do so after checking with the Registrar's office that such a prefix has never been used.

When developing a 1000 or 2000 level course, check whether the University System of Georgia Board of Regents requires a common course prefix, number, or description that all institutions need to use. These are NOT just for General Education Core Curriculum courses but are for 1000 and 2000 level courses.

There are two version of a name for the course. The full name of the course will appear in the catalog. When a new course is created, the proposal will also ask for an abbreviated name, which is how the course will appear on a student's transcript. This abbreviated title has a 30-character limit, including spaces. Please ensure that the title represents the topic and does not cut off mid word, or a few characters in.

WRITING A COURSE DESCRIPTION

While not required, it is recommended that course descriptions be limited to 75 words.

Course descriptions must use proper grammatical structure, including complete sentences and present verb tense.

When writing a course description, it is best to minimize mentioning items that may make the description outdated quickly, such as referencing specific software. Doing so may mean updating the course description more often. A general reader should be able to understand the course description, and to that extent, it is recommended to avoid using acronyms that general readers would not understand.

If the course description contains a topical list of course content, it is recommended to note that the course "may include" those topics. If a course says that it "will include" those topics, all sections of a course must cover every topic listed.

DEVELOPING COURSE PREREQUISITES AND COREQUISITES

Definitions

A Prerequisite: course(s) and/or other requirement(s) that must be completed before taking another course.

A Concurrent Prerequisite: course(s) and/or other requirement(s) that must be completed before, or taken at the same time as, another course.

A Corequisite: course(s) and/or other requirement(s) that must be taken at the same time as other course(s) and/or requirement(s).

Prerequisites and corequisites need to be written in clear, concise, grammatically correct language and must be tangible to be functional in Banner. Banner is the electronic Student Information System that supports student registration, enrollment, and grading.

All undergraduate course prerequisites will have a default minimum "C" grade, and all graduate course prerequisites will have a default minimum "C" grade unless requested otherwise by faculty through the course approval process.

The following are prerequisites that can be functional in Banner:

Prerequisite Groupings Accepted by Banner
Courses or a group of courses
Test Scores or a score unique to a group of students (for example an audition score)
Student standing (freshman, sophomore, junior, senior, graduate)
Credit Hours (30, 60, or 90 increments only)
Students can be restricted by college, department, campus, or program
Special approval of a department chair or faculty member. This prohibits all students from registering unless they seek a permit override from the identified person in the course's academic department.

In many cases, the above tangible prerequisites can be connected by "and" requirements as well as "or" requirements. For example, a prerequisite can be a "Major in Music and Junior Standing." Additionally, it could be "ECON 2200 or Economics major."

There are, however, limitations as identified in the chart below.

Prerequisite Groupings not Accepted by Banner
Courses/test scores, student standing, college, department, campus, program connected by "OR."

Example: Economics major <u>or</u> sophomore standing
Special approval connected with any other prerequisite by "OR"   Example: Approval of department chair <u>or</u> MATH 1000.
GPA connected with any other prerequisite by "OR."   Example: 2.5 overall GPA <u>or</u> NURS 2000
Different set of prerequisites for different sets of students.   Example: ENGR 2000 for Engineering majors <u>or</u> MGT 3000 for Fashion majors (however, the prerequisite of ENGR 2500 or MGT 3000 is programable).

Intangible prerequisites are those requirements a department would like for students to have that cannot be coded into Banner. Departments should consider if intangible prerequisites are required or recommended. Intangible prerequisites cannot be enforced by Banner, so those that are required should be listed as the last sentence of the course description and so that students and advisors understand the experience(s) required for the student to be successful in the course.

Examples of Intangible Prerequisites
High school algebra
Language proficiency
Knowledge of computer programming
Successful completion of an introductory course
Completion of major requirements

Below are examples of common prerequisite scenarios and how they should be entered in a <u>Curriculog</u> proposal.

Common Prerequisite Scenarios
Single required prerequisite = Course prefix and number.   Example: ECON 2000.
Choice of Prerequisites = Course prefix and number connected with an "or."   Example: ENGL 1101 or MATH 1101.
Multiple required prerequisites = Course prefix and number connected with an "and."   Example: MATH 1101 and ECON 2000.
Single prerequisite with multiple choices = Course prefix and number connected with an "or."   Example: ENGL 1101 or MATH 1101 or ECON 2000.
Multiple required prerequisites with multiple choices = Course prefixes and numbers grouped together by parenthesis and separated by an "or."   Example: (ENGL 1101 and MATH 1101) or (ECON 2000 and AADS 2000 and ASTR 1000) or COM 1000.

Minimum required grade for a single course= Course prefix and number with grade requirement. Example: Grade of "B" or better in BIOL 2221.
Minimum required grade for multiple courses = Course prefixes and numbers with grade requirement. Example: Grade of "B" or better in BIOL 2221 and MATH 1101.
Minimum required grade for a single course among multiple choices = Course prefixes and numbers with grade requirement. Example: A Grade of "C" or better in ENGL 1101 or COM 1000 or MATH 1101.
Minimum required grade for single course with additional prerequisite courses = Required course prefix and number followed by a semicolon and course prefix and number with grade requirement. Example: ENGL 1101; A Grade of "B" or better in BIOL 2221.
Minimum required grade for a single course among multiple choices with additional prerequisite courses = Grade requirement and a listing of the course prefix and number choices. Example: A Grade of "B" or better in AADS 1000, COM 1000, or PHYS 1000; MATH 1101.
Admission to a specific program = Listing name of program. Example: Admission to Nursing BSN program.
Special permission= Explain who can give permission for a student to register for the course. Example: Permission of the department chair.

PREREQUISITES AND COURSE REGISTRATION

Banner is programmed to include the student's in-progress term when checking prerequisites for a course registration. If the student no longer meets the course's prerequisite after a successful registration, Banner does not deregister the student from the course. It is the responsibility of academic units to notify and remove students who do not meet prerequisites **after** registration and prior to the beginning of the new semester.

Example: A student taking "Accounting I" in the fall semester registers for "Accounting II" in November for spring semester. The "Accounting I" course is a prerequisite for "Accounting II." Later, the student withdraws from "Accounting I" (or fails or receives a below-acceptable grade). Banner does not remove the registration for Accounting II automatically from the student's record.

DEVELOPING COURSE LEARNING OUTCOMES

Learning outcomes are developed for courses based on the content of the course and the role the course plays in the program. In general, learning outcomes are statements to describe the knowledge or skills students should acquire by the end of a course. A statement of a learning objective contains a verb and an object. The verb generally refers to the intended cognitive process, and the object generally describes the knowledge students are expected to acquire or

construct.

<div style="border: 1px solid green;">

Recommended Guidelines for Course Learning Outcomes

</div>

- Consider limiting the course-level expected learning outcomes to 4-7 statements for the entire course.
- Focus on knowledge and skills that are universal to the course.
- Focus on the learning rather than describing activities or lessons that are in the course.
- Consider if course outcomes are appropriately aligned with one another.
- The SMART (Specific, Measurable, Attainable, Relevant, Timely) model may be useful in these considerations.

<div style="border: 1px solid orange;">

Helpful Resources for Drafting Course Learning Outcomes

</div>

Kennesaw State University Teaching Resources Collective

Using Bloom's Taxonomy to Write Effective Learning Objectives

Using Bloom's Taxonomy to Write Learning Outcomes

Revised Bloom's Taxonomy

AAC&U Value Rubrics

A Guide to Developing Measurable Student Learning Outcomes

National Institute for Learning Outcomes Assessment (NILOA)

DEVELOPING A CROSS-LISTED COURSE

A cross-listed course is a course that is offered under more than one prefix. A cross-listed course must have documentation with the Office of the Registrar, without which a student can earn credits by repeatedly enrolling in the same course. For example, consider an economics student who takes ECON 3000 which is cross listed with MATH 3000 in spring 2020. If the Office of the Registrar does not have the cross-listing information, the economics student can take MATH 3000 in fall 2020 to earn additional credits for the taking the same course again.

DEVELOPING A CROSS-LEVELED COURSE

A cross-leveled course is a course that is offered across numbers and/or levels and documented with the Office of the Registrar. If cross-leveled courses are between two different degree levels, there must be a clear distinction between the requirements of undergraduate and graduate student work or graduate and doctoral student work, with more advanced course work for the higher-level degree program. This can be demonstrated by two different syllabi

that may include, but are not limited to, different objectives, assessments and/or outcomes to demonstrate the differences in rigor.

DEVELOPING A ZERO CREDIT HOUR COURSE

Zero-credit courses allow students the opportunity to engage in innovative experiences beyond designated credit hours of a program. Programs may develop zero-credit courses for internships, participation in research, experiential learning, career preparation, international education, teaching assistantships, or other enhanced learning experiences for a major. Courses offered for zero-credits must be approved through the regular KSU curriculum approval process.

DEFINITIONS OF INSTRUCTION TYPES

The following chart shows the various types of instruction as follows:

Definitions of Instruction Types
Lecture is a form of instruction in which the instructor presents an educational experience to students, applying any combination of instructional methods.
Laboratory is an educational activity with students conducting experiments, perfecting skills, or practicing procedures under the direction of a faculty member.
Field/Clinical Experiences (e.g., practicum, internship, co-op) are work placements with organizations whose areas of work are closely related to the student's major. These work experiences are integrated with academic curricula through discipline-specific and/or multi-disciplinary knowledge in a supervised setting. Co-operative education (co-op) is a type of field experience. Students doing a co-op receive academic credit while acquiring discipline-specific professional skills and earning an income.

CREDIT HOURS

The United States Department of Education, our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and University System of Georgia Policy Manual, Section 3.4.4, all define a semester credit hour as a minimum of 750 minutes of instruction or equivalent. The minimum of 750 minutes of instruction further requires 1500 minutes of out-of-class student work per semester credit hour for lecture courses, for a combined total of 2,250 minutes per semester hour.

The contact time per semester credit hour must not be less than the minimum. For example, a one credit hour lecture course may exceed the requirement of 750 minutes of instruction and 1500 minutes of out-of-class student work, but it cannot be less than 2,250 minutes per semester hour. Departments should justify and attach their credit hour tabulations to the proposal in Curriculog to assist curriculum committees in their course proposal reviews. It is

37

recommended that academic departments develop guidelines for assessing out-of-class work with out-of-class time equivalencies.

A semester credit hour is normally granted for satisfactory completion of one 50-minute session (contact hour) of classroom instruction per week for a semester of not less than fifteen weeks. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study.

Credit hours for KSU courses are listed in parentheses such as (3-0-3). The first number represents the number of lecture contact hours, the second number represents the number of lab or field/clinical experience contact hours, and the third number represents the total semester credit hours of that course. Thus (3-0-3) means the course has three lecture hours, zero lab or field/clinical hours, and totals three credit hours.

Definitions Relating to Credit Hours
Credit Hour: Credits earned for a course.
Contact Hour: 50 minutes of scheduled instruction, sometimes called "seat time," a measure used to determine lecture, field, lab, clinical, practicum, internship hours. The 10-minute difference between one contact hour and one clock hour is allotted for time to settle into class, to prepare to leave, and "break time" for classes that run over 50 minutes.
Clock Hour: 60 minutes (a period of time equaling 1/24 of a 24-hour day). Credit Hours are NOT computed in clock hours. It is recommended that in order to compute credit hours, begin with contact hours, since it is reasonable to expect students to take breaks and have some down time while they are in these experiences.
Credit Hour Ratio: The credit hour ratio demonstrates the relationship between the credit hours and contact minutes. There are different ratios based on the type of experience a student has in a course, such a lecture, lab, or field/clinic experience. Laboratory and field experience/clinical experiences each have different ratios to determine "seat time" or the contact hours. A detailed spreadsheet of Credit Hour Ratio Examples is in the Appendix that demonstrates how the different types of course components can be incorporated into the credit hour distribution.
Credit Hour Distribution: Courses can have different types of experiences incorporated into the Credit Hour Distribution. For example, a course can have lecture, lab, and/or field/clinical components. Each of these components are part of a combination that represents the total contact time and earned credit hours for the course. The first part of the distribution represents the amount of time a student spends in lecture, the second number in laboratory, or field/clinical experiences and the third number is the total credit hours earned toward degree completion and billed to the student noted as 3-0-3, 2-1-4.

The credit hours of a course should reflect the content and requirements of the course and be reflected in the course syllabi.

EXAMPLES OF CREDIT HOUR DISTRIBUTION

In the chart below offers examples of the different types of credit hour distributions. At the end of each example is a notation of ratio such as 1:1 or 3:1. This ratio is determined by the type of work that a student will do in non-lecture courses and that ratio is determined to reflect the course contact and credit hours. A detailed set of charts for each ratio, titled "Credit Hour Ratio Examples" can be found in the Appendix and online.

Lecture Course Examples:
CORS 2000 (3-0-3). This fictitious course would require 3 lecture hours, 0 lab hours, and total 3 semester credit hours. For a 15-week semester, the course would include a minimum of 150 minutes of lecture contact time per week, corresponding to 2,250 minutes of lecture contact time per semester (i.e., 750 minutes times 3). 1:1 ratio   CORS 3000 (4-0-4). This fictitious course would require 4 lecture hours, 0 lab hours, and total 4 semester credit hours. For a 15-week semester, the course would include a minimum of 200 minutes of lecture contact time per week, corresponding to 3,000 minutes of lecture contact time per semester (i.e., 750 minutes times 4). 1:1 ratio

Laboratory Course Examples:
CORS 2000L (0-2-1). This fictitious course would require 0 lecture hours, 2 lab hours, and total 1 semester credit hour. For a 15-week semester, the course would include a minimum of 100 minutes of lab contact time per week, corresponding to 1,500 minutes of lab contact time per semester. 2:1 ratio   CORS 3000L (0-4-2). This fictitious course would require 0 lecture hours, 4 lab hours, and total 2 semester credit hours. For a 15-week semester, the course would include a minimum of 200 minutes of lab contact time per week, corresponding to 3,000 minutes of lab contact time per semester. 2:1 ratio

Field Experience/Clinical Course Examples:
CORS 6698 (0-3-1). This fictitious course would require 0 lecture hours, 3 field experience/clinical hours, and total 1 semester credit hour. For a 15-week semester, the course would include a minimum of 150 minutes of field experience/clinical contact time per week, corresponding to 2,250 minutes of field experience/clinical contact time per semester. 3:1 ratio   CORS 3498 (0-6-3). This fictitious course would require 0 lecture hours, 6 field experience/clinical hours, and total 3 semester credit hours. For a 15-week semester, the course would include a minimum of 300 minutes of field experience/clinical contact time per week, corresponding to 4,500 minutes of field experience/clinical contact time per semester. 2:1 ratio   CORS 3598 (0-12-6). This fictitious course would require 0 lecture hours, 12 field experience/clinical hours, and total 6 semester credit hours. For a 15-week semester, the course would include a minimum of 600 minutes of field experience/clinical contact time per week, corresponding to 9,000 minutes of field experience/clinical contact time per semester. 2:1 ratio

CORS 3598 (0-8-2). This fictitious course would require 0 lecture hours, 8 field experience/clinical hours, and total 2 semester credit hours. For a 15-week semester, the course would include a minimum of 400 minutes of field experience/clinical contact time per week, corresponding to 6,000 minutes of field experience/clinical contact time per semester. 4:1 ratio
Lecture and Laboratory Combination Course Example:
CORS 4000K (3-2-4). This fictitious course would require 3 lecture hours, 2 lab hours, and total 4 semester credit hours. For a 15-week semester, the course would include a minimum of 150 minutes of lecture contact time per week and 100 minutes of lab contact time per week, corresponding to 2,250 minutes of lecture contact time and 1,500 minutes of lab contact time per semester. Lecture 1:1 ratio; Lab 2:1 ratio
Lecture and Field Experience/Clinical Combination Course Example:
CORS 3399 (1-9-4). This fictitious course would require 1 lecture hour, 9 field experience/clinical hours, and total 4 semester credit hours. For a 15-week semester, the course would include a minimum of 50 minutes of lecture contact time and 450 minutes of field experience/clinical contact time per week, corresponding to 750 minutes of lecture contact time and 6,750 minutes of field experience/clinical contact time per semester. Lecture 1:1 ratio; Lab 3:1 ratio

CHANGING A COURSE'S CREDIT HOURS

Editing the credit hours for an existing course may affect other programs utilizing the course. Running an impact report will identify all impacted units. Impact reports are generated within the Curriculog system. An Impact Report shows (a) what programs use the course and (b) courses that use the course as a prerequisite.

CHOOSING COURSE MODALITY

Courses Can be Taught in the Following Modalities:
Face-to-face: A face-to-face course is an on-campus course, the content of which is delivered primarily in person.
Online: An online course is one where the content of which is delivered 100% through distance learning technology.
Hybrid: A hybrid course is a combination of online and face-to-face instruction. A hybrid course can be delivered in the following ratios: 33% online, 50% online, or 66% online.

CHOOSING A GRADING STRUCTURE

When submitting a new course proposal in Curriculog, faculty are asked to identify the grading mode for the class. There are two grading mode options: S/U (Satisfactory/ Unsatisfactory) or regular (A, B,

C, D, F). Regular grading mode also includes the options of W, WF, I, IP.

Per the University System of Georgia Policy Manual, Section 3.5.2, the S/U grading structure is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this grading structure for academic course work must be submitted to the USG chief academic officer for approval. The grading system is further explained in the catalog.

If a program wishes to change the grading mode of a course, a proposal must be submitted in Curriculog for review by the appropriate university curriculum committees.

The University System of Georgia Policy Manual, Section 3.5.1 states the grading structure that all credit earning courses must follow. This information is also listed in the KSU Catalog. Learning Support courses do not contribute to a student's grade point average.

Grading Structure and Grade Point Average		
Grade	Meaning	Grade Point Average
A	Excellent	4.00
B	Good	3.00
C	Satisfactory	2.00
D	Passing	1.00
F	Failure	0.00
WF	Withdrew Failing	0.00
S	Satisfactory	0.00
U	Unsatisfactory	0.00

The University System of Georgia Policy Manual, Section 3.5.2 describes the symbols for work that does not contribute to a student's GPA, which all credit earning courses are expected to follow.

Non-Grade Point Average Earning Symbols	
Symbol	Meaning
I	This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond their control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed after three academic terms of residence, the symbol "I" will be changed to the grade "F."
IP	This symbol indicates that credit has not been given in courses that require a "CP" continuation of work beyond the term for which the student signed up for the course. This symbol cannot be substituted for an "I."

K	This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty (e.g., CLEP, AP, Proficiency). "K" credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed.
V	This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited.
W	This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period, including final examinations, except in cases of hardship as determined by the appropriate official of the respective institution.
WM	This symbol indicates that a student was permitted to withdraw under the Board of Regents policy for military service refunds as provided in Board Policy. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

DESIGNATING A COURSE AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them and earn credit hours each time. A course that is repeatable for credit offers different instructional experiences and learning outcomes for students each time they take it. Examples of courses often designated as repeatable for credit include special topics, research, individual investigation, thesis, dissertation, practical experience, workshops, or competency- or skill- based courses such as violin performance or theatre production.

When a program restricts or adds to the number of times a student can repeat a course for credit, a proposal indicating this change, including noting the maximum number of credit hours a student can earn, must be approved through the KSU curriculum process.

ADDING OR CHANGING A COURSE FEE

A new course fee or a change to an existing course fee must go through both the curriculum process and a separate approval process. Special course fee proposals are noted in Curriculog and must include a completed Student Elective Fees and Special Charges Proposal Form signed by the Dean. Please discuss course fee viability within the department and college prior to Curriculog submission.

Once a proposal that includes a new fee is launched, the Academic Fiscal Affairs Officer will be notified, and the Fee form routed through all approval bodies including the University

President. Approval of the proposal in Curriculog does not mean that the course fee has been approved. That is a separate notification. If the approval of the special fee has not been received by the time the proposal reaches the Provost/Provost designee step in the curriculum process, then the proposal will be held until the special fee request has been approved. Please allow up to two semesters for this process to occur.

UNDERSTANDING COURSE SUBSTITUTIONS

Course substitution permits a student to use an equivalent course for a required course in the student's curriculum, when the substituted course is not officially programmed as an equivalent.

General Education Core Curriculum Course Substitutions

For General Education Core Curriculum course substitution, per the Kennesaw State University catalog, students with advanced standing credits or transfer credits for courses similar to those required in the General Education Program may be permitted to satisfy KSU's requirements through approved course substitutions.

All transfer credit for the General Education Core Curriculum credit evaluations must adhere to USG transfer policies, reciprocity agreements, and other approved articulation agreements.

Program Course Substitutions

For program course substitutions, Kennesaw State University has an online Course Substitution System, which automatically routes the course substitution requests for approval. In addition, it has a feature to check the status of course substitution submissions. There are detailed directions of how to access the system and process a substitution.

All course substitutions are restricted by the following policy in the KSU catalog:

Graduate students may use graduate level work only to complete their degree requirements. Graduate-level work may be used only in the undergraduate degree if an Accelerated Bachelor's/Master's policy is in place (maximum 9 credit hours).

Undergraduate coursework may not substitute or transfer more than one level. A 1000-level course may not be used for 3000-level course and vice versa.

Course substitutions should be the exception and not the rule. Although programs are often designed to allow students some flexibility and choice, excessive course substitutions can impact program integrity and course eligibility for financial aid. If a course substitution is

becoming routine, the department should determine what is causing these repeated substitutions and revise their curriculum.

The chart below has examples of curriculum design that can create excessive substitutions.

Curriculum Design That Can Create Excessive Substitutions
Related Studies
Issue: If a program lists only a credit hour requirement for this field, then there are not any courses to be programmed into the student's program of study. This means that every course a student takes to meet the related studies requirements will be a course substitution.
Solution: Identify a set of parameters that fulfill this box. This can be by prefix and/or course level, or by a list of courses from which students choose. Exceptions for certain courses can also be applied. Such restrictions are programmable and will allow those courses to be placed correctly in the student's program of study.
Examples that would not require a course substitution: • Choose six credits from 3000- or 4000-level courses with the following prefixes: CPE, EE, ENGR, ME, MTRE. • Choose six credits from 6000- or 7000-level courses with the following prefixes: EDL, CONF, HIED (excluding HIED 7777), CHEM, DANC, BUSI, COM (excluding COM 7715). • Choose six credits from any 1000- or 2000-level courses in BIOL, CHEM, MATH, PHYS, or STAT except STAT 1401.
Approval by Academic Advisor
Issue: By creating sections of curriculum that can only be fulfilled by the academic advisor's approval, there is nothing that can be programmed into a student's program of study and every single course will need a course substitution.
Solution: Avoid language such as "Twelve (or more) hours of upper-division studies beyond the major requirements as approved by the academic advisor." Instead consider identifying what students in the program of study need and creating a list of courses or prefixes. Such a list is programmable and will allow those courses to be placed correctly in the student's program of study.
Examples that would not require a course substitution: • Twelve hours of upper-division studies beyond the major requirements from GEOG, GIS, or SUV courses at the 3000- or 4000-level. • Complete 12 credits from the following courses: GEOG 4405, 4410, 4500, GIS 4100, SURV 3320, 3451. • Complete a minimum of 9 credits from the following courses: GEOG 4405, 4410, 4500, SURV 3200, 3451.

UNDERSTANDING COURSE EQUIVALENCY

Kennesaw State University courses determined by faculty to share the same content and student learning outcomes can be considered equivalent. Equivalent courses are programmed in Banner to be treated as the same course. If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite.

Determining Equivalency with Course Revisions

A substantial revision to a course may result in a scenario in which the newly revised course is no longer equivalent to the original course. The following changes represent a few examples of substantial revisions that can undo a course equivalency:

- the removal of a laboratory component of a course
- major revisions to course content, description, and/or title
- addition or subtraction of contact hours and associated content

The following questions should assist in determining if a revision allows an existing equivalency to remain.

- If a student took this course five years ago, would the program accept the course when it was taken, or would the program want the student to take the latest version?
- If a student is on a catalog from two years ago, will this course fit in their program of study? Do the same credit hours and content remain aligned with the program requirements?
- If a student previously took the version of the course before revision, will they be prepared for any future courses that required the new course as a prerequisite? Or will they be missing information covered in the newest version of this course?

The below examples offer several scenarios where course equivalency must be considered.

Scenario One: If course ABCD 3300 is being changed to the new course number ABCD 3321, but all content, credit hours, title and description remain the same. Then course ABCD 3300 and ABCD 3321 are equivalent. Any student who needs to take ABCD 3300 to earn credit in their catalog year may take ABCD 3321 and it will be applied without additional course subs. Any student who has taken ABCD 3300 and needs to take a course with ABCD 3321 as a prerequisite may register without any additional overrides.

Scenario Two: If CLAS 4000 is a 4-credit hour combined lecture/laboratory, and faculty decided the course should be revised to be a 3-credit hour lecture course, then these courses are NOT equivalent. Students needing to take CLAS 4000 to satisfy their degree requirements on a previous

catalog year will be 1 credit hour short for graduation and will be missing 1 credit hour worth of content.

Scenario Three: If faculty decide that the course FIRE 2215 Fire Suppression Techniques (3-0-3) should be revised to become FIRE 2215 Methods in Fire Suppression (3-0-3) and the content is drastically different, in that students who took "Fire Suppression Techniques " will be unprepared for any course FIRE 2215 is now a prerequisite for, then "Fire Suppression Techniques" and "Methods in Fire Suppression" are <u>NOT equivalent</u>.

Course Equivalency and Repeating a Course

Undergraduate Course:
Equivalent courses at the undergraduate level will factor into the GPA recalculation policy for repeated courses and will follow university repeat rules that the highest grade be included in the calculation of a student's institutional GPA.

Graduate Course:
At the graduate level, students taking one graduate course and then the other approved graduate equivalent course will have both grades calculated into their Institutional GPA based on the repeat policy.

CREATING A COURSE SYLLABUS

All new courses and course changes need a complete syllabus representative of the course. Syllabi accompany proposals to create and modify courses in order to give the curriculum voting members in the process the necessary information to evaluate the proposed course or course changes, including course learning outcomes, course topics, course assessment, and course texts and readings.

Syllabi attached to curriculum proposals must include all components listed in the [syllabus checklist](). This checklist includes all requirements of syllabi mandated in Kennesaw State University's Faculty Handbook [Section 2.4](). There is a [page of policies]() required to be included, either using a link or copy and pasted, on the syllabus. The Academic Integrity Statement is required to be on the syllabus and is included the page of policies. It is preferable to include the link rather than copy from the page, as the linked webpage is regularly updated. Proposals without complete syllabi will be rejected.

Faculty may use [Kennesaw State University's course syllabus template](), which includes the all required elements, for their attached proposed syllabus. Colleges and departments may also have specific requirements that need to be captured in the syllabus.

UNDERSTANDING COURSE AND PROGRAM CIP CODES

The Classification of Instructional Programs (CIP) is a taxonomy of academic disciplines at institutions of higher education in the United States. This taxonomy allows agencies to understand what academic programs institutions offer no matter the unique names at each institution.

The CIP was originally developed in 1980 by the National Center for Education Statistics (NCES) of the U. S. Department of Education. The 2020 version of the Integrated Postsecondary Education Data Systems is the current version of the taxonomy. A CIP code is the accepted federal standard for identifying instructional/academic programs. Academic program CIP codes must be assigned to ensure that the U.S. Department of Education can track the information for students who receive federal loans.

Courses are assigned a 6-digit CIP code based on course content.

CIP Code Numerical Formatting
1. The first two digits in the series indicate a broad subject area. Example: 09 "Communication, Journalism and Related Programs."
2. The third and fourth numbers in the series represent an intermediate aggregation with that broad subject. Example: 09.09 "Public Relations, Advertising, and Applied Communication."
3. The fifth and sixth numbers in the series indicate the specific subject matter of the individual program or course. Example: 09.0901 "Organizational Communication, General."

Below is an example of how engineering programs are coded using the CIP taxonomy. In this example Engineering is the two-digit family, Computer Engineering is a four-digit program within Engineering, and Software Engineering is a six-digit code representing a discipline within Computer Engineering.

Example of a CIP Code		
2-digit grouping	14	Engineering
4-digit grouping	14.09	Computer Engineering
6-digit grouping	14.0903	Computer Software Engineering

Academic Program CIP Codes

All KSU academic programs (degree/major programs, certificates, and minors) are assigned a CIP code using the most recent edition of the Classification of Instructional Programs (CIP) table.

When an academic unit at Kennesaw State University wishes to create a new academic program or course in Curriculog, the Curriculum Support Manager assigns the correct six-digit CIP code to the proposal. When a new degree or major program proposal is sent to the University System of Georgia Board of Regents for review and approval, the Board of Regents adds two additional digits for an eight-digit CIP code. All eight-digit codes can be found on the BOR Degrees and Majors Authorized (DMA) list for Kennesaw State University.

The 2020 edition lists all instructional programs offered by all institutions of higher education across the country and correspond to academic and occupational instructional programs offered for credit at the postsecondary level. There is a CIP Code Two-Digit Grouping Table in the Appendix as well as on the Curriculum Resources website.

There are CIP codes that do not reflect higher education instruction, including codes that correspond to residency programs that may lead to advanced professional certification; personal improvement and leisure programs; and instructional programs that lead to diplomas and certificates at the secondary level only. For example, CIP code 53 is for High School/Secondary Diplomas and Certificates.

All higher education institutions are required to report the number of degrees conferred each year by degree level (associate, baccalaureate, masters, doctorate, and doctor-professional practice) to the U.S. Department of Education.

Faculty Credentials and CIP Codes

Faculty credentialing is also tied to CIP codes. The faculty member's earned graduate degree(s) are matched with a CIP code(s) upon hire and used as evidence that the faculty member is qualified to teach the course(s) that they are teaching. Additional justification of faculty qualifications may be required when the faculty member's earned graduate degree(s) CIP code(s) are not consistent with the approved list of degrees and CIP codes approved for each course.

Help with CIP Codes

For assistance with a CIP code for Academic Programs or Courses, contact:
Amy Jones, Curriculum Support Manager
Phone: 470-578-4951   Email: ajone545@kennesaw.edu

For assistance with Faculty Credentials and CIP codes, contact:
Lynn Lamanac, Director of Faculty and Academic Services
Phone: 470-578-4416   Email: llamanac@kennesaw.edu

PARTS OF AN UNDERGRADUATE PROGRAM

There are two parts of an undergraduate program that are mandatory for any USG institution: Area F and a major field.

Required Components of a Major
Area F: Per the University System of Georgia Academic & Student Affairs Handbook, Section 2.4.4, Area F must be precisely 18 hours and be composed exclusively of 1000/2000-level courses. These courses may be prerequisites for other Area F courses and/or for major courses at higher levels. Certain programs have Area F curriculum guidelines, which are set by the Regents Advisory Council for that discipline and required across the University System of Georgia.
Major Field Requirements: The University System of Georgia Academic & Student Affairs Handbook, Section 2.3.1 requires that a baccalaureate degree program must require at least 21 semester hours of upper-division courses in the major field and at least 39 semester hours of upper-division work overall. The major field should be coursework required of all students in the major. The program requirements should be clearly defined and separate from concentration credits. Major field course requirements may include choices between courses or groups of courses.

There are other aspects of a major that may be included. If these elective components are included, they must follow the requirements noted in the chart below.

Elective Components of a Major
Concentrations: A concentration appears on a student's transcript. The concentration should be an examination of a field in more depth than the student's major field. A concentration should not have more credit hours than a major field. All concentrations must share the same major field.
Track: A track, or other named subset of courses in a program, does not appear on a student's transcript. A track does not count toward the major field requirements unless all students take the same track or subset of courses. All tracks must share the same major field.
Related Studies: Related Studies incorporates content the program has designated as related to the major field. In order to identify related studies, programs need to identify the course levels and prefixes appropriate to fulfill this requirement. Related Studies can be a list of courses, a list of prefixes and/ or levels, but the requirements need to be defined so that they can be encoded into the program of study and be eligible for federal financial aid.

Program Elective Options Explained
Upper Level, Lower Level, or Program Electives can be a list of courses, a list of prefixes and/or levels. Electives need to be defined so that they can be encoded into the program of study and be eligible for federal financial aid. A program can have more than one elective option in a program. Program electives may carry such titles as "Math Electives," "Technical Electives," "English Electives," and "Guided Electives." A student might, for example, choose 4 credits in Technical Electives from a grouping of courses identified by the program. See the section in this guide on "Curriculum Design that can Create Excessive Substitutions" for examples on how to identify course groupings that do not require course substitutions.
Free Electives must be truly free and include any course at any level in the catalog. Programs cannot require that certain classes will fall into free or other elective options. It is important to be aware that students may already enter a program of study with free elective choices already fulfilled. Once a course is placed into free electives in a student's program of study, it cannot be removed.

DETERMINING PROGRAM MODALITY

Program modality, or how a program is approved to be offered, appear on the Degrees and Majors Authorized (DMA) list for Kennesaw State University. A program can only be offered in the modality noted on the DMA.

If a program is classified as online, it means that all courses are offered online and that a student can obtain a degree entirely from online coursework. A program may offer most of its courses online, but that is not the same as being an online program. Only those programs listed in the DMA as online programs can promote themselves as online programs.

MINOR REQUIREMENTS

The University System of Georgia Academic & Student Affairs Handbook Section 2.3.1 requires that a minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Area F courses may be counted as coursework in the minor.

Kennesaw State University lists the minor requirements in the catalog. They are also listed in the chart below.

Minor Requirements:
A minor program is a prescribed area of academic study consisting of 15-18 semester hours.
At least nine of the required hours must be at the upper-division level, i.e. courses numbered 3000 or above.

At least six credit hours of the upper-division credit hours must be earned in residence at KSU.
The prescribed courses for a minor may be taken from one or more academic disciplines. Courses taken in Core Area F may be counted as coursework in the minor.
Courses taken to satisfy the General Education Core Curriculum Areas A through E may NOT be counted as coursework in the minor.
Students must earn a grade of at least "C" in all course work applicable to a formal minor.
When a student's major and minor require the same courses, there is no limit on duplicative credit. 100% sharing between the major and minor is permitted. A course may satisfy the requirements of a major, a first minor and a second minor.

In order to graduate with a minor that will be noted on the student's permanent record, the student must declare the minor through Owl Express. Additional minors must be declared through the Office of the Registrar with a completed and approved minor form.

CERTIFICATE DEFINITIONS

The following guidelines are provided to assist institutions with the development of certificate programs.

> **The Board of Regents of the University System of Georgia Academic & Student Affairs Handbook note the following Certificate Guidelines requirements:**

- Certificates proposed and offered by an institution should be consistent with the mission of the institution.
- Certificates shall be consistent with degree programs offered by the institution.
- The institution offering the certificate will maintain enrollment and completion data as part of the student's record.
- Certificates should be greater than 9 hours, but no more than 59 semester-credit hours.
- Certificates that require students meet the admission requirements of the institution and that the courses offered will not exceed the level of courses offered by the institution (e.g., a two-year institution may not award a graduate certificate).

The University System of Georgia defines two types of certificate programs, Pre-Baccalaureate and Post-Baccalaureate. These are the definitions used in reporting data to the federal government.

Within those definitions are further delineations, with pre-baccalaureate (undergraduate), post-baccalaureate (graduate), post-master's, and post-first professional, referring to the level of courses in the curriculum, not the qualifications or background of the student.

USG Certificate Types
Pre-Baccalaureate (Undergraduate) Certificates
Fewer than 30 semester credit hours (less than one year). The degree acronym is CER0.
From 30 to 59 semester credit hours (at least one year, but less than two). The degree acronym is CER1.
Post-Baccalaureate (Graduate) Certificates
Post-Baccalaureate Certificate – a certificate beyond the bachelor's degree that does not meet the requirements for a master's degree. The degree acronym is CERG.
Post-Master's Certificate – a certificate beyond the master's degree that does not meet the requirements for a doctoral degree. The degree acronym is CERM.
Post-First Professional Certificate – a certificate beyond the first professional degree. The degree acronym is CERP.

In addition to the level, certificates can be either Stand-Alone or Embedded as defined in the chart below.

Stand-Alone Certificate Programs
A student may apply courses completed for the stand-alone certificate toward a degree program if the student meets any applicable policies and admission standards for the degree program.
Students admitted to a degree program may apply courses completed for that degree program toward a stand-alone certificate, if the student meets any applicable policies and admission standards for the stand-alone certificate.
The Office of the Registrar will issue the stand-alone certificate after it has been applied for and the student has completed the requirements.
Stand Alone Certificates are included on the Degrees and Majors Authorized (DMA) list for Kennesaw State University.

Embedded Certificate Programs
Embedded certificates are those certificates that are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a major or stand-alone degree. Embedded certificates are not listed separately on the authorized Degrees and Majors inventory list.
A student must declare that they are completing an Embedded Certificate by completing the "Embedded Certificate Declaration Form" with the Office of the Registrar. Once the student has declared the Embedded Certificate, it will be issued upon completion of the degree requirements, which include the requirements for the embedded certificate. The embedded certificate fee will then be charged to the student's account.

FINANCIAL AID AND CERTIFICATES

Students can receive Federal Financial Aid to complete a certificate. An embedded certificate is eligible for financial aid for the program it is embedded in. Stand-alone certificates must go through a process to be placed on the Degrees and Majors Authorized (DMA) list for Kennesaw State University and receive Federal Financial Aid. The chart below details this process.

NEW CERTIFICATE FEDERAL FINANCIAL AID PROCESS

New Certificate Proposal in Curriculog — Curriculum Support

Question in Proposal triggers notification of Financial Aid Office — Financial Aid

Question on Proposal triggers SACSCOC Liaison — SACSCOC Liason

Draft of Notification of Intent Email — Department Chair

Draft of DOE Prospectus — Department Chair

Draft of letter to SACSCOC — SACSCOC Liaison

New Certificate Proposal is approved by Campus Notification sent to BOR — AVP Curriculum

BOR notification of New Certificate Update on DMA — BOR

Catalog entry is built — Curriculum Support

Banner and Degreeworks builds program — Registrar's Office

Letter of to SACSCOC — SACSCOC Liaison

SACSCOC approves letter, then Notification of Intent sent to DOE — Director of Fin Aid

Letter of Intent is submitted to DOE — Director of Fin Aid

DOE approves Letter of Intent — DOE

Prospectus is submitted to DOE — Director of Fin Aid

DOE Approves Prospectus — DOE

Financial Aid Coded for next available term — Director of Fin Aid

Annual Reporting — Department Chair

CURRICULUM MANAGEMENT THROUGH CURRICULOG

PURPOSE AND FUNCTION OF CURRICULOG

Kennesaw State University uses an online curriculum management system called Curriculog for the management of curriculum proposals. Curriculog is designed for faculty and administrators who are involved in adding, modifying, terminating, or deactivating curriculum proposals for courses, minors, certificates, and degree programs. Login to Curriculog using your KSU ID (without @kennesaw.edu) and KSU password.

The curriculum management process is entirely online, including the completion of the curriculum proposals, the curriculum meetings (if desired) and agendas, and the review and approval by electronic signature of the curriculum committees and administrators. Since Kennesaw State University also uses Acalog, the electronic catalog system, appropriate fields in the curriculum proposals will populate from Acalog, when imported. When proposals receive final approval, curriculum changes will automatically populate into Acalog and appear in the Kennesaw State University catalog.

Functions of Curriculog
Curriculog provides the correct routing for curriculum proposals
Curriculog ensures that all required fields for course and program proposals are completed
Curriculog provides a repository for curriculum changes
Curriculog allows for curriculum agendas and committee voting online

Curriculog allows for the input of consistent data across the following systems.

Curriculog Data Integration Systems
Acalog (the KSU catalog system)
Banner
Degree Works
Academic Program Maps
Faculty Information Systems
DMA (Degrees and Majors Authorized for KSU by the University System of Georgia)

TYPES OF PROPOSALS IN CURRICULOG

Once logged into Curriculog, if you have completed the proper training, at the top of the page under "My Tasks" tab there will be a plus sign next to notation "New Proposals."
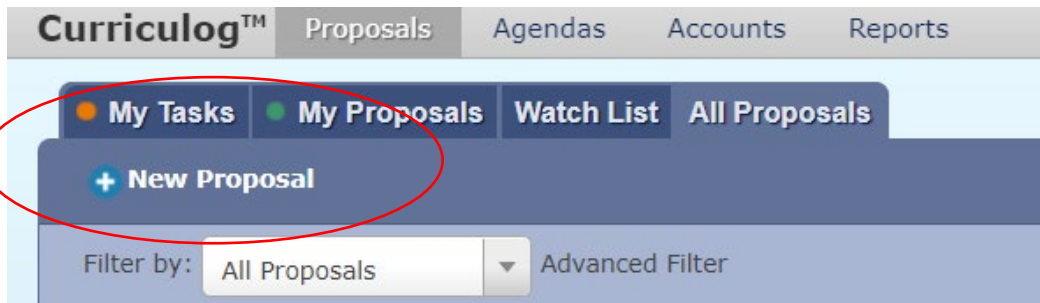
Clicking here shows all the available proposal options.

CURRICULUM PROPOSALS IN CURRICULOG

Curriculum Proposals in Curriculog
Change to Existing Course
Change to Exisitng Program – Graduate
Change to Exisxing Program – Undergraduate
Course Discontiunation
New Certifiicate
New Course
New Degree or Major Program
New Duel Degree Program
New Minor or Endorsement
Program Deactivation
Program Termination

CURRICULUM PROCESSES COMPLETED IN CURRICULOG

In addition to the above proposals, there are also several processes done in the Curriculog, as noted in the table below

Curriculum Processes Completed in Curriculog
Batch Process
Expedited Process for Courses
Expedited Process for Programs
Double Owl Pathway Approval Process

Batch Process

Departments may request a Large-Scale Course Change Process or "Batch" Change Process

change if identical changes are needed for numerous courses. For example, in all the courses listed below, the department is proposing that the prerequisite of ENGL 2201 replace the prerequisite of ENGL 1101:

ENGL 2145, ENGL 2160, ENGL 2172, ENGL 2174, ENGL 3230, ENGL 3232, ENGL 3320, ENGL 3322, ENGL 3324, ENGL 3330, ENGL 3340, ENGL 3350, ENGL 3360, ENGL 3400, ENGL 3500, ENGL 3600, ENGL 4401, ENGL 4240, ENGL 4340, FILM 3220, FILM 3230, FILM 3240, FILM 3250, FILM 3200, FILM 3210, FILM 3215, LING 3040, WRIT 3000, WRIT 3100, WRIT 3110, WRIT 3120, and WRIT 3130.

Without a batch change, the department would need to submit a course proposal for each course listed. A batch proposal, instead, is a single proposal that includes making the same change to all courses. The below chart can assist in identifying if a program can use a batch proposal to change existing courses.
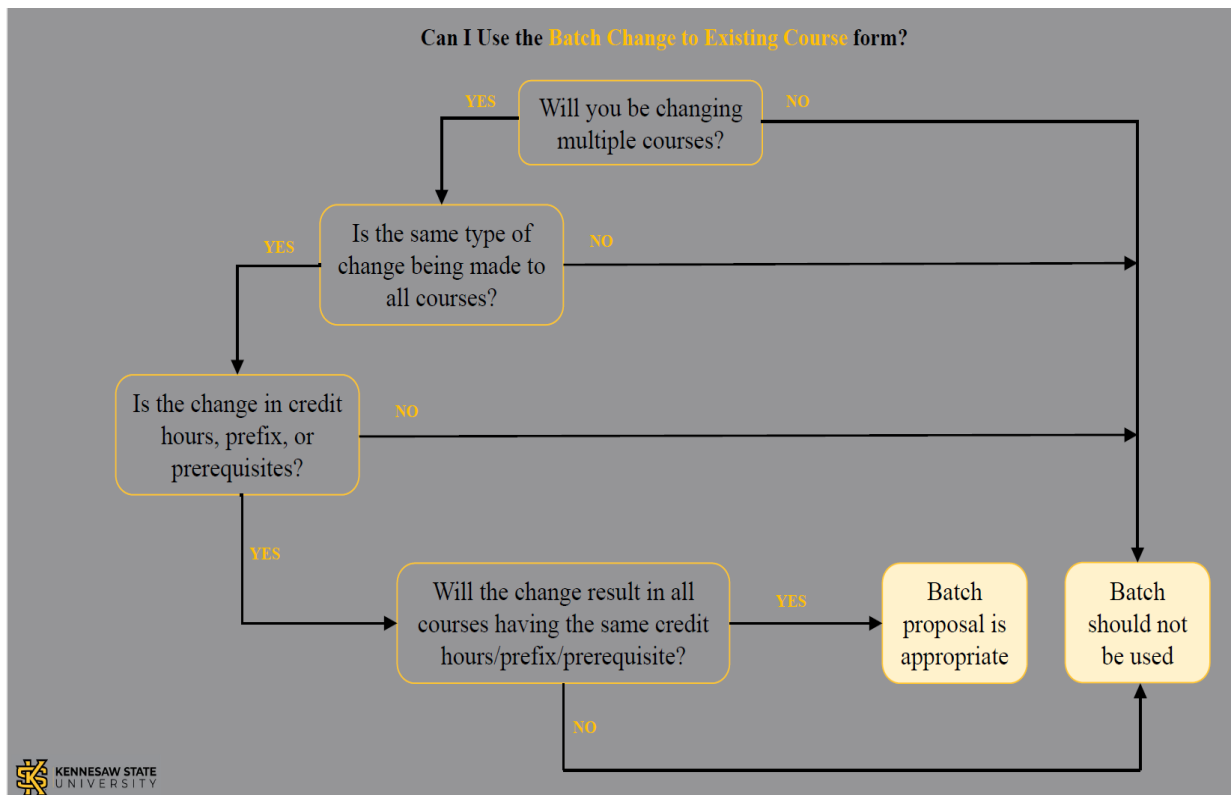
There is a Batch Spreadsheet Template that will need to be completed and uploaded to the Curriculog proposal. Below is an example of the first course in a Batch Change with the proposed change highlighted in red font.

	Current Course			
Prefix	Number	Title	Credit Hours	Prerequsites
MATH	7495	Advanced Perspectives on School Mathematics I	3-0-3	Admission to the MAT, MED or EDS program

	Proposed Course Change				
Prefix	Number	Title	Credit Hours	Prerequisties	Programs Impacted
MAED	7495	Advanced Perspectives on School Mathematics I	3-0-3	Admission to the MAT, MED, or EDS program	Middle Grades EDD, Middle Grades EDS, Secondary Education

Expedited Process

For certain types of changes, courses and programs may be eligible to proceed through an Expedited Workflow Process which allows an accelerated review for specific changes. The charts below demonstrate the differentiated workflow.

Traditional Workflow
Originator
Initial Review
Department Curriculum Committee
Department Chair
College Curriculum Committee
College Dean
EPCC/BCOE Dean*
Curriculum Support Office
GEC*
UPCC/GPCC
Provost/Provost Designee
Final Publication Review

Expedited Workflow
Originator
Initial Review
Department Curriculum Committee
Department Chair
College Curriculum Committee
College Dean Review
Curriculum Support Office Review/Faculty Designee
Final Publication Review

**Conditional steps required for some types of proposals.

The Expediated Process for Courses

The Expedited Processes for courses can ONLY be made if the program is not making any other curriculum changes in the same academic year. If other program changes are occurring, then all course changes need to go with the program change as a full package and proceed through the full curriculum review process. New courses, General Education Core Curriculum courses in Area A-E, or a course change that impacts any program outside the college are not eligible for this process.

The chart below lists the **only** course changes eligible for the Expedited Process Workflow.

Course Changes Eligible for the Expedited Process Workflow
Changes to a Course Title. This is allowed only for minor changes that do not impact the course description or course content. Examples of what constitutes a minor course title change: • Changing MET 1800: CNC Machining to MET 1800 CNC *and* Machining • Changing ENED 3657: Clinical Placement to ENED 3657: Clinical Experience • Changing MEFT 4315: Internship to MEFT 4315: Internship I
A Change in a Prefix. The prefix must already within use by a college, unless dept/units are being merged within a college and a new prefix is created. Examples of a prefix change: • Changing EDAD 9900 to EDSM 9900 (updating an old prefix within a college to a newer one) • Changing the prefixes INCM and MSCM to CMPD as a result of restructuring (a new school is created within a college) • Changing the prefix COM (communication) to ORGC (Organizational and Professional Communication) when a new major is created within a department or school
Change to a Course Number. This change can only occur when a course number is being changed within the same 1000 level number band. Examples of a course number change in level: • EXEC 2120 changed to EXEC 2240
A Change to the Course Grading Structure. This change can modify a course from an A-F grading structure to S/U mode or from S/U mode to A-F grading structure.
A Change in the Course Description. This is for minor changes only. These changes can be editorial changes such as rewriting for clarity; tightening course language without altering course content; or removing "dated language" that does not significantly alter the course. Examples of what constitutes a minor course description change: • Removing the term "adolescent education" from a series of courses because this language is no longer used in the program or recognized as a field by the BOR. • This course provides students with an overview of human development within the social environment. ~~The course covers emotional, cognitive and moral develop theories as developed by Piaget, Erikson, Kohlberg, and others.~~ This course also focuses on the effect of the environment on personal and social functioning.

Expeditated Process for Programs

The Expedited Process for programs can ONLY be used if there is not going to be any other curricular change to that program during the academic year. If other program changes are occurring, the changes should be submitted as a full package and will go through the full curriculum review process.

Program Changes Eligible for the Expedited Process Workflow
Admission Requirements of a Program. This is only to change the program admission requirements or program admission policies dictated by state standards, professional licensure requirements, or program accreditors. Proposals must be accompanied by documented evidence from the external body. This change cannot alter previously approved admission requirements that are NOT dictated by external bodies.
Program Description Edits. This is allowed only for minor changes only. The proposed change cannot alter the scope, focus, content of the program or alter previously approved program requirements except for external body mandates. Examples of what constitutes a minor program description edit include: • Cut and paste errors • Clarifying confusing wording • Missing or outdated accredititng langugage • Missing language that was previously approved

---

Double Owl New Pathway Approval Process

The Double Owl Pathway is an advising pathway for high potential KSU undergraduate students who want to accelerate their attainment of a master's degree at KSU.

Students following a Double Owl Pathway take nine hours of graduate coursework at the undergraduate tuition rate. Students must apply to the Graduate College to complete their graduate work. As this is not changing any curriculum in either program, Double Owl Pathways does not have to go through the curriculum approval process, but it will utilize Curriculog to document each pathway.

To have your program participate in a Double Owl Pathway, contact Anissa Vega, Interim Assistant Vice President for Curriculum and Academic Innovation at avega4@kennesaw.edu.

CHOOSING THE CORRECT PROPOSAL FORM

Proposals can be divided into two types of changes: course or program changes. If a program is planning to make a course change, the first chart below to assist in identifying the correct proposal. If a program is making program changes, consult the second chart. If unsure where to start, visit the Curriculum, Instruction, and Assessment website "Where Do I Start?" which has a list of actions that can be completed using Curriculog proposals and includes helpful links and resources to assist in the process.

Decision Chart for Course Proposals

What Course Proposal Form do I Need to Submit?

```
                    CHANGE          Is your proposal          REMOVAL
                                 regarding the removal,
                                 change, or creation of a
                                        course?
                                          NEW

      Will you be making                                        Is the course
      the same change to      Will this be a new               designed for a
      multiple courses?    YES permanent course? NO            specific student or
                                                               does it regard a
                                                               specific topic?
         NO      YES                            STUDENT                    TOPIC

   Change to     Batch Change to   New Course    Directed      Special        Course
   Existing      Existing Course                 Study         Topics         Discontinuation
   Course
```

Change to Program v5.0 is also required.	YES	Is the course used in a program?	NO	No additional proposal required.

KENNESAW STATE UNIVERSITY

Decision Chart for Program Proposals

What Program Proposal Form do I Need to Submit?

```
                    CHANGE         Is your proposal           REMOVAL
                                regarding the removal,
                                change, or creation of a
                                       program?
                                         NEW

   UNGR  Is this a Graduate  GRAD   Will this be a              NO Is the program YES
         or Undergraduate       YES degree-granting NO            already
         Program?                   program?                      deactivated?

                                         NO Will students YES
                                            earn a certificate
                                            from the
                                            program?

   Change to    Change to Existing   New Degree/  New Minor/   New        Program        Program
   Existing Program-  Program- Graduate  Major     Endorsement  Certificate Deactivation   Termination
   Undergraduate                      Program
```

KENNESAW STATE UNIVERSITY

Once the proposal type has been determined, the following decision trees can further assist in building the proposal. These Decision Trees are also available on the Curriculum Resources website.

Do I Need a Program Change because of New Course?

Will My New Course Need to be Accompanied with a Program Change Proposal?

Are you creating a new course? (i.e. not a Special Topics course)

YES → Is new course going to be used in a program as a requirement or specific elective?

NO → Program Change Proposal is NOT required

YES → Program Change Proposal IS required

NO → Program Change Proposal is NOT required

KENNESAW STATE UNIVERSITY
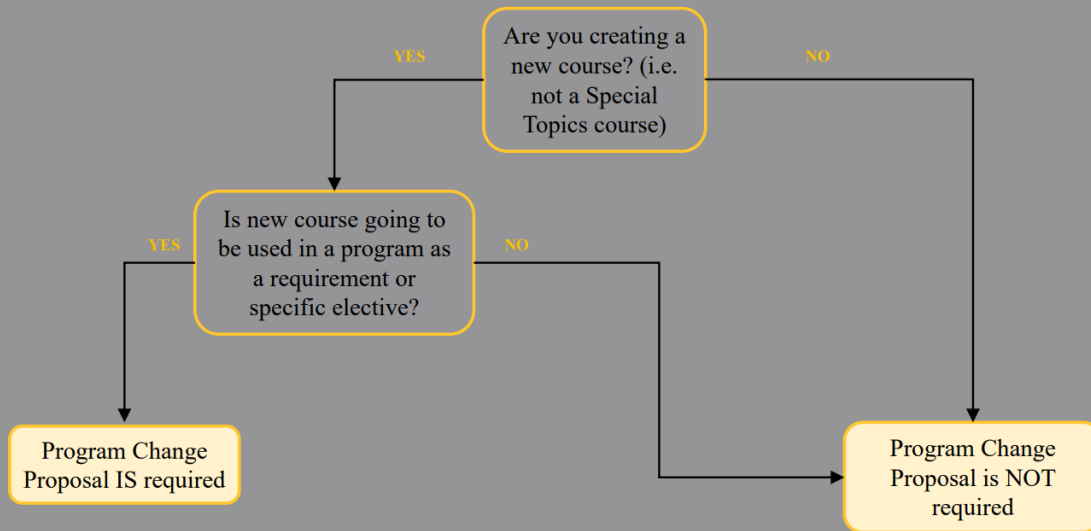
Should I Contact Others Regarding my Course Change?

Do I Need to Contact Other Departments Regarding my Course Proposal?

Is this a new course or change to course?

NEW → Will the course have content that might be duplicative of a course offered by a different department?

CHANGE → Did the Impact Report for the existing course show courses or programs outside your department?

YES → Correspondence IS required

NO → Correspondence is NOT required

NO → Correspondence is NOT required

YES → Correspondence IS required

KENNESAW STATE UNIVERSITY

Do I Need to Import Data into my Proposal?

Do I Need to Import Data?

Are you making a change to a course/program?

- YES → Is this a Batch Change to Existing Courses v1.0 proposal?
  - NO → Importing Data IS Required
  - YES → Importing Data is NOT Required
- NO → Importing Data is NOT Required

This is because new program and course proposals do not have an import function

KENNESAW STATE UNIVERSITY

Do I Need a Program Change because of Course Change?

Will My Course Change Proposal Need to be Accompanied with a Program Change Proposal?

Are you changing credit hours and/or course number?

- YES → Is the course used in a program? (This can be determined by running an Impact Report)
  - YES → Program Change Proposal IS required
  - NO → Program Change Proposal is NOT required
- NO → Program Change Proposal is NOT required

KENNESAW STATE UNIVERSITY

Can I Use the Batch Spreadsheet Template?

Can I Use the Batch Change to Existing Course form?

- Will you be changing multiple courses?
  - YES → Is the same type of change being made to all courses?
    - YES → Is the change in credit hours, prefix, or prerequisites?
      - YES → Will the change result in all courses having the same credit hours/prefix/prerequisite?
        - YES → Batch proposal is appropriate
        - NO → Batch should not be used
      - NO → Batch should not be used
    - NO → Batch should not be used
  - NO → Batch should not be used

Is a Program Proposal Required?

Do My Changes Require a Program Change Proposal?

- What are you changing?
  - FORMATTING ONLY → SEND NEW FORMATTING TO CURRICULOG@KENNESAW.EDU → Change to Program Proposal is NOT required
  - CURRICULUM → What section of Curriculum?
    - Electives/Related Studies
    - Are you changing the number of hours or content?
      - CONTENT → Does the section consist of a list of courses or prefixes?
        - PREFIXES → Is the prefix of the added course already in the list?
          - YES → Change to Program Proposal is NOT required
          - NO → Change to Program Proposal IS required
        - COURSES → Change to Program Proposal IS required
      - HOURS → Change to Program Proposal IS required
    - Area F, Core Requirements, Tracks/Concentrations, Credit Hour Total → Change to Program Proposal IS required
  - NAME/DESCRIPTION/ADMISSION REQUIREMENTS → Change to Program Proposal IS required

Should I Contact Others Regarding my Program Change?

Do I Need to Contact Other Departments Regarding my Program Proposal?

Are you adding or removing courses outside your department?

YES → Correspondence IS required

NO → Correspondence is NOT required

KENNESAW STATE UNIVERSITY
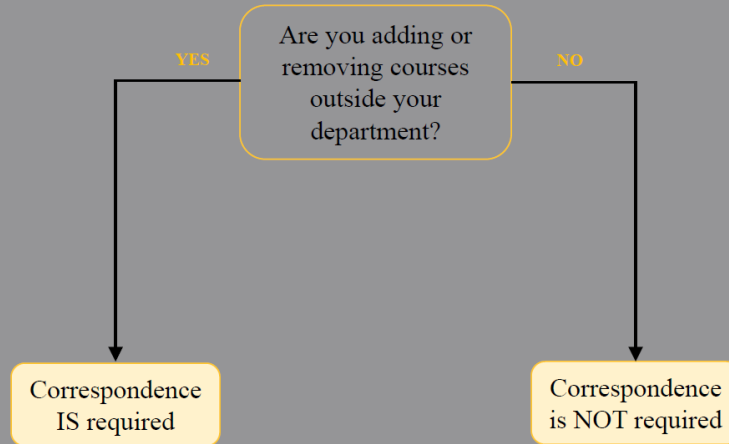
Do I Need a Program Change because of Related Studies Change?

Do I Need a Program Proposal to Add Courses to my Related Studies?

Does the Related Studies consist of a list of courses or prefixes?

COURSES → Change to Program Proposal IS required

PREFIXES → Is the prefix of the added course already in the list?

NO → Change to Program Proposal IS required

YES → Change to Program Proposal is NOT required

KENNESAW STATE UNIVERSITY

64
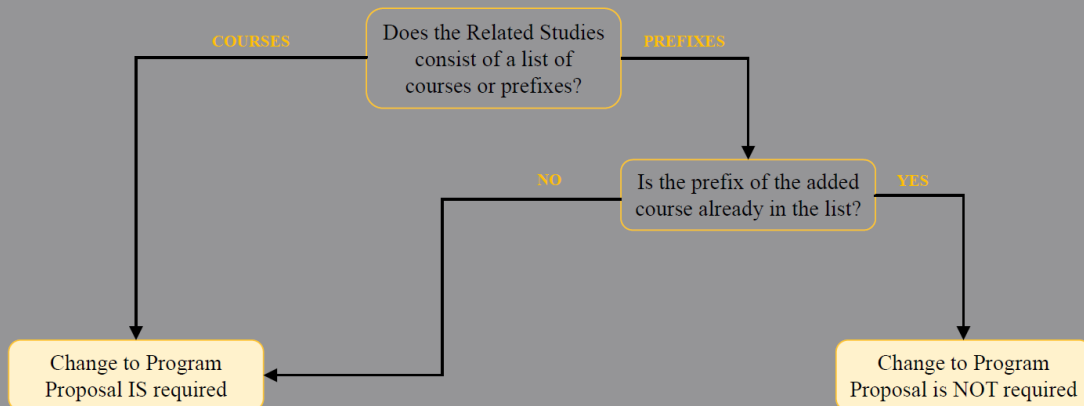
HOW TO FILL OUT A PROPOSAL IN CURRICULOG

The originator of a curriculum proposal should complete the appropriate Curriculog proposal form for the intended purpose. Each proposal form must be completed thoroughly and accurately. For assistance with this process or with technical issues in Curriculog, an originator may contact the Office of Academic Affairs at (470) 578-6023 or email curriculog@kennesaw.edu.

There are detailed checklists designed for each curriculum proposal form. These checklists include all the questions, their intentions, and resources. These are available online and included in the appendix of this guide. There are also sample answers for Curriculog forms in this guide.

SUPPORTING DOCUMENTATION FOR PROPOSALS

Depending on the proposal type, additional documentation may be required to support the proposed change. Below is a chart of each proposal type and the accompanying required documentation. Where to find these documents is in the subsequent chart.

Proposal Type and Required Documentation
Proposal Type: Change to Existing Course Type of Supporting Documentation Required: • Impact Report • Syllabus • Documentation that impacted programs have been contacted (if applicable) • Course Fee Application Form (if applicable) • USG General Education Core Curriculum form (if applicable)
Proposal Type: New Course Type of Supporting Documentation Required: • Syllabus • Documentation from other programs planning to use the proposed new course (if applicable) • Course Fee Application Form (if applicable) • USG General Education Core Curriculum form (if applicable)
Proposal Type: Course Discontiunation Type of Supporting Documentation Required: • Impact Report • Documentation that impacted programs have been contacted (if applicable)
Proposal Type: Change to Exisiting Program – Graduate Type of Supporting Documentation Required: • Updated Improve KSU Assessement Plan

- Side by Side Comparison
- Executive Summary (recommended)
- Crosswalk (if applicable)
- Documentation that impacted programs have been contacted (if applicable)

Proposal Type: Change to Existing Program – Undergraduate

Type of Supporting Documentation Required:
- Academic Program Map
- Updated Improve KSU Assessement Plan
- Side by Side Comparison
- Executive Summary (recommended)
- Crosswalk (if applicable)
- Documentation that impacted programs have been contacted (if applicable)

Proposal Type: New Minor or Endorsement

Type of Supporting Documentation Required:
- Propsective Curriculum Outline
- Executive Summary (recommended)

Proposal Type: New Certifiicate

Type of Supporting Documentation Required:
- Prospective Curriculum Outline
- BOR Certificate Notification Form
- Executive Summary (recommended)

Proposal Type: New Degree or Major Program

Type of Supporting Documentation Required:
- Prospective Curriculum Outline
- BOR New Program One Step Proposal form
- Applied Doctoral Degree Supplemental Document (if applicable)

Proposal Type: New Duel Degree Program

Type of Supporting Documentation Required:
- Prospective Curriculum Outline
- BOR Dual Degree Notification form (choose within or between institutions)

Proposal Type: Program Deactivation

Type of Supporting Documentation Required:
- SACSCOC Teach-out plan

Proposal Type: Program Termination

Type of Supporting Documentation Required:
- SACSCOC Teach-out plan

Proposal Type: Batch Process

Type of Supporting Documentation Required:
- Impact Report for each course
- Batch Spreadsheet Template

Proposal Type: Expediated Process for Courses
Type of Supporting Documentation Required:
• Impact Report

Proposal Type: Expediated Process for Proposals
Type of Supporting Documentation Required:
• None

Proposal Type: New Double Owl Pathway Process
Type of Supporting Documentation Required:
• Impact Report
• Pathway Form

DESCRIPTION OF SUPPLEMENTAL DOCUMENTATION FOR PROPOSALS

Description of Supplemental Documentation for Proposals
Syllabus: Proposals for new courses or changes to existing courses need a completed syllabus that demonstrates the content of the course that will apply to ALL sections of the course, not just to courses taught by a particular instructor. There is a Syllabus Template and Syllabus Checklist to assist with this process.
Impact reports: Impact reports are generated within the Curriculog system. With a proposal open, select the "Import Report" icon on the left pane. From the pop-up, select the most recent catalog and generate the report. Impact reports can only be run for courses. For questions contact curriculog@kennesaw.edu.
Side by side curriculum comparison: There is a template for undergraduate and graduate programs to assist with this process. The template allows the currently approved curriculum to be viewed alongside the proposed curriculum.
Program Deactivation Teach-out plans (SACSCOC): As each plan is specific to a program, these are created individually by the SACSCOC liaison. Please contact Danielle Buehrer for assistance at 470-578-4426 or dbuehrer@kennesaw.edu.
USG/BOR General Education Core Curriculum form: The most recent versions of these forms are no longer available online. Please contact Kris DuRocher for a form at 470-578-4526 or kduroche@kennesaw.edu.
Improve KSU Assessment plans: Most changes to programs correspondingly affect assessment plans, especially if courses are added, deleted, or changed. Changes in programs that affect learning outcomes and content require corresponding changes in the assessment plan. For assistance in updating an assessment plan email assessment@kennesaw.edu.
Course Fee Application form (additional steps outside Curriculog required): A Student Elective Fees and Special Charges Proposal Form must be signed by the Dean and

attached to the proposal for review by Academic Affairs. It is the responsibility of the department to ensure that special course fees have been approved in the accompanying paperwork. Once the proposal is launched, the Academic Fiscal Affairs Officer will be notified, and the form will be routed through all approval bodies including the University President. Approval of the proposal in Curriculog does not mean that the course fee has been approved. That is a separate notification that occurs outside of Curriculog.

Applied Doctoral Degree Supplemental Document:
This is a BOR form that provides clarification on the required aspects of Professional and or Applied Doctorate Degrees.

BOR New Program One-Step Academic Program Proposal Form:
This form must be requested from the AVP of Curriculum after the department has received approval to develop a new program.

Executive Summary:
The executive summary is a document that offers an overview of the changes and impact requested in the proposal. It should include the rationale for the changes and any supporting documentation. This summary assists those reviewing the proposal who do not have expertise in that specific program to contextualize the proposed changes.

Documentation with Impacted Departments:
This document shows the department(s) impacted by changes have been contacted and acknowledge the proposed changes. This can be an email attached to the proposal.

Crosswalk Document:
A crosswalk document demonstrates the curriculum path that a student currently in the program can take to graduate once these new changes are implemented. Doing so often requires equating new courses in the program with current courses. To learn more about equivalencies see the Understanding Course Equivalency section of this guide.

Prospective Curriculum Outline:
A document showing proposed curriculum, including how courses are divided into sections (i.e. Required, Major Electives, Concentrations, Free Electives, etc.) that will be used to build the curriculum into the catalog. There is a template for Prospective Curriculum Outlines for undergraduate programs, graduate programs, and new certificates or minors.

Program Map:
A program map is a semester by semester curriculum plan for a student that demonstrates the order (including all prerequisites/corequisites) that students take courses and demonstrates they can complete the program in the required number of hours. A template for is available in Excel or Word form.

BOR Certificate Notification Form:
University System institutions are required to notify the University System of Georgia Office of Academic Programs when a new certificate is established. This form needs to be completed and attached to the proposal.

BOR Dual Degree Notification form:
Dual Degrees in the University System of Georgia are defined according to the SACSCOC Collaborative Academic Arrangements Policy. All new degree programs in collaborative

arrangements require Board of Regents approval. Dual Degrees within a single University System institution also require notification. The University System of Georgia has a website with the appropriate notification forms for dual degrees.

Batch Spreadsheet Template:
Batch processed course changes for identical changes are needed for numerous courses. The Batch Spreadsheet Template tracks those changes for review and processing.

SAMPLE ANSWERS FOR CURRICULOG FORMS

Sample Answers for Course Proposals	
Proposal Question:	**Sample Answers:**
Please identify all programs that will be impacted, and indicate where in the curriculum this course will be used:	FIRE 2010 will be used as a required course in Area F for the Combustion Science, BS degree; it will also be listed as an elective for the Spontaneous Fire minor.
What is the justification for this course and what data do you have to support it? **or** **Why are you making the change(s) to this course? Please include any assessment data and supporting documentation.**	Example One: We are part of the National Underwater Fire Safety Prevention Association which recommends programs incorporate public speaking as an outcome. After our Improve KSU report, we recognized that students were not getting enough experience in public speaking, and so we are revising three courses to add public speaking as an outcome with corresponding assignments. This is a revised version of one of those courses "Understanding Underwater Fire Prevention." Example Two: Last year the department conducted focus groups with students to evaluate the Underwater Fire Safety Prevention, BS. Through this process the department received feedback that students were unable to fully grasp the science of combustion in its current form a single course covering the three stages. As a result, we are breaking our one course into three separate courses, each dedicated to one of the stages. This course represents the second stage of combustion.
What content/skills of each prerequisite commands its inclusion as a prerequisite for this course?	Example One: FIRE 1010 provides the necessary background (basic thermodynamics understanding, ignition concepts) to understand ideas introduced in FIRE 2010.

	Example Two: We feel it is best that students complete at least 30 credit hours prior to enrolling in this course to ensure students have been exposed to General Education Core Curriculum courses in English and Math courses and developed skills in constructing an argument and critical thinking.
Outline the plan for continuous assessment of the course:	Key elements of assessment include student learning outcomes (SLOs) that are specific, measurable, student-oriented, and related to the unit's mission. This course contains the learning outcomes x, y, z which help students build towards our program requirements of a and b. Students' ability to master these outcomes are measured through test questions in the final exam shared across all sections of the course. The results of the assessment will be reviewed by a group of teaching faculty every year along with student evaluations of the course. Additionally, the course will be reviewed in-depth every three years as part of a degree-wide assessment, which entails student focus groups, faculty surveys, and student grade data.
List any specific software, labs, and/or any additional use of technology required to effectively teach this course. Please provide an estimated cost for any new purchase requests	The course will use the software "ESO Fire," which is already available on library computers and for students to download to personal laptops. Students may also find the Microsoft Office suit helpful, which is available to KSU students at a reduced price.
Does this course require library resources to support specific class assignments or supplemental readings? If not, so state	Yes. Students will use a variety of online journals for a research project, most notably "Fire Journal," "Fire Management Today," and "Fire & Materials." Students may also use campus computers to access ESO Fire Database.
What specific equipment is required to teach this course successfully?	This course will require a level three fireproof glass shield for to be used for demonstrations and an underwater fire extinguisher for each classroom. The department currently has 3 glass shields and 12 fire extinguishers available. We will be ordering 4 more glass shields to account for the additional students and classrooms that will be used in offering this new course.

Sample Answers for Program Proposals	
Proposal Question:	**Sample Answers:**

Provide an overall summary of program changes/additions.	We are adjusting the course FIRE 1010 to split it into three separate courses (FIRE 1010, 2010, & 2030) each of which will be added to Area F in the program. To account for these additional hours in Area F, we are moving three courses into the major program requirements and reducing the elective hours from 12 to 6. We are also updating the program description to reflect these changes.
What is the rationale for the program revision? Please include information if this change is required by an outside accreditation agency and/or assessment data.	Example One: Our program's accredited by the National Underwater Fire Safety Prevention Board, and as of fall 2020, they now require that we offer an internship for all students. Attached to the proposal is the mandated change from the NUSFP Board. As a result, we are adding a new course "Underwater Fire Safety Internship" to the required core of our program. Example Two: Last year the department conducted focus groups with students to evaluate the Underwater Fire Safety Prevention, BS. Through this we received feedback that students were unable to fully grasp the science of combustion in its current form of a single course covering the three stages. As a result, we are breaking our one course into three separate courses each dedicated to one of the stages. These are all being added to Area F, and we are removing nine hours of electives to account for additional credits.
Explain how these changes reflect alignment with department goals and mission	The department of Underwater Fire Safety is committed to providing the highest quality of teaching for our students. In order to encourage our majors to be ready for an exciting career in preventing underwater fires, our program combines real world experience with an understanding of underwater fire culture that builds a foundation for future innovation. Our courses reflect national standards requiring oral communication, writing skills, as well as underwater fire knowledge gained through hands on laboratory experience. The changes in the proposal reflect our mission in that these changes seek to align with national standards, make our majors job ready, and to integrate more oral communication and hands on experience into our program's curriculum.
Program Catalog Description	Our program's accredited by the National Underwater Fire Safety Prevention Board. This program prepares students

	for careers and professional practice in the field of Underwater Fire Safety. Our program grounds students in critical skills, hands on experience with innovative techniques, and new technologies. The curriculum covers fundamental overview in Underwater Fire Prevention Safety with the option for students to pursue in tracks in spontaneous combustion, fire prevention business, and fire prevention history and culture. The knowledge base and skills of this program will prepare students for a variety of careers in the underwater fire prevention field.
How do these changes contribute to KSU's strategic plan and mission statement?	This program is a student-centered program that reflects the KSU mission as it to help students succeed through exploration, collaboration, and rigor. Our program changes include an internship, which offers students the opportunity to explore aspects of the field. Our proposed changes in curriculum ensure a high level of rigor and ongoing efforts at evaluating and improving our curriculum. Regarding the R2 Roadmap, the changes in this program focus on moving students through their degree progression as efficiently as possible. The curriculum changes proposed here remove prerequisites and offers students additional options in their electives to ensure students can progress through the program. In addition, the roadmap focuses on creating programs for in demand fields, and the creation of the Spontaneous Combustion will prepare students for the high demand field of Underwater Fire Safety Spontaneous Combustion Engineer.
Learning Outcomes: List or attach important learning outcomes, goals or objectives of the program.	The learning outcomes of this program are that all students who graduate from this program can: • Apply their knowledge of underwater fire prevention to carry out safety procedures in a given situation. • Analyze a problem, break it into its constituent parts, and offer appropriate solutions. • Evaluate evidence-based sources of information. • Synthesize research into applied solutions.
[Graduate Only] Where in the program is there evidence of knowledge of literature in the discipline?	In the "Researching Underwater Fire Safety Methods" course, students will complete a literature review as part of their research paper. They will also do an annotated bibliography in the "Underwater Fire Safety History" course, as well as for their senior project in the "Senior Capstone" course. These reviews will familiarize majors with knowledge of the literature in the discipline.

[Graduate Only] Where in the program is there evidence engagement in research and/or appropriate professional practice	In the "Researching Underwater Fire Safety Methods" course (UFSM 2500), students complete a research project and learn about how to conduct ethical research. Students build on the work in that course by doing another research project for their senior project in the "Senior Capstone" (UFSM 4500) course.
Describe the students you expect to target and attract with these changes.	This program is currently the only one in the state and brings in students from across Georgia. The changes in this proposal, however, will allow students to engage in a new track and prepare them for new careers in the high demand field of Underwater Fire Safety Spontaneous Combustion Engineer. Additionally, by removing several prerequisites and adding elective options, we can demonstrate to students that they can complete the program in four years and tailor the curriculum to their specific career goals.
What is the career path for these students?	The Bureau of Labor Statistics notes that Georgia is 10th in the nation in the employment of Underwater Fire Prevention Officers. In May 2020, there were 1000 officers in Georgia with an hourly mean wage of $34.11 and an annual mean wage of $65,550. The Bureau of Labor Statistics predicts an overall employment growth for Underwater Fire Prevention Officers of six percent in the next five years. In addition to Georgia, our neighboring states with borders on the ocean will see an increased demand for Underwater Fire Prevention Officers including Florida, South Carolina, North Carolina, and Alabama.

Sample Answers for New Minors, Endorsements, and New Certificate Proposals	
Sample Questions:	Sample Answers:
Learning Outcomes: List or attach important learning outcomes, goals or objectives of the program. (i.e., what you expect students to know and be able to do upon completion of the program)	The learning outcomes of the "Water Dynamics" certificate ensure that all students who graduate from this program can: • Apply their knowledge of underwater fire prevention to carry out safety procedures in a given situation. • Analyze a problem, break it into its constituent parts, and offer appropriate solutions. • Evaluate evidence-based sources of information. • Synthesize research into applied solutions.
What is the rationale for the program?	Our department has been collecting data on where our majors are finding employment. We have also been following discussions with our advisory board about the

	future of Underwater Fire Prevention and we feel that this "Water Dynamics" certificate will allow students to pair our program's content with this content and be prepared for careers in the emerging field of Underwater Fire Safety Spontaneous Combustion Engineer.
How does this program contribute to KSU's strategic plan and mission statement?	The "Water Dynamics" Certificate program is a student-centered program that reflects the KSU mission as it to help students succeed through exploration, collaboration, and rigor. This certificate includes an internship, which offers students the opportunity to collaborate and explore the field.
Explain how this program reflects alignment with department goals and mission, including consideration of alignment with the R2 road map	Regarding the R2 Roadmap, this new certificate meets the roadmap's focus on creating programs for in demand fields, including the high demand field of Underwater Fire Safety Spontaneous Combustion Engineer. The demand for this certificate is reflected in the Bureau of Labor Statistics and the Georgia Bureau of Labor Statistics which note a projected demand in careers for students of 6% in the next five years.
Explain the Administration of the Program, including operating budget and redistribution of resources. Include management of curriculum and enrollment in this certificate.	The "Water Dynamics" Certificate program will be overseen by the program coordinator of the Underwater Fire Prevention major. This person will be responsible for admitting students to the certificate program, advising students, and ensuring they are meeting program requirements.
Describe the students you expect to target and attract. Provide any predictive enrollment data	The "Water Dynamics" Certificate program is for students in the Underwater Fire Prevention major desiring an additional credential to support their chosen career path.

CURRICULOG TRAINING

Curriculog Training for Individuals

Prior to starting a proposal in Curriculog, training must be completed. The online Curriculog training can be accessed through OwlTrain using the following steps:

1. Open the browser Firefox or Chrome, navigate to https://owltrain.kennesaw.edu
2. Login with your NetID and NetID Password
3. In the top right of window, click in the Search box, type "Curriculog" and press Enter

4. The training, titled, "Curriculog Training," will appear in the Courses tab
5. Click "Enroll" to access the training material

Once training is completed, your Curriculog account should be updated within 1-2 business days.

Department or College Curriculog Training Workshops

The Curriculum Support Team is available to provide Department or College Training Workshops to assist faculty in using Curriculog. Workshops are a supplement to the KSU Campus Training Modules that are required for all Curriculog users. Workshops can be designed to focus on specific aspects of Curriculog depending on the college or department needs. Our goal is to provide additional training and support to assist users in building knowledge and confidence when working with Curriculog. Please fill out this form to request a department or college training.

CURRICULOG FAQ

Q: What is an Impact Report?
A: Impact Reports are generated within the Curriculog system. An Impact Reports shows (a) what programs use the course and (b) courses that use the course as a prerequisite. With a proposal open, select the "Import Report" icon on the left pane. From the pop-up, select the most recent catalog and generate the report. For questions email curriculog@kennesaw.edu.

Q: Why can't I run an impact report for my program?
A: Impact reports are unavailable for programs, but any proposed changes that involve the removal/addition of courses originating outside the program's department should be accompanied by an attachment to the proposal documenting that the other department was informed of the proposed changes.

Q: How do I document Impact?
A: The best way to document the impact of a proposed change(s) on programs or courses is to attach correspondence (e.g., an email exchange or memo from the affected department or college) indicating that they are aware of the proposed change(s), that discussions over any implications have occurred, and outlining the resolution. Failure to confer with other impacted departments and/or failing to provide proof of correspondence will result in the proposal being returned to the originator until documentation is attached.

Q: I completed my proposal, but no one can view it?
A: When your proposal is completed, you must launch and approve the proposal as the originator. If you are unsure how to launch or approve a proposal, visit Curriuclog Training or email curriculog@kennesaw.edu.

Q: Are prerequisite courses included in the total program hours?

A: Yes, prerequisites for courses required in a program are included in the program and thus the total program hours. The originator needs to ensure that that total credit hours reflect all required program courses.

Q: How long will it take for my proposal to be reviewed?

A: Proposals will be reviewed at initial review within 3-5 business days and at the Curriculum Support Office step within 2-3 weeks of reaching this step. Review times for department and college levels depends on the specifics of that committee. During the Fall 2019 Curriculum Review cycle, proposals took an average of 102 days from launch to UPCC/GPCC approval.

Q: Why can't I approve proposals?

A: There are two reasons you may not be able to approve proposals. First, make sure that you are logged in and that your name appears in the upper right corner of the Curriculog screen. Second, you cannot approve proposals if they are not at the level for which you are an approver. A search for the item will show you what level of review the item is at in the process.

Q: Why don't I see the "New Proposal" button?

A: First, check to ensure you are logged in. If you name appears at the top right corner of the Curriculog screen, you are logged in. If you are logged in and still do not see the "New Proposal" button, then you do not have the correct permission granted for your account. You can access the Curriculog training videos in OwlTrain, which will unlock the ability to submit proposals.

Q: Where do I find an attachment?

A: When a proposal is open, attachments can be found under the "files" icon. You can also open the proposal and find them under the fourth icon in the proposal toolbox as shown in the image below.
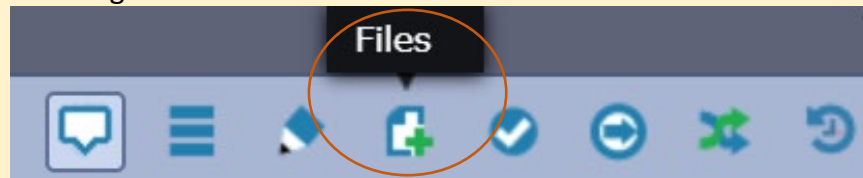
Q: How do I edit a proposal?

A: If you are the originator, chair, approving dean, or member of the college or department curriculum committee and the proposal is at your step for approval, you can edit the form directly. Once proposals have been approved at the Curriculum Review Team level, they will be locked, and further changes can only be made by Curriculog administrators.

Any edit that is made is tracked by the Curriculog system.
To see edits, once logged in go to the Discussion choice on the Proposal Toolbox.

Then choose whose edits you would like to see from the drop-down options.
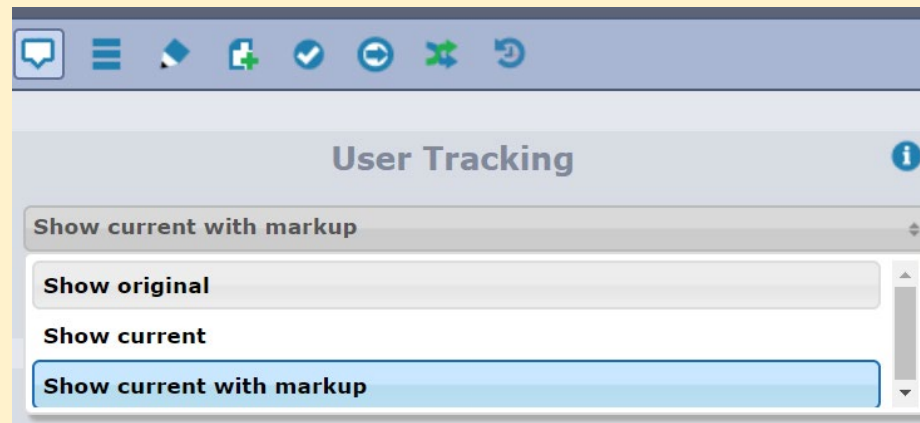
Q: What happens if my proposal is rejected?
A: No proposal should be rejected without comment. It is the responsibility of the originator to adjust the proposal as needed before resubmission. Please note that new changes to the proposal must be reviewed by all levels, even those that may have approved the proposal prior to its being returned to the originator.

Q: Why do I need to Import?
A: Importing existing data ensures changes are not unintentionally made to a course or program. When you import, the current catalog information is copied into the Curriculog proposal form, and edits can be made from there. For questions regarding how to import, please contact curriculog@kennesaw.edu.

THE CATALOG AND CATALOG POLICIES RELATED TO CURRICULUM

PURPOSE OF THE CATALOG

Kennesaw State University's catalog is the official source of the university's academic programs, courses, and policies. The catalog should be used as a guide in conjunction with an academic advisor and Degree Works, in planning a course of study, and in meeting requirements for graduation.

THE CATALOG AND CURRICULUM

Curriculum review is required for any additions, changes, or deletions to degree programs and courses in the catalog. Each year the exact curriculum deadlines change with the academic calendar. The deadlines for the current academic year can be found in the Master Curriculum Calendar on the [Curriculum, Instruction, and Assessment website](.).

In general, course proposals desiring to be implemented in the spring semester must be through the entire approval process necessary for that change by mid-October. Only course changes can be implemented mid- academic year.

All other changes must be approved through the entire approval process necessary for that change mid-February. This ensures that all changes can be processed in time for registration.

The draft catalog is published in mid-March and the final catalog on July 1.

HOW THE CATALOG WORKS

The catalog has a quick menu along the right side. At the top of the page is general search box. Under the box is the advanced search features allows searching for courses, policies, and degree programs using course prefix, course number, exact match or descriptive phrases.

Each section has a print-friendly view to allow for cleaner pages when printed. Help icons are readily available on each page.

STUDENTS AND THEIR CATALOG YEAR

Students are initially assigned to the catalog for the academic year in which they are admitted

to Kennesaw State University, provided that the student attended at least one course in the academic year culminating in a record of enrollment on the student's academic transcript.

Students who interrupt their enrollment in the university for one year or longer (three consecutive terms including summer) must be readmitted to Kennesaw State University. Students will be officially reassigned to the catalog in effect when readmitted. Students lose any previous catalog rights and must meet all graduation requirements in effect at the time of readmission.

Students who change their major will be officially reassigned to the catalog in effect at the time of the change. They will lose any previous catalog rights and must meet all graduation requirements in effect at the time of the major change.

A student may petition to the faculty to retain an old catalog's graduation requirements by filling out a Catalog Change Form through the Registrar's Office.

CATALOG POLICIES RELATED TO CURRICULUM

Catalog Policies, General

Credit Hour

Grading System

Catalog Year for Graduation Evaluation

Catalog Policies, Undergraduate

Learning Support

Duplicate Courses/Dual Credit

Second Bachelor's Degrees

Campus Writing Requirement

Mathematics Placement Policy

Catalog Policies, Graduate

ARCHIVED CATALOGS

[Archived catalogs](#) can be found online back to 2004. For catalog information prior to 2004 contact the Curriculum support office for assistance email [curriculog@kennesaw.edu.](mailto:curriculog@kennesaw.edu)

LINKS TO RESOURCES

KENNESAW STATE UNIVERSITY RESOURCES LINKS:

Active Course Search Link

Assessment Plans and Improvement Reports

Batch Spreadsheet Template

Change to an Existing Course Checklist

Course Discontinuation Checklist

Current premium priced programs at Kennesaw State University

Curriculog training videos in OwlTrain

Curriculum Proposal Decision Trees

Credit Hour Distribution Examples

Curriculog login for Kennesaw State University

Curriculum Resources website

Curriculog Training Request Form

Curriculum, Instruction, and Assessment website

Degrees and Majors Authorized (DMA) list for Kennesaw State University

Detailed Directions for Submitting Course Substitutions

General Education Program Categorization

Graduate Program Change Proposal Checklist

Improve KSU Online System - Student Learning Outcomes: Getting Started

Improve KSU Quick-Start User Guide

[Introduction to Assessment and Continuous Improvement](#)

[Kennesaw State University Archived Catalogs](#)

[Kennesaw State University Catalog](#)

[Kennesaw State University Minor Requirements](#)

[Kennesaw State University R2 roadmap](#)

[Kennesaw State University Teaching Resources Collective](#)

[Kennesaw State University 2018-2023 Strategic Plan](#)

[Kennesaw State University Grading System overview](#)

[Kennesaw State University Handbook Section on Curriculum Review and Approval Process](#)

[Kennesaw State University Handbook Section on the Curriculum Review Process](#)

[Kennesaw State University Handbook Section on Standing University Committees](#)

[Kennesaw State University Mission and Vision Statement](#)

[Master Curriculum Calendar](#)

[New Certificate Checklist](#)

[New Course Proposal Checklist](#)

[New Minor or Endorsement Checklist](#)

[Program Deactivation Checklist](#)

[Program Map Template in Excel](#)

[Program Map Template in Word](#)

[Program Termination Checklist](#)

[Prospective Curriculum Outline Graduate Programs](#)

[Prospective Curriculum Outline New Certificates](#)

[Prospective Curriculum Outline for Undergraduate Programs](#)

[Side by side Curriculum Template for Graduate Programs](#)

[Side by side Curriculum Template for Undergraduate Programs](#)

[Student Learning Outcomes & Measures Overview](#)

[Student Learning Outcome Template](#)

[Syllabi Policy Webpage](#)

[Syllabus Checklist](#)

[Syllabus Template](#)

[Student Elective Fees and Special Charges Proposal Form](#)

[Undergraduate Program Change Proposal Checklist](#)

KENNESAW STATE UNIVERSITY CURRICULUM COMMITTEES LINKS:

[UPCC website](#)

[GPCC website](#)

[GEC website](#)

[EPCC website](#)

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA LINKS:

[University System of Georgia Board of Regents Academic & Student Affairs Handbook](#)

[University System of Georgia Board of Regents Handbook Core Curriculum Section](#)

[University System of Georgia Board of Regents Area F Curriculum Guideline Section](#)

[University System of Georgia Board of Regents Major Requirements Section](#)

[University System of Georgia Board of Regents Minor Requirements Section](#)

University System of Georgia Board of Regent Certificate Guidelines Section

University System of Georgia Board of Regents Definition of 099 courses and Learning Support

University System of Georgia Board of Regents Required Common Course Prefixes, Numbers, and Descriptions Section

University System of Georgia Board of Regents Definition of a Semester Credit Hour Section

University System of Georgia Academic & Student Affairs Handbook on Grading Section

EXTERNAL LINKS:

AAC&U Value Rubrics

Georgia Professional Standards Commission

Georgia data on occupational labor

Georgia Occupational outlook data

Integrated Postsecondary Education Data Systems (site of CIP codes)

Southern Association of Colleges and Schools Commission on Colleges Resource Manual

U.S. Bureau of Labor Statistics by occupation

GLOSSARY OF CURRICULUM TERMS

Term	Definition
Academic Program	Any combination of courses and/or requirements leading to a degree, certificate, endorsement, or minor. This includes Bachelor's, Master's, and Doctoral degrees.
Academic Program CIP codes	Academic Program CIP codes must be assigned to ensure that the U.S. Department of Education can track the information for students who receive federal loans.
Academic Program Map	A plan (typically eight-semesters for undergraduate programs) that shows a student's progression towards degree completion. Program Map templates are available in a Word or Excel template.
Acalog	The electronic catalog system used by KSU. Acalog is copyrighted by DigArc.
Area F	Considered part of the Core Curriculum, Area F must total 18 hours and be composed exclusively of 1000/2000 level courses. These courses may be prerequisites for other Area F courses and/or for major courses at higher levels. Some programs have Area F requirements set for them in the USG Guidelines for Curriculum in Area F.
Bachelor's Degree	A formal course of study consisting of at least 120 undergraduate semester credit hours.
Banner	The electronic Student Information System that supports student registration, enrollment, and grading. Banner is copyrighted by Ellucian.
Batch Process or Batch Change	A batch change is a process where, if identical changes are needed for numerous courses, a program can submit all changes in one proposal using the Batch Spreadsheet Template attached to the proposal in Curriculog.
Catalog	The KSU Catalog is the official source of the university's academic programs, courses, and policies.
Certificate	A type of academic credential that requires students complete a prescribed program of study at the postsecondary educational level. *See also: Pre-Baccalaureate Certificate; Post-Baccalaureate Certificate; Stand-Alone Certificate; Embedded Certificate.*
Classification of Instructional Programs (CIP) Code	A taxonomy of academic disciplines at institutions of higher education in the United States. The CIP code is the accepted federal standard for identifying instructional/academic programs. There is a national searchable database of CIP codes.

Clinical Laboratory	A course that offers clinical training experiences needed by students to achieve competency objectives for the degree.
College Curriculum Committee	A group of faculty members within a college that evaluates proposed changes to undergraduate and graduate curriculum to ensure they meet the college's requirements and adhere to the college's strategic plan. There are recommended curriculum approval guidelines for the college committee.
College Dean	An academic administrator with significant authority over a specific academic unit. The college dean should ensure alignment of a proposal with the college's mission and goals as well as considers impact or overlap with programs in other colleges. There are recommended curriculum approval guidelines for the college dean.
Concentration	An approved set of courses, that upon completion, indicate an in-depth knowledge of an area of the major and appear on a student's transcript.
Concurrent Prerequisite	Course(s) and/or other requirement(s) that must be completed before, or taken at the same time as, another course or requirement.
Cooperative Study	A course that offers a type of field experience where students receive academic credit while acquiring work experience relevant to their major, or discipline-specific professional skills, while earning an income. An undergraduate cooperative study course should have a course number designation of 3396.
Corequisite	A course and/or other requirement that must be taken at the same time as another course(s) and/or requirement(s).
Course Description	A brief summary of a course that must use proper grammatical structure and a recommended length of 75 words maximum.
Course Equivalency	When two courses share the same content and student learning outcomes, they can be considered equivalent. Equivalent courses are programmed in Banner to be treated as the same course. If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite.
Course Fee	A fee assessed to the student that must be paid at time of registration. This fee usually is used to cover course materials like lab equipment, licensing test fees, or software. This fee is in addition to tuition and the creation or change of a course fee must accompany a course proposal and requires separate approval.
Course Number	The number paired with a prefix that is associated with a given course.
Course Override	The process of a faculty member allowing a student to enroll in a course when the student does not meet the listed prerequisites.
Course Repeatability	Refers to whether students can repeat a course, each successful completion earning credit towards their degree completion.

Course Substitutions	Permits a student to substitute an equivalent course for a required course in the student's curriculum.
Course Syllabus	A document submitted with course proposals in order to give the curriculum voting members in the process the necessary information to evaluate the course, including course learning outcomes, course topics, course assessment, and course texts and readings.
Credit Hour	The United States Department of Education, our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and University System of Georgia Academic & Student Affairs Handbook, Section 3.4.4, all define a semester credit hour as a minimum of 750 minutes of instruction or equivalent. The minimum of 750 minutes of instruction further requires 1500 minutes of out-of-class student work per semester credit hour for lecture courses.
Credit Hour Distribution	Courses can have different types of experiences incorporated into a class and represented in the Credit Hour Distribution. For example, a course can have lecture, lab, or field/clinical components. Each of these components are part of a combination that represents the total contact time and earned credit hours for the course. The first part of the distribution represents the amount of time a student spends in lecture, the second number in laboratory, or field/clinical experiences and the third number is the total credit hours earned toward degree completion and billed to the student noted as (3-0-3) or (2-1-4).
Credit Hour Ratio	This reflects the ratio of credit hours to contact minutes. There are different ratios based on the type of experience a student has in a course. There is a Credit Hour Ratio Table that can assist with determining a credit hour distribution.
Cross-Leveled Course	A course that is offered by a department across numbers and/or levels. Cross-leveled courses are limited to the following two course pairs: 1) undergraduate upper-division course/graduate course, and 2) graduate course/doctoral course.
Cross-Listed Course	A course that is offered under more than one prefix but that has the same number, credit hours, and description. It must have documentation with the Office of the Registrar.
Crosswalk Document	A document that demonstrates the curriculum path that a student currently in the program, but following an older catalog year, can take to graduate once these new changes are implemented.
Curriculog	The online software solution used to document KSU's curriculum review process. It can be accessed at curriculog.kennesaw.edu. Curriculog is copyrighted by DigArc.

Curriculum Review Process	The process, from faculty originator to final approval, of submitting curriculum for review that is guided by the policies and goals of the university, college, and departments.
Curriculum Support Office	A team of curriculum reviewers that ensures changes align with BOR and KSU policies.
Deactivation	When applied to educational programs, the terms "temporary suspension" and "deactivation," refer to the same action. Presidents can temporarily suspend a program for a period not to exceed two academic years, without obtaining Board of Regents approval, and may subsequently reinstate the program within that period. A suspended program remains an authorized program at the institution, but new students are no longer permitted to enroll. A program Deactivation also requires notification to our institutional accreditor, SACSCOC and a teach-out plan. For further information contact Danielle Buehrer at dbuehrer@kennesaw.edu.
Degrees and Majors Authorized (DMA)	A record of the Degrees and Majors that the institution is authorized to offer by the USG. The Degrees and Majors Authorized (DMA) list for Kennesaw State University.
DegreeWorks	The web-based planning tool KSU utilizes to help students and advisors monitor student's progress toward degree completion. DegreeWorks is copyrighted by Ellucian.
Department Chair	A faculty member that heads a department and ensures proposal can be implemented and sustained, including consideration of budget impacts, and alignment with department's mission and needs. There are recommended curriculum approval guidelines for the department chair.
Department Curriculum Committee	A group of faculty members within a department that ensures that the proposal aligns with the programs' department mission and needs. There are recommended curriculum approval guidelines for the department curriculum committee.
Directed Study	Directed Study courses are one-on-one instruction with students researching or exploring topics not otherwise covered in other courses. Directed Study courses should have a 4400-number designation at the undergraduate level.
Doctoral Degrees	A formal course of study consisting of at least 60 graduate semester credit hours beyond the master's level.
Educational Specialist Degree	A degree program between 27 to 36 credit hours at the post-master's level as part of a self-contained degree program for education students.

Educator Preparation Curriculum Committee (EPCC)	The Educator Preparation Curriculum Committee (EPCC) serves as the curriculum committee that reviews proposals from Educator Preparation Programs outside of the Bagwell College of Education.
Embedded Certificate	A type of certificate in which the requirements are found within a degree program as part of major requirements or major electives. Embedded Certificate Programs are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a major or stand-alone degree. *See also: Pre-Baccalaureate Certificate; Post-Baccalaureate Certificate.*
Endorsement	For education students, endorsements are assessed and awarded by the Georgia Professional Standards Commission.
Face-to-Face	A type of course modality in which course content is delivered on campus.
Field/Clinical Experiences	Work placements with organizations related to the student's areas of interests with organizations whose areas of work are closely related to the student's major. These work experiences are integrated with academic curricula through discipline-specific and/or multi-disciplinary knowledge in a supervised setting. *See also: Cooperative Study; Internship.*
Free Elective	A course or group of courses that have no restrictions towards the major requirements. Students must earn a grade of "D."
General Education Committee (GEC)	The General Education Council (GEC) is a representative body of faculty members that considers all proposals for inclusion in the General Education core curriculum and reviews learning outcomes for alignment with USG Core Curriculum.
General Education Core Curriculum	The foundation of skills, knowledge, and values that prepare students for success in their majors and in their personal and professional lives after graduation. The General Education Core Curriculum Areas A-E is where skills and ideas are introduced.
Grading Structure	A, B, C, D or F grades resulting in credit earned and GPA calculation, or S/U grades resulting in only credit earned. S/U courses are not included in the calculation of GPAs and are approved for a limited number of course types.
Graduate Policies & Curriculum Committee (GPCC)	The Graduate Polices & Curriculum Committee (GPCC) is a representative body of faculty members that evaluate proposals to graduate curriculum for consistency with university policies and goals and forwards approved proposals to the Provost or designee.
Hybrid	A type of modality in which a combination of online and face-to-face instruction is used. A hybrid course can be delivered in the following ratios: 33% online, 50% online, or 66% online.

Impact Report	A document generated within Curriculog that shows where in the catalog a course is used.
Improve KSU Assessment Plan	Improve KSU is the vehicle by which faculty demonstrate a University commitment to continuous improvement by assessing student learning outcomes.
Initial Reviewer	Member of the Curriculum Support Office who completes a first review of proposals immediately following the launch and approval of a proposal by the faculty originator.
Intangible Prerequisite	Prerequisites and/or Concurrent Prerequisites and/or Co-requisites that cannot be programed in Banner.
Internship	A credit bearing work experience that is integrated with academic instruction and relates to a student's occupational goals. Typically has 3398 number designation at the undergraduate level.
Laboratory	An educational activity with students conducting experiments, perfecting skills, or practicing procedures under the direction of a faculty member.
Learning Support Course	Learning Support is a generic term for programs designed to assist students with collegiate work. Learning Support programs are intended to serve students who need additional support in mathematics or English. *See also: Remedial Course.*
Lecture	A form of instruction in which the instructor presents an educational experience to students, applying any combination of instructional methods.
Major Field Requirements	A section of courses within the major field/discipline of an undergraduate major that are required for all students in the major. Per the USG, each major need to have 21 upper level credit hours in this field.
Master Curriculum Calendar	This calendar is updated each academic year with the meeting schedule for curriculum approval bodies.
Master's Degree	A formal program of study between 30 and 36 credit hours beyond the bachelor's degree level.
Minor	A prescribed area of academic study consisting of 15-18 semester hours taken as a secondary academic program at the undergraduate level.
Modality	The method of delivery for instruction of a course.
Online	A type of course modality in which content is delivered 100% online.
Originator	The faculty member who initiates the curriculum review process by creating and launching a proposal in Curriculog.
Post-Baccalaureate Certificate	A certificate beyond the bachelor's degree that does not meet the requirements for a master's degree. *See also Stand-Alone Certificate; Embedded Certificate.*

Post-First Professional Certificate	A certificate beyond the first professional degree. *See also Stand-Alone Certificate; Embedded Certificate.*
Post-Master's Certificate	A certificate beyond the master's degree that does not meet the requirements for a doctoral degree. *See also Stand-Alone Certificate; Embedded Certificate.*
Pre-Baccalaureate Certificate	A type of certificate that is offered at the undergraduate level. There are two types of pre-baccalaureate certificates based on credit hours. The first type ranges from 9 to 30 credit hours, the second type is 30-59 credit hours.
Prefix	The three- or four-letter abbreviation designator for a major division of an academic discipline, subject matter area, or sub-category of knowledge. Example: English prefix is ENGL.
Prerequisite	Course(s) and/or other requirement(s) that must be completed before taking a course.
Proposal	The form in Curriculog that shows proposed curricular changes/new curriculum and that travels through the curriculum review steps.
Related Studies	An optional part of the major that allows students to explore coursework related to the major. The program identifies prefixes or courses that are related to the major field, but not part of the major field requirements.
Remedial Course	A course that is part of Learning Support and designed to assist students with collegiate work. Such courses are intended to serve students who need additional support in mathematics or English. *See also: Learning Support Course.*
SACSCOC	The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states.
Side by Side Document	A document required of program change proposals at the undergraduate or graduate level, it details what the current curriculum is next to what the proposed, new curriculum would be, showing changes in program. A side by side document may also need a crosswalk for current students if needed. *See also: Crosswalk Document.*
Special Topics	A topic-specific course that is not permanently in the academic catalog. Typically has 2290 (lower-division) or 4490 (upper-division) number designation at the undergraduate level.

Stand-Alone Certificate	A type of certificate that can be completed in addition to the degree program requirements and is awarded separately from the degree. Students may be admitted to KSU for the sole purpose of earning a Stand-Alone Certificate. Stand Alone Certificates are included on the [Degrees and Majors Authorized (DMA) list for Kennesaw State University](). *See also: Pre-Baccalaureate Certificate; Post-Baccalaureate Certificate.*
Supporting Document(s)	Document(s) that should be attached to a proposal process. Each process will indicate what is expected. There is a section in the [Curriculum Guide]() detailing the types of supporting documentation for each proposal.
Termination	Termination of a program means that the institution is no longer authorized to offer the program. [Termination requires Board of Regents approval](), and subsequent reinstatement must be handled as submission of a proposal for a new program. Termination of a program may occur outright or after the program has been placed on a deactivated status. The process to request to terminate programs, degrees, or majors is outlined in the University System of Georgia Academic & Student Affairs Handbook and requires a teach-out plan in accordance with SACSCOC policies as well as SACSCOC notification.
Track	A subset of courses in a program that does not appear on a student's transcript. A track must be separate from the 21 major field upper level credit hours.
Transcript	The official document of course registration, completion and attempted credit for a student. Earned degrees, minors, certificates, and concentrations appear on transcripts.
Undergraduate Policies & Curriculum Committee (UPCC)	The Undergraduate Policies & Curriculum Committee ([UPCC]()) is a representative body of faculty members that evaluate proposals to undergraduate curriculum for consistency with university policies and goals and forwards approved proposals to the Provost or designee for approval.
University System of Georgia Board of Regents	The government agency that regulates the use of courses in the core curriculum in order to ensure transferability. Other Names: USG, BOR, Board of Regents.
University System of Georgia Board of Regents Academic & Student Affairs Handbook	The Georgia Constitution grants the Board of Regents the exclusive right to govern, control, and manage the University System of Georgia ("USG") and all USG institutions. The Board exercises and fulfills its constitutional obligations, in part, by promulgating rules and policies for the governance of the USG and its constituent units. The purpose of the [Academic & Student Affairs Handbook]() is to collect, organize, publish, and otherwise make publicly available the directives and policies of the Board.

APPENDIX

PROGRAMS WITH APPROVED CREDIT HOUR EXCEPTIONS

College	Kennesaw State University Program Name	Hours Approved
BCOE	Bachelor of Science with a major in Biology Education (formerly BS with a major in Science Education)	126
BCOE	Bachelor of Science in Education with a major in Early Childhood Education	129
BCOE	Bachelor of Science in Education with a major in Middle Grades Education	129
BCOE	Bachelor of Science in Education with a major in Special Education	129
CACM	Bachelor of Architecture (5-year program)	152
CACM	Bachelor of Science with a major in Construction Management	130
CCSE	Bachelor of Science in Software Engineering	130
CHSS	Bachelor of Arts with a major in Modern Language & Culture (teacher certification track only)	126
COLES	Bachelor of Business Administration with a major in International Business	123
COTA	Bachelor of Science with a major in Art Education	130
COTA	Bachelor of Music with a major in Music Education	131
COTA	Bachelor of Science with a major in Apparel/Textile Engineering Technology	130
SPCEET	Bachelor of Science with a major in Industrial Engineering Technology	130
SPCEET	Bachelor of Science with a major in Civil Engineering	130
SPCEET	Bachelor of Science with a major in Computer Engineering	130
SPCEET	Bachelor of Science with a major in Electrical Engineering Technology	130
SPCEET	Bachelor of Science with a major in Mechanical Engineering Technology	130
SPCEET	Bachelor of Science with a major in Mechatronics Engineering	130
SPCEET	Bachelor of Science in Industrial and Systems Engineering	130
SPCEET	Bachelor of Science with a major in Environmental Engineering	129
SPCEET	Bachelor of Science with a major in Electrical Engineering	130
SPCEET	Bachelor of Science with a major in Mechanical Engineering	130
WCHHS	Bachelor of Science in Education with a major in Health and Physical Education	129

GENERAL EDUCATION PROGRAM CATEGORIZATION TABLE

Kennesaw State University Curriculum Program Categorization
Programs with USG BOR exemptions for the Core Curriculum (Areas A-E)
last updated 5.28.2020

Program	College	Science	Engineering	Health Profession	No BOR exception
Civil Engineering, BSCVE	SPEET		●		
Computer Engineering, B.S.	SPEET		●		
Electrical Engineering Technology, B.S.	SPEET	●			
Electrical Engineering, BSEE	SPEET		●		
Environmental Engineering, B.S.	SPEET		●		
Industrial & Systems Engineering B.S.	SPEET		●		
Industrial Engineering Technology, B.S.	SPEET	●			
Manufacturing Operations, B.A.S.	SPEET				●
Mechanical Engineering Technology, B.S.	SPEET	●			
Mechanical Engineering, BSME	SPEET		●		
Mechatronics Engineering B.S.	SPEET		●		
Supply Chain Logistics, B.A.S.	SPEET				●
Biochemistry, B.S.	CSM	●			
Biology, B.S.	CSM	●			
Chemistry, B.S.	CSM	●			
Computational and Applied Mathematics, B.S.	CSM	●			
Environmental Science, B.S.	CSM	●			
Mathematics, B.S.	CSM	●			
Physics, B.S.	CSM	●			
Computer Game Design and Development, BSCGDD	CCSWE	●			
Computer Science B.S.	CCSWE	●			
Information Technology, B.A.S.	CCSWE	●			
Information Technology, BSIT	CCSWE	●			

Program	College				
Software Engineering, BSSWE	CCSWE		●		
Architecture, B. ARCH	ACM	●			
Construction Management, B.S.	ACM	●			
		●			
Bachelor Science in Education with a major in Secondary Education concentration in Mathematics Education	Bagwell	●			
Bachelor Science in Education with a major in Secondary Education Concentration in Chemistry Education	Bagwell	●			
Bachelor Science in Education with a major in Secondary Education Concentration in Physics Education	Bagwell	●			
Bachelor Science in Education with a major in Secondary Education Concentration in Broad Field Science (with Biology emphasis)	Bagwell	●			
Early Childhood Education Birth through Kindergarten Education, B.S.	Bagwell				●
Elementary Education, B.S.	Bagwell				●
Middle Grades Education, B.S. Mathematics	Bagwell				●
Middle Grades Education, B.S. Reading	Bagwell				●
Middle Grades Education, B.S. Language Arts	Bagwell				●
Middle Grades Education, B.S. Science	Bagwell				●
Middle Grades Education, B.S. Social Studies	Bagwell				●
Cybersecurity (eMajor) B.S.	E-major	●			
Exercise Science, B.S.	WellStar			●	
Health and Physical Education (P-12), B.S.	WellStar				●
Human Services, B.S.	WellStar				●

Program	College				
Integrated Services, B.S.	WellStar				
Nursing, B.S.N.	WellStar			•	
Public Health Education, B.S.	WellStar				
Sport Management, B.S.	WellStar				•
Accounting B.B.A.	Coles				•
Economics, B.B.A.	Coles				•
Entrepreneurship, B.B.A.	Coles				•
Finance, B.B.A.	Coles				•
Hospitality Management, B.B.A.	Coles				•
Information Security and Assurance, B.B.A.	Coles				•
Information Systems, B.B.A.	Coles				•
International Business, B.B.A.	Coles				•
Management, B.B.A.	Coles				•
Marketing, B.B.A.	Coles				•
Professional Sales, B.B.A.	Coles				•
African and African Diaspora Studies, B.A.	CHSS				•
Anthropology, B.S.	CHSS				•
Asian Studies, B.A.	CHSS				•
Criminal Justice, B.S.	CHSS				•
English Education, B.S.	CHSS				•
English, B.A.	CHSS				•
Geography, B.A.	CHSS				•
Geospatial Sciences, B.S.	CHSS				•
History Education B.S.	CHSS				•
History, B.A.	CHSS				•
Interactive Design, B.S.	CHSS				•
International Affairs, BA	CHSS				•
Journalism and Emerging Media, B.S.	CHSS				•
Media and Entertainment, B.S.	CHSS				•
Modern Language and Culture, B.A.	CHSS				•
Organizational and Professional Communication, B.S.	CHSS				•
Philosophy, B.A.	CHSS				•

Political Science, B.S.	CHSS				•
Psychology, B.S.	CHSS				•
Public Relations, B.S.	CHSS				•
Sociology, B.S.	CHSS				•
Technical Communication, B.S.	CHSS				•
Apparel and Textiles, B.A.T.	COTA	•			
Art Education, B.S.	COTA				•
Art History, B.A.	COTA				•
Art, B.F.A.	COTA				•
Dance, B.A.	COTA				•
Digital Animation, B.F.A.	COTA				•
Music Education, B.M.	COTA				•
Music Performance, B.M.	COTA				•
Music, B.A.	COTA				•
Theatre and Performance Studies, B.A.	COTA				•

"WHO REVIEWS WHAT" FOR PROGRAMS

KENNESAW STATE UNIVERSITY — "WHO REVIEWS WHAT" FOR PROGRAM PROPOSALS 2020-2021

KEY
1. Originator
2. Initial Reviewer
3. Department Curriculum Committee
4. Department Chair
5. College Curriculum Committee
6. College Dean
7. Curriculum Support Office
8. Undergraduate Policies and Curriculum Committee
9. Graduate Policies and Curriculum Committee
10. Other (Faculty Affairs, EPCC, Fiscal Services, etc.)
11. Provost/Provost Designee

Curriculog question:	Who reviews:											What each level of review in the Curriculum Process should consider:
	1	2	3	4	5	6	7	8	9	10	11	
Proposed Changes												The faculty originator uploads all supporting documentation and completes all answers. The initial reviewer ensures that the proposal is on the correct proposal version and type for the changes being requested. The initial reviewer ensures that all required supporting documentation is included and consistent with the proposal. The initial reviewer checks the proposal for accuracy as well as for basic formatting and grammar errors. If the proposed changes involve or could possibly involve BOR and/or KSU policy, the initial reviewer contacts any additional levels of review needed, including but not limited to the curriculum support office, the accreditation liaison, the assessment team, and/or the registrar's office. The department committee ensure that the proposed changes are in alignment with department's mission and goals. The department chair ensures that the proposed changes can be implemented with consideration for budget impacts. The department chair ensures that the proposed changes align with the department's mission and goals. The college curriculum committee determines the alignment of the proposed changes within the college. The college curriculum committee considers the impact of the proposed

		changes within the college, as well as the quality of the proposed changes.
		▌ The CSO office ensures that the proposed changes align with BOR and KSU policy and ensures that all required supporting documentation is included and consistent with the proposal. The CSO office ensures that the requested changes can be functionally implemented.
		▌ The university level committee ensures that the proposed changes do not overlap with existing programs.
		▌ The Provost/Provost designee reviews the proposal for accuracy and ensures that all possible impacted parties have been informed of the changes.
Impact of Changes		▌ The faculty originator describes in detail the impact of the proposed changes and the rationale for them. The originator uploads supporting documentation (assessment, student data, accreditation, etc.) The originator ensures that all possible impact is considered, and documents support that those possibly affected have been notified of these changes.
		▌ The initial reviewer ensures that all required documentation is uploaded, that all answers are completed and consistent in the proposal, and that all points of impact have been identified. If there is concern about the functionality of the proposed changes, the initial reviewer seeks additional feedback from the CSO office and/ or registrar's office.
		▌ The department committee ensures that the proposed changes can be implemented and identifies all possible impacted parties.

		🟦 The department chair ensures that the proposed changes can be implemented and that all possible impacted parties have been identified and contacted. 🟥 The college curriculum committee ensures that the justification for the proposed changes demonstrate a continued commitment to rigor and quality. 🟪 The CSO office ensures that the proposed changes align with BOR and KSU policy. The CSO office ensures proper documentation is attached and aligns with the proposal. The CSO office ensures that the requested changes can be functionally implemented. 🟥 The university level committee considers overlap with other programs. ⬜ The Provost/Provost designee reviews the proposal for accuracy and ensures that all possible impacted parties have been informed of the proposed changes.
Program Name		🟨 The faculty originator ensures that the program name appears exactly as it does on the DMA (Degrees and Major's Authorized) List. 🟩 The initial reviewer ensures that the name is correct. 🟪 The CSO office will work with a program if they are changing their name, as this is a substitutive change and forms must be prepared and submitted to the BOR.
[Graduate Only] Is this a premium priced program? Are you requesting a new fee, a modification to fees, or		🟨 The faculty originator determines with their chair and/or dean if the program should be a premium priced program. If so, they must attach the

special tuition for this program?		appropriate fee request form to the proposal.
		The initial reviewer ensures that the answer is complete and, if applicable, documentation is attached.
		The department committee finds the rationale for the proposed premium priced program necessary and appropriate.
		The department chair ensures that the attached documentation is correct and justification for a premium priced program is appropriate.
		The college curriculum committee finds the justification proposed for the program to be a premium priced program to be reasonable and complete.
		The college dean reviews the justification for the proposed premium priced program and ensures that is appropriate and in alignment with college requirements or policy.
		The CSO office ensures that the attached documentation, if applicable, is correct and completed.
		The graduate university level committee reviews the appropriateness and alignment across campus.
		The form goes through the approval process as required by Fiscal Affairs.
		The Provost/Provost designee holds the proposal until Fiscal Affairs approval is finalized.
Is this a teacher education proposal originating from outside the Bagwell College of Education? Yes/No		The faculty originator determines if a proposal meets this criterion to ensure proper routing.
		The initial reviewer ensures that the box is checked.
		The CSO office checks that the program proposal is routed correctly.

											■ If a program is a teacher education proposal outside of Bagwell it will be reviewed by EPCC and the BCOE Dean.
Implementation Term/Year											■ The faculty originator ensures that the implementation year is possible after consulting with curriculum calendar the current academic year cycle. ■ The initial reviewer ensures that the implementation date is possible. ■ The department committee ensures that the proposed timeline reflects the program's needs. ■ The department chair ensures that the proposed timeline reflects the department's needs. ■ The CSO office ensures that the proposed timeline is possible. The Registrar's office reviews at CSO level to confirm that the course implementation is possible as proposed. ■ The Provost/Provost designee ensures that the proposal can be implemented at the requested date, and if not, works with the program to alter the implementation date as needed.
Type of Existing Approved Delivery											■ The faculty originator ensures all current delivery modes are selected. ■ The initial reviewer ensures that the answer is complete.
Request for additional type of delivery											■ The faculty originator determines and selects the type of delivery. ■ The initial reviewer ensures that the answer is complete, and that supporting documentation aligns with delivery type(s) selected. ■ The department committee ensures

	that the proposal is in alignment with the program mission and goals.
	■ The department chair ensures that the resources and faculty are available to implement the additional avenues of delivery.
	■ The Provost/Provost designee ensures that the program can be offered with the resources noted in proposal.
Off-Campus Instructional Site (If Applicable)	■ The faculty originator completes, if applicable.
	■ The initial reviewer ensures that the answer is complete and aligns with the proposal.
	■ The department committee ensures that all aspects of an off-campus site have been considered.
	■ The department chair ensures that the proposed changes can be implemented, and all possible impacted parties have been informed of the proposed changes.
	■ The college curriculum committee determines that the impact of the proposed changes have been fully considered for the college.
	■ The CSO office ensures that the proposed changes align with BOR and KSU policy.
	■ The university level committee ensures a lack of conflict with other programs.
	■ The establishment or addition of an off-campus site may require SACSCOC approval or notification and/or BOR approval.
	■ The Provost/Provost designee ensures that all parties have been informed and all external approvals have been sent.

Provide an overall summary of program changes/additions.		The faculty originator describes in detail the program changes and the rationale supporting the proposed changes. The faculty originator attaches all required documentation.
		The initial reviewer ensures all necessary documentation is uploaded, all answers are completed and consistent in the proposal, and that all points of impact have been identified. The initial reviewer ensures that the proposal is consistent with the corresponding materials including that the side-by-side overview. The initial reviewer checks credit hour totals.
		The department committee ensures that the proposed changes align with the program's mission and needs.
		The department chair ensures that the proposed changes can be implemented and that all possible impacted parties have been informed of the proposed changes.
		The college curriculum committee determines the quality of the proposed changes and looks for content overlap within the college.
		The college dean ensures that the proposed changes align with the college's mission and goals. The college dean ensures that the instructional and other resources needed to implement the proposed changes are available.
		The CSO office ensures that the proposed changes align with BOR and/or KSU policy. The CSO office ensures that all required documentation is attached and aligns with the proposal. The CSO office ensures that the requested changes can be functionally implemented.

		The university level committee ensures a lack of conflict with other programs.
Please explain any changes required to the program's admission policies		The faculty originator describes the rationale and includes any supporting documentation (assessment, student data, accreditation, etc.) The initial reviewer ensures that the answer is complete and, if applicable, documentation is attached. The department committee ensures that the justification is reasonable and ensures that all possible impacts on students have been considered. The department chair ensures that the proposed changes can be implemented, and that all possible impacted parties have been informed of the proposed changes. The college curriculum committee determines alignment within the college, impact within the college, and that the impact of the proposed changes have been fully considered. The college dean ensures that any proposed changes to program admission requirements align with both the college and with KSU's mission and goals. The CSO office determines that proper documentation is attached, and that the rationale is comprehensive. The CSO office will work with Enrollment Services to verify gate changes can be implemented as desired by the department. The university level committee ensures lack of conflict with other programs, that the rationale is comprehensive, and ensures that the impact of the proposed changes have been fully considered.

											The Provost/Provost designee reviews to ensure alignment with institutional mission and policies.
Check to confirm that you have attached a side-by-side and/or crosswalk document											The faculty originator completes the side by side template showing the proposed changes in the program. The faculty originator will also include a crosswalk for current students if needed. The initial reviewer ensures that the side by side comparison is uploaded and aligns with the narrative of the proposed changes. The department committee reviews the attached side by side document to ensure that all changes are identified, all credit hours are correct, and all prerequisites and required coursework are accounted for. The CSO office determines that proper documentation is attached and complete. If there is a crosswalk needed for students in previous catalog years, the CSO office ensures that it is functional.
Program Catalog Description											The faculty originator imports the current catalog description and makes any edits. All changes must be consistent in all accompanying documentation. Initial reviewer formats the program catalog description, if necessary, to ensure that it is consist with catalog formatting requirements. The initial reviewer ensures that this description is the same in all documentation. The initial reviewer will check for basic spelling and grammar. The department committee determines that the program's catalog

	description is accurate and checks for spelling and grammar. 🟪 The CSO office ensures that the program catalog description is free of typos and grammar errors. The CSO office will clarify any concerns about content or wording.
Prospective Curriculum	🟨 The faculty originator builds the curriculum to reflect the new catalog design and/or completes the prospective curriculum template. If needed, the initial reviewer can assist. 🟩 The initial reviewer ensures documentation is uploaded, that the answer is fully completed, and that all points of impact have been identified. Initial reviewer does preliminary formatting check. 🟪 The CSO office ensures that the prospective curriculum is formatted correctly and aligns with the documentation provided.
[Undergraduate Only] If this proposal contains changes to Area F of a major or degree program, does it meet the USG Area F guidelines for that program? If "no", please provide a justification for the deviation from the USG Area F guidelines. If "yes", please explain use of Area A-E courses in program (including Area F).	🟨 The faculty originator describes any changes to Area F in as much detail as possible. The faculty originator attaches any appropriate documentation. 🟩 The initial reviewer ensures that the answer is complete and, if applicable, documentation is attached. 🟪 The CSO office ensures that the proposed changes align with BOR and KSU policy. The CSO office determines that, if applicable, documentation is attached. 🟥 The undergraduate university level committee ensures that any deviations from USG Area F are justified and coherent.

What is the rationale for the program revision? Please include information if this change is required by an outside accreditation agency and/or assessment data.										◼ The faculty originator describes the rationale and includes any supporting documentation (assessment, student data, accreditation, etc.) ◼ The initial reviewer ensures that the answer is complete and, if applicable, documentation is attached. ◼ The department committee ensures that the proposed change(s) demonstrate a continued commitment to rigor and quality. ◼ The department chair ensures that the proposed changes can be implemented, and that all possible impacted parties have been informed of the proposed changes. ◼ The college curriculum committee ensures that the justification demonstrates a continued commitment to rigor and quality. ◼ The college dean ensures that the rationale for the proposed changes are in alignment with college mission and goals. ◼ The CSO office ensures that proper documentation, if applicable, is attached. ◼ The university level committee ensures that the proposed changes proposed are in alignment across campus and follow all policies and requirements. The university level committee ensures that there is a lack of conflict with other programs. ◼ The Provost/Provost Designee reviews the proposal to ensure that the rationale is in alignment with institutional mission and policies.
Explain how these changes reflect alignment with										◼ The faculty originator describes how the proposed changes align with department's goals and mission.

108

		The initial reviewer ensures that the answer is complete.
department goals and mission		The department committee ensures that the proposed changes are in alignment with department's goals and mission.
		The department chair ensures that the proposed changes are in alignment with the department's goals and mission.
[Undergraduate Only] How do these changes contribute to KSU's strategic plan and mission statement?		The faculty originator describes in detail how specific changes proposed for this program contribute to KSU's strategic plan and mission.
		The initial reviewer ensures that the answer is complete.
		The department committee ensures that the proposal demonstrates a contribution to KSU's strategic plan and mission.
		The department chair ensures that the proposal demonstrates a contribution to KSU's strategic plan and mission.
		The college curriculum committee determines that the proposed changes demonstrate a contribution to KSU's strategic plan and mission.
		The college dean ensures that the proposed changes contribute to KSU's strategic plan and mission.
		The undergraduate university level committee reviews to ensure contribution is in alignment with KSU's strategic plan and mission.
		The Provost/Provost designee reviews to ensure contribution is in alignment with KSU's strategic plan and mission.
[Undergraduate Only] Describe the		The faculty originator describes how the program will be managed and

administrative structure for oversight of the program. For interdisciplinary programs, describe mechanisms to assure representation of all participating units.											assessed. Interdisciplinary programs need to detail each unit's participation and responsibilities.
											The initial reviewer ensures that the answer is complete.
											The department committee ensures that the structure is accurate.
											The department chair ensures that the resources are available to support this administrative structure.
											The college dean ensures that the resources are available to support this administrative structure.
											The Provost/Provost Designee reviews to ensure that the program can be administered with resources noted in proposal.

[Graduate Only] Where in the program is there evidence of knowledge of literature in the discipline?										The faculty originator describes in detail evidence of engagement and attaches any supporting documentation.
										The initial reviewer ensures that the answer is complete.
										The department committee ensures that the evidence provided is compelling and comprehensive.
										The graduate university level committee ensures that the evidence is compelling and comprehensive.

[Graduate Only] Where in the program is there evidence of engagement in research and/or appropriate professional practice?										The faculty originator describes in detail evidence of engagement and attaches any supporting documentation.
										The initial reviewer ensures that the answer is complete and, if applicable, documentation is attached.
										The department committee ensures that the evidence is compelling and comprehensive.

		▢ The graduate university level committee ensures that the evidence is compelling and comprehensive.
[Undergraduate Only] Learning Outcomes: List or attach important learning outcomes, goals or objectives of the program.		▢ The faculty originator lists or attaches the student learning outcomes, goals, or objectives for the program. ▢ The initial reviewer ensures that the answer is complete, and that any documentation attached to the proposal. ▢ The department committee ensures that the learning outcomes are aligned with the program. ▢ The CSO office reviewer responsible for assessment will review the learning outcomes to ensure they are measurable.
Check to confirm you have attached an Improve KSU Assessment plan		▢ The faculty originator attaches an updated plan that reflects changes resulting from the proposed program revision. ▢ The initial reviewer ensures that documentation is uploaded. ▢ The department committee ensures that the assessment plan considers all program changes. ▢ The CSO office determines that the proper documentation is attached. The CSO office reviewer responsible for assessment will review the attached Improve KSU Assessment plan.
Describe the students you expect to target and attract with these changes.		▢ The faculty originator offers a detailed explanation of the types of students and provides any predictive enrollment data. ▢ The initial reviewer ensures that the answer is complete, and any referenced documentation is attached to the proposal.

		The department committee ensures that the impacts have been considered, especially on other programs. The department chair ensures that the impacts have been considered, especially on other programs. The college curriculum committee considers the impact of attracting the students identified by the program within the college. The college dean considers the impact of attracting the students identified by the program within the college and university context.
What is the career path for these students?		The faculty originator describes the career path(s) and provides supporting evidence. The initial reviewer ensures that the answer is complete and that any referenced documentation is attached to the proposal. The department committee finds the answer compelling and complete. The college curriculum committee finds the answer compelling and complete. The university level committee finds the answer compelling and complete.
I have attached an Academic Program Map		The faculty originator attaches a program map with revised changes, inclusive of all prerequisites, and which shows students taking enough hours each semester to remain full time. The Academic Program Map demonstrates how students can complete the program in the required number of semesters and credit hours.

											The initial reviewer ensures that documentation is uploaded and checks credit hour totals.
											The department committee ensures program map is accurate.
											The CSO office checks the map to ensure that there are not any hidden prerequisites, that program hours are correct, etc.

"WHO REVIEWS WHAT" FOR COURSES

KENNESAW STATE UNIVERSITY

"WHO REVIEWS WHAT" FOR COURSE PROPOSALS 2020-2021

KEY
1. Originator
2. Initial Reviewer
3. Department Curriculum Committee
4. Department Chair
5. College Curriculum Committee
6. College Dean
7. Curriculum Support Office
8. Undergraduate Policies and Curriculum Committee
9. Graduate Policies and Curriculum Committee
10. Other (Faculty Affairs, EPCC, Fiscal Services, General Education Council, etc.)
11. Provost/Provost Designee

Curriculog question:	Who reviews:											What each level of review in the Curriculum Process should consider:
	1	2	3	4	5	6	7	8	9	10	11	
Proposed Changes (Existing Course)												The faculty originator uploads all supporting documentation and completes all answers. The initial reviewer ensures that the proposal is on the correct proposal version and type for the changes being requested. The initial reviewer

ensures that all required supporting documentation is included and consistent with the proposal. The initial reviewer checks the proposal for accuracy as well as for basic formatting and grammar errors. If changes may involve BOR and/or KSU policy, the initial reviewer contacts any additional levels of review needed: including but not limited to the curriculum support office, accreditation, assessment, or registrar.

The department committee ensures that the proposed changes align with the program's mission and goals.

The department chair ensures that the proposed changes can be implemented with consideration for budget impacts. The department chair ensures that the proposed changes align with the department's mission and goals.

The college curriculum committee determines the quality of the proposed changes and looks for content overlap within the college.

The college dean ensures that the proposed changes align with the college's mission and goals. The dean ensures that the instructional and other resources needed to implement the proposed changes are available.

The CSO office ensures that the proposed changes align with BOR and/or KSU policy. The CSO office ensures that all required supporting documentation is included and consistent with the proposal. The CSO office ensures that the requested changes can be functionally implemented.

		🟥 The university level committee considers overlap with other courses. 🟫 If a proposal is for a teacher education course outside of Bagwell it will be reviewed by EPCC and BCOE Dean. ⬜ The Provost/Provost designee reviews the proposal for accuracy and ensures that all possible impacted parties have been informed of the proposed changes.
Implementation Term/Year		🟨 The faculty originator ensures that the proposed implementation year is possible after consulting the curriculum calendar for the current academic year cycle. 🟩 The initial reviewer ensures that the implementation date is possible. 🟧 The department committee ensures that the proposed timeline reflects the program's needs. 🟦 The department chair ensures that the proposed timeline reflects the department's needs. 🟪 The CSO office ensures that the proposed timeline is possible. The Registrar's office reviews at CSO level to confirm that the course implementation is possible as proposed. ⬜ The Provost/ Provost designee ensures that the course can be implemented at the requested date, and if not, works with the program to alter the implementation date as needed.
Type of Course (New Course)		🟨 The faculty originator determines what activities students will be doing (lecture-based, directed study, field experience, etc.). This will be used to calculate the correct number of credit

	hours and determine the credit hour ratio. ■ The initial reviewer ensures that the answer is complete.
I have completed and attached an impact report for this course (Existing Course)	■ The faculty originator runs the impact report and attaches it to the proposal. All programs noted as impacted need to be contacted and documentation of this notification attached to the proposal. ■ The initial reviewer ensures that all documentation is attached and complete.
Impact of Changes: I have conferred with other departments that might be impacted by these changes. Or Impact of Changes: The changes identified in this proposal do not impact offerings in other departments. (Existing Courses)	■ The faculty originator ensures that all documentation is attached or attests that none is needed. ■ The initial reviewer ensures that all documentation is complete and accurate. ■ The CSO office ensures that all points of impact have been considered. ■ The university level committee ensures a lack of conflict with other courses and programs.
Justification for Discontinuation (Course Discontinuation)	■ The faculty originator completes this question with as much supporting documentation as necessary. ■ The initial reviewer ensures that the answer is complete. ■ The department committee determines that a course discontinuation is justified and appropriate for the program. ■ The CSO office ensures that discontinuing a course does not adversely affect other programs nor does it cause changes within the program that violate BOR and KSU policy.

		The university level committee reviews the proposed justification and considers the impact of discontinuing the course.
Classification of Course		The faculty originator identifies the course as a lower-level or upper-level undergraduate, master, doctorate, or other postbaccalaureate course.
		The initial reviewer ensures that the answer is complete.
		The department committee determines that the proposed course content reflects the course classification.
		The university level committee reviews the proposed course requirements to determine whether the proposed course classification is consistent across campus.
Please identify all programs that will be impacted, and indicate where in the curriculum this course will be used: (New Course)		The faculty originator identifies which programs will use the proposed course, as impact reports cannot be run for new courses. Depending on how the course is used in other programs, those programs may need a program proposal to add the course.
		The initial reviewer ensures that all documentation is complete and accurate.
		The CSO office ensures that all impact has been considered.
		The university level committee ensures a lack of conflict with other courses and programs.
Is this a teacher education proposal originating from outside the Bagwell College of Education?		The faculty originator determines if a proposal meets this criterion to ensure proper routing.
		The initial reviewer ensures that the box is checked.

117

		The CSO office checks that the proposal is routed correctly.
		If a program is a teacher education proposal outside of Bagwell it will be reviewed by EPCC and the BCOE Dean.
Level of Course		The faculty originator checks if it is an undergraduate or graduate course to ensure proposal is routed correctly. The initial reviewer ensures that the answer is complete. The CSO office ensures that the proposal is routed correctly.
Prefix, Number, Title		The faculty originator checks to ensure that the proposed number is aligned with KSU and BOR policy, and that prefix and title are appropriate and understandable to a general audience. If this is a new course, the faculty originator ensures that the course number and prefix have not been previously used. The initial reviewer ensures that the answer is complete, and that the course number aligns with KSU and BOR policy. The department committee ensures that the course content aligns with the course number and that this course is in alignment with other program courses in this numbering range. The CSO office ensures that the proposed changes align with BOR and KSU policy on course numbering. The university level committee evaluates the proposed course to ensure that the content reflects the course level. The university level committee ensures that the prefix and course number do not duplicate

		or overlap with existing courses across campus.
Lecture/Lab/Credit Hours		▨ The faculty originator ensures that the lecture and/or lab hours meet the minimum amount of contact hours for the credit hours assigned to the course. ▨ The initial reviewer ensures that the answer is complete. ▨ The department committee reviews the proposed course content to ensure that the correct number of credit hours are assigned. ▨ The college curriculum committee determines that the credit hours assigned for the proposed coursework are in alignment within the college. ▨ The university level committee ensures that the credit hours assigned for the proposed coursework are correct and in alignment across campus.
Prerequisites/Concurrent Prerequisites/ Corequisites		▨ The faculty originator determines if certain knowledges are required for students to be successful in the proposed course and notes them. ▨ The initial reviewer ensures that the answer is complete. If there is concern about the functionality of the proposed requirements the initial reviewer seeks additional feedback from CSO office and/ or registrar's office. ▨ The department committee ensures that the prerequisite/corequisite/concurrent requirements are relevant and appropriate for the course and will not cause progression issues or other delays for students.

119

									▌ The CSO office ensures that the proposed course requirements can be functionally implemented and programmed. The CSO office ensures that the use of these requirements follow BOR and KSU policy. The CSO office ensures that any prerequisites are not "hidden" or adding to program credit hours. ▌ The university level committee reviews the proposed requirements to ensure that they are reasonable and justified.
Catalog Description									▌ The faculty originator imports the current catalog description and makes any edits for current course, or for a new course writes a description. The catalog description must be consistent in all accompanying documentation. ▌ The initial reviewer ensures that the formatting in the proposed catalog description is consistent with catalog formatting requirements and in all documentation. The initial reviewer checks for basic spelling and grammar errors. ▌ The department committee ensures that the catalog description is accurate and checks for spelling and grammar. ▌ The CSO office ensures that the proposed course description is free of typos and grammar errors. The CSO office will clarify any concerns about content or wording.
How often will this course be offered?									▌ The faculty originator determines when the proposed course will be offered, taking into account the course prerequisite and/or concurrent requirements, use in programs, etc.

										▊ The initial reviewer ensures that the answer is complete. ▊ The department committee ensures that the proposed offering schedule meets the program's needs. ▊ The college curriculum committee considers if the course offering meets the requirements of other programs utilizing the course within the college, if applicable. ▊ The CSO office ensures that the offering schedule is in alignment with the rest of the proposal. ▊ The university level committee ensures that the offering is in alignment with the rest of the proposal.
Type of Delivery										▊ The faculty originator determines and selects the type of delivery. ▊ The initial reviewer ensures that the answer is complete, and that all supporting documentation aligns with delivery type(s) selected. ▊ The department committee ensures that the proposed content and delivery method align, meet the needs of the program, and are reflected in the attached syllabus. ▊ The department chair ensures that the resources are available to support the course delivery method(s) selected. ▊ The Provost/Provost designee ensures that course can be offered with the resources noted in proposal.
If hybrid, please indicate the amount of content that will be delivered online										▊ The faculty originator indicates a response and ensures that the supporting documentation aligns with the selected course delivery type. ▊ The initial reviewer ensures that the answer is complete.

		The department committee ensures that the proposed content and delivery method align and meet the needs of the program.
Off-Campus Instructional Site (If Applicable)		▮ The faculty originator completes, if applicable. ▮ The initial reviewer ensures that the answer is complete and aligns with the proposal. ▮ The department committee ensures that all aspects of an off-campus site have been considered. ▮ The department chair ensures that the proposed changes can be implemented and that all possible impacted parties have been informed of the proposed changes. ▮ The college curriculum committee determines that the impact of the proposed changes have been fully considered for the college. ▮ The CSO office ensures that the proposed changes align with BOR and KSU policy. ▮ The university level committee ensures a lack of conflict with other courses and programs.
Course Title for Transcript Label		▮ The faculty originator creates a 30-character limit (including spaces) title to appear on transcripts. ▮ The initial reviewer ensures that the answer is complete. ▮ The department committee ensures that the course title for the transcript reflects the course content to a general audience.
Grading Structure		▮ The faculty originator determines and selects the course grading structure.

Question		Description
	▮	The initial reviewer ensures that the answer is complete and that it appears that the course meets the BOR and KSU policy on what types of courses can have a pass/fail grading structure (if applicable). ▮ The department committee determines that grading structure is appropriate to the course content. ▮ The CSO office ensures that the proposed changes align with BOR and KSU policy.
Can a student take this course multiple times, each attempt counting separately toward graduation?	▮	▮ The faculty originator determines the repeatability of the course. ▮ Initial reviewer ensures that the answer is complete. ▮ The department committee ensures that repeatability of the course is appropriate and aligned with program requirements.
Undergraduate Courses Only: Is this course used to satisfy Required High School Curriculum (RHSC) deficiencies?	▮	▮ The faculty originator determines if this course meets these requirements. ▮ The initial reviewer ensures that the answer is complete. ▮ The department committee concurs that this course meets the requirements. ▮ The college curriculum committee determines that this course meets the requirements.
CIP Course Code	▮	▮ The CSO office enters the course CIP codes.
Please indicate all faculty approved degrees required to teach this course (new course)	▮	▮ The faculty originator enters faculty degrees and disciplines. ▮ The initial reviewer ensures that the answer is complete. ▮ The department chair confirms the degrees and disciplines.

		█ The CSO office adds CIP codes to degrees listed.	
		█ Faculty affairs reviews degrees and disciplines.	

Will this course be included in the General Education Core Curriculum (A-E)? If yes: I have completed and attached the USG Core Course Proposal Form	█ The faculty originator determines that this course will be part of the core curriculum and has contacted the Faculty Director of General Education to receive all relevant information and required documentation. █ The initial reviewer ensures that the answer is complete, and that any additional documentation is included, if applicable. █ The department committee ensures that the course content is reflective of a General Education Core Curriculum course. █ The department chair confirms that the department has the resources to offer a course regularly in the core curriculum. █ The college curriculum committee reviews the course content to ensure it is reflective of a General Education Core Curriculum course and to consider overlap within the college. █ The college dean confirms that the department has the resources to offer a course regularly in the core curriculum. █ The CSO office ensures that the all accompanying documentation is correct. █ The General Education Council will review the course for alignment with learning outcomes and content for the proposed area of the core curriculum.

		The university level committee ensures that the course is appropriate for the proposed level.
		The Provost/Provost designee works with the Executive Director of General Education to send the course to the BOR for final approval.
Check to confirm There is an attached an updated syllabus with all required KSU policies included		The faculty originator uploads a syllabus to the proposal.
		The initial reviewer ensures that the attached syllabus includes all required elements in the syllabus checklist and aligns with the information presented in the proposal.
		The department committee ensures that the attached syllabus is accurate and aligned with any departmental requirements.
		The college curriculum committee determines that the attached syllabus is in alignment with the expectations of the college.
		The CSO office ensures that the syllabus aligns with the information presented in the proposal.
		The university level committee uses the syllabus to determine that the course is at the appropriate level, credit hours, and credit hour ratio.
What is the justification for this course and what data do you have to support it? (New Course)		The faculty originator describes the rationale and includes any supporting documentation (assessment, student data, accreditation, etc.)
		The initial reviewer ensures that the answer is complete and, if applicable, documentation is attached.
		The department committee ensures that the justification demonstrates a continued commitment to rigor and quality.

125

		The college curriculum committee ensures that the justification demonstrates a continued commitment to rigor and quality. The CSO office determines that the proper documentation is attached. The university level committee ensures that the justification is reasonable and that there is a lack of conflict with other programs. The university level committee ensures that the changes proposed follow all policies and requirements. The Provost/Provost designee reviews the proposal to ensure that the rationale is in alignment with institutional mission and policies.
Why are you making the change(s) to this course? Please include any assessment data and supporting documentation. (Existing Course)		The faculty originator describes the rationale and includes any supporting documentation (assessment, student data, accreditation, etc.) The initial reviewer ensures that the answer is complete and, if applicable, documentation is attached. The department committee ensures that the justification demonstrates a continued commitment to rigor and quality. The college curriculum committee ensures that the justification demonstrates a continued commitment to rigor and quality. The CSO office determines that the proper documentation is attached. The university level committee ensures that the justification is reasonable and that there is a lack of conflict with other programs. The university level committee ensures that the changes proposed follow all policies and requirements.

		The Provost/Provost designee ensures that the rationale is in alignment with institutional mission and policies.
What content/skills of each prerequisite commands its inclusion as a prerequisite for this course? (New Course)		The faculty originator determines the content and skills and demonstrates how they are in each prerequisite, being as specific as possible. If the prerequisite course(s) are outside of the proposing department, the department that owns the prerequisite course should be contacted to ensure that the course is being offered regularly and of the possible change in demand. The initial reviewer ensures that the answer is complete and, if applicable, documentation is attached. The department committee reviews the prerequisites and ensures that all proposed prerequisites are necessary and appropriate. The college curriculum committee reviews the prerequisites to ensure that the proposed requirements align with the course content and are consistent within the college. The CSO office ensures that the documentation is attached and that the requirements align with the proposal. The university level committee considers if prerequisites are justified and in alignment with similar courses across the university.
How often (each semester, every other spring, etc.) are the required prerequisites offered? (Existing Courses)		The faculty originator completes the answer. If the prerequisite course(s) are outside of the proposing department, the originator confirms the proposed offering rotation with the department of ownership and

		may upload the response as supporting documentation.
		█ The initial reviewer ensures that the answer is complete.
		█ The department committee ensures that the prerequisites are offered enough so as not to cause bottlenecks, progression issues, etc.
		█ The CSO office ensures that the documentation is correct and that all parties possibly impacted have been notified.
		█ The university level committee ensures a lack of conflict with other programs and that all possibly impacted parties have been notified.
Outline the plan for continuous assessment of the course. (New Course)		█ The faculty originator should provide a detailed plan of continuous assessment for the course.
		█ The initial reviewer ensures that the answer is complete.
		█ The department committee ensures that the assessment plan is in alignment with similar courses within the program.
		█ The department chair ensures that any resources mentioned as necessary to assess the course are available (including personnel resources).
		█ The CSO office ensures that the assessment plan is reviewed by a member of the assessment team.
Are special fees or tuition required for this course? I have attached a copy of the Student Elective Fees and Special Charges Proposal Form (New Course)		█ The faculty originator determines with their chair and/or dean if additional fees are necessary. If so, they must attach the appropriate fee request form to the proposal.
		█ The initial reviewer ensures that the answer is complete and, if

		applicable, documentation is attached. 🟧 The department committee agrees that the fees are necessary and appropriate. 🟦 The department chair ensures that the attached course fee form is complete and that the justification for a course fee is appropriate. 🟦 The college dean ensures that the justification for the course fee is appropriate and in alignment with college requirements or policy. 🟪 The CSO office ensures that the attached documentation, if applicable, is correct and completed. 🟫 The form goes through the approval process as required by Fiscal Affairs. ⬜ The Provost/Provost designee holds the proposal until Fiscal Affairs approval is finalized.
Explain who will be teaching this course and how that impacts faculty workload. Include requests for hiring additional faculty and use of external/part-time faculty, if appropriate (New Course)		🟨 The faculty originator answers with as much specificity as possible. 🟩 The initial reviewer ensures that the answer is complete. 🟧 The department committee ensures that the explanation is accurate. 🟦 The department chair ensures that there are resources to support the proposed workload for teaching the course and may clarify faculty impact or need. 🟦 The college dean reviews the faculty workload for the proposed change and ensures that the resources are available. ⬜ The Provost/Provost designee ensures that course can be offered with resources noted in proposal.

List any specific software, labs, and/or any additional use of technology required to effectively teach this course. Please provide an estimated cost for any new purchase requests (New Course)										The faculty originator notes any items and if they are currently owned or need to be purchased. ⬜ The initial reviewer ensures that the answer is complete. 🟧 The department committee ensures that the request(s) are accurate and complete. 🟦 The department chair agrees with the list of required equipment and may explain how proposed purchases will be paid for.
Does this course require library resources to support specific class assignments or supplemental readings? If not, so state. (New Course)										The faculty originator's answer should align with course requirements of the course as demonstrated in the attached syllabus. ⬜ The initial reviewer ensures that the answer is complete. 🟧 The department committee ensures accuracy of the answer and determines if any deficiencies prevent the course from being effectively taught in its proposed format. 🟦 The department chair may note how any deficiencies in the library holdings will be addressed. 🟥 The college curriculum committee determines if any deficiencies prevent the course from being effectively taught in its proposed format.
Do the library services and resources presently available meet the student needs for the course? If not, what library acquisitions are being proposed to meet essential needs? (New Course)										The faculty originator's answer should align with course requirements of the course as demonstrated in the attached syllabus. ⬜ The initial reviewer ensures that the answer is complete. 🟧 The department committee ensures the accuracy of the answer and determines if proposed acquisitions are appropriate and necessary.

		The department chair may note how any needed acquisitions from the library will be addressed.
		■ The college curriculum committee determines if any deficiencies prevent the course from being effectively taught in its proposed format.
		■ The college dean determines if any deficiencies prevent the course from being effectively taught in its proposed format.

| What specific equipment is required to teach this course successfully? (New Course) | | ■ The faculty originator notes what equipment is necessary and how it aligns with course requirements.
■ The initial reviewer ensures that the answer is complete.
■ The department committee ensures the accuracy of the equipment that is available and/or requested.
■ The department chair speaks to any required equipment and its effect on the department's ability to offer the course.
■ The college dean determines if any deficiencies prevent the course from being effectively taught in its proposed format. |

| What physical space is required to teach this course successfully? (New Course) | | ■ The faculty originator answers with as much specificity as possible.
■ The initial reviewer ensures that the answer is complete.
■ The department committee ensures that the answer aligns with the course requirements.
■ The department chair notes any resource concerns or space requirements that might affect the department's ability to offer the course.
■ The college dean determines if any deficiencies prevent the course from |

131

			being effectively taught in its proposed format.
Please state any additional required resources not addressed in the previous questions essential to the instruction of this course. [If applicable] (New Course)			The faculty originator answers with as much specificity as possible. The initial reviewer ensures that the answer is complete. The department committee ensures that the answer aligns with the course requirements. The department chair notes any concerns resources that might affect the department's ability to offer the course. The college dean determines if any deficiencies prevent the course from being effectively taught in its proposed format.

CREDIT HOUR RATIO EXAMPLES

Table 1 applies to typical face-to-face courses. Tables 2 and 3 apply to face-to-face laboratory courses and possibly to short field experiences. Tables 4 and 5 likely apply to clinical experiences, practicums, and internships in which students are in the field for extended time.

Table 1: Lecture Courses with 1:1 Ratio

Credit Hours	Minimum Contact Time per Semester (in minutes)	Minimum Contact Time per Semester (in Contact Hours (see definition above)	Entry Code
1	750 Minutes	15	1-0-1
2	1500 Minutes	30	2-0-2
3	2250 Minutes	45	3-0-3
4	3000 Minutes	60	4-0-4
5	3750 Minutes	75	5-0-5
6	4500 Minutes	90	6-0-6
7	5250 Minutes	105	7-0-7
8	6000 Minutes	120	8-0-8
9	6750 Minutes	135	9-0-9

(1 x 50 minutes of contact time per week of a 15-week semester is one credit hour)

Table 2: Laboratory/Field Experiences with 2:1 Ratio

Credit Hours	Minimum Contact Time per Semester	Minimum Contact Time Per Semester (in Contact Hours—see definition above)	Entry Code

1	1500 Minutes	30	0-2-1
2	3000 Minutes	60	0-4-2
3	4500 Minutes	90	0-6-3
4	6000 Minutes	120	0-8-4
5	7500 Minutes	150	0-10-5
6	9000 Minutes	180	0-12-6
7	10500 Minutes	210	0-14-7
8	12000 Minutes	240	0-16-8
9	13500 Minutes	270	0-18-9

(2 x 50 = 100 minutes of contact time per week of a 15-week semester is one credit hour)
NOTE: To determine Clock Hours (Definition Above), divide minutes in column 2 by 60.

Table 3: Laboratory/Field Experience/Clinical/Practicum/Internship Courses with 3:1 Ratio

Credit Hours	Minimum Contact Time per Semester	Minimum Contact Time Per Semester (in Contact Hours—see definition above)	Entry Code
1	2250 Minutes	45	0-3-1
2	4500 Minutes	90	0-6-2
3	6750 Minutes	135	0-9-3
4	9000 Minutes	180	0-12-4
5	11250 Minutes	225	0-15-5
6	13500 Minutes	270	0-18-6
7	15750 Minutes	315	0-21-7
8	18000 Minutes	360	0-24-8
9	20250 Minutes	405	0-27-9

(3 x 50 = 150 minutes of contact time per week of a 15-week semester is one credit hour)
NOTE: To determine Clock Hours (Definition Above), divide minutes in column 2 by 60.

Table 4: Field Experience/Clinical/Practicum/Internship Courses with 4:1 Ratio

Credit Hours	Minimum Contact Time per Semester	Minimum Contact Time (in Contact Hours—see definition above)	Entry Code
1	3000 Minutes	60	0-4-1
2	6000 Minutes	120	0-8-2
3	9000 Minutes	180	0-12-3
4	12000 Minutes	240	0-16-4
5	15000 Minutes	300	0-20-5
6	18000 Minutes	360	0-24-6
7	21000 Minutes	420	0-28-7
8	24000 Minutes	480	0-32-8
9	27000 Minutes	540	0-36-9

(4 x 50 = 200 minutes of contact time per week of a 15-week semester is one credit hour)
NOTE: To determine Clock Hours (Definition Above), divide minutes in column 2 by 60.

Table 5: Field Experience/Clinical/Practicum/Internship Courses with 5:1 Ratio

Credit Hours	Minimum Contact Time per Semester	Minimum Contact Time (in Contact Hours—see definition above)	Entry Code
1	3750 Minutes	75	0-5-1
2	7500 Minutes	150	0-10-2
3	11250 Minutes	225	0-15-3
4	15000 Minutes	300	0-20-4
5	18750 Minutes	375	0-25-5
6	22500 Minutes	450	0-30-6
7	26250 Minutes	525	0-35-7
8	30000 Minutes	600	0-40-8
9	33750 Minutes	675	0-45-9

(5 x 50 = 250 minutes of contact time per week of a 15-week semester is one credit hour)
NOTE: To determine Clock Hours (Definition Above), divide minutes in column 2 by 60.

CIP CODE TWO-DIGIT GROUPING TABLE

Two-digit CIP Code Groupings

01 Agriculture, Agriculture Operations and Related Sciences	30 Multi/Interdisciplinary Studies
03 Natural Resources and Conservation	31 Parks, Recreation, Leisure and Fitness Studies
04 Architecture and Related Services	38 Philosophy and Religious Studies
05 Area, Ethnic, Cultural, Gender, and Group Studies	39 Theology and Religious Vocations
09 Communication, Journalism, and Related Programs	40 Physical Sciences
10 Communications Technologies/Technicians and Support Services	41 Science Technologies/Technicians
11 Computer and Information Sciences and Support Services	42 Psychology
12 Personal and Culinary Services	43 Homeland Security, Law Enforcement, Firefighting, and Related Protective Service
13 Education	44 Public Administration and Social Service Professions
14 Engineering	45 Social Sciences
15 Engineering Technologies and Engineering-related Fields	46 Construction Trades
16 Foreign Languages, Literatures, and Linguistics	47 Mechanic and Repair Technologies/Technicians
19 Family and Consumer Sciences/Human Sciences	48 Precision Production

	22 Legal Professions and Studies	49 Transportation and Materials Moving
	24 English Language and Literature/Letters	50 Visual and Performing Arts
	25 Library Science	51 Health Professions and Related Programs
	26 Biological and Biomedical Sciences	52 Business, Management, Marketing, and Related Support Services
	27 Mathematics and Statistics	54 History
	29 Military Technologies and Applied Sciences	

NEW COURSE PROPOSAL CHECKLIST

		Proposal Questions:	Explanation:	Resources:
1.	☐	Implementation Term/Year:	Implementation requires consideration of the curriculum cycle and process. In order to be implemented, a proposal must be completely approved through all levels of the curriculum process before the catalog deadline, including, when applicable, BOR notifications and approvals. These deadlines reflect the deadlines for setting the following semesters schedule and registration.	Consult the Master Curriculum calendar.
2.	☐	Type of Course:	Please consider the format of the course, such as lecture-based, directed study, field experience, etc. It is important to know what activities students will be doing in order to calculate the correct number of credit hours and determine the credit hour ratio.	
3.	☐	Classification of Course:	Please consider if the course is a lower-level or upper-level undergraduate, master, doctorate, or other postbaccalaureate course. This ensures the proper routing of the proposal.	Course levels are identified in the current catalog.
4.	☐	Department of Ownership:	This department will be responsible for offering the course.	

5.	☐	Departmental Contact:	This is often the faculty originator who entered the proposal into Curriculog. The person listed here will receive emails and updates about the proposal and needs to plan to attend curriculum meetings as a representative or ensure a substitute attend. There can be more than one person listed.	
6.	☐	Please identify all programs that will be impacted, and indicate where in the curriculum this course will be used:	Consider what programs may be impacted beyond the proposing department and college. *If this course is being added to a program or programs, then proposal form for each program using this course may also need to be submitted. Failure to complete these additional forms will result in a delay in approval of this course.	Impact reports are generated within the Curriculog system. With a proposal open, select the "Import Report" icon on the left pane. From the pop-up, select the most recent catalog and generate the report. For questions email curriculog@kennesaw.edu.
7.	☐	Is this a teacher education proposal originating from outside the Bagwell College of Education? Yes/No.	If a course is being proposed by an education program not residing in the Bagwell College of Education, it must be reviewed by the Education Preparation Curriculum Committee (EPCC) and Education Dean for approval. This answer assists in creating the correct routing for the proposal.	
8.	☐	Level of Course:	Identify if the course is graduate or undergraduate level. This routes the proposal to the correct university level curriculum committee, either the GPCC or UPCC.	
9.	☐	Prefix, Number, Title:	If a new prefix is proposed, the originator can contact curriculog@kennesaw.edu to see if it has been used previously. To check for a previously used course number, contact the Registrar's Office at registrar@kennesaw.edu or 770.423.6200.	Check this USG website to ensure that the BOR does not require a common prefix, course number, or course title.

			The USG has common course prefixes, numbers, and descriptions that all institutions shall use for their programs of study. These are NOT just for core courses but are generally for 1000 and 2000 level courses. Course numbers indicate course level and complexity. At KSU, 1000 and 2000-level courses are lower division, 3000 and 4000-level are upper-division courses, and 5000-level courses are foundational or prerequisite graduate courses or the most advanced courses in five-year undergraduate programs. Master-level graduate courses are numbered 6000-7999 and doctoral-level courses are numbered 8000-9999.	
10.	☐	Lecture Hours, Laboratory Hours, Credit Hours:	Identify the credit hour distribution for the course.	The U.S. Department of Education defines a credit hour which SACSCOC uses. An example of credit hours distribution can be found in the Curriculum Development Resource's website.
11.	☐	Prerequisites:	Core curriculum courses in Areas A-E cannot be used as prerequisites with a few exceptions. A-E courses are for a general audience and not to prepare students for specific upper level courses. Pre-requisites should align the skills and foundations students need in upper level courses to be successful. Prerequisites also need to be fair to be fair to all students, including transfer students, not require an undue burden on students. Prerequisites can include limitations by status, program entrance, or credit hours, not just by courses. Prerequisites	For more on prerequisites, review section six of the Curriculum Guide.

			should only be used when students are highly unlikely to succeed without a requirement. Prerequisites can be recommended. Generally, prerequisites should be within one level of the course. For example, a 1000 level course should not be the prerequisite of a 4000-level course.	
12.	☐	Concurrent prerequisites/Corequisites:	A concurrent prerequisite is a course that must be completed before, or taken at the same time as, another course. A corequisite is a course that must be taken at the same time as other courses and/or requirements. Be aware that corequisite requirements are not covered by CPOS (federal financial aid) even if they are listed in a course required by the student's program of study.	These terms and corresponding examples can be found in the Curriculum Glossary of Terms.
13.	☐	Catalog Description:	The catalog description must include all required prerequisites, corequisites and concurrent requirements, and should not exceed 75 words. The USG has common course catalog descriptions all institutions shall use for their programs of study. These are NOT just for core courses but are generally for 1000 and 2000 level courses. Be sure that the description does not date the course. Be careful of listing topics in too specific of a manner. If the description includes a list of topics, all topics then must be covered. An alternative would be to phrase it as topics that may be covered or may include the following.	Check this USG website to ensure that the BOR does not require a common prefix, course number, or course title.
14.	☐	How often will this course be offered?	Identify the frequency: every fall, spring and summer, etc. This should reflect faculty availably, the role the course plays in the	

138

			program's curriculum (i.e., a required course versus an elective)	
15.	☐	Type of Delivery:	The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid (33%, 50%, 66%) If a course will be taught in multiple modalities, consider including the differences in course content and/or instruction for each modality. If the course will be taught in a hybrid modality, it is recommended that the proposal indicate the amount of content delivered online.	This article on "How to find the right course-delivery methods for your classroom" may assist the originator(s) in determining the appropriate delivery method.
16.	☐	Off-Campus Instructional Site: (If Applicable)	If you clicked the Off-Campus instructional site as an additional type of delivery than enter in which site. Current off-campus instructional sites: -Cobb Galleria -Sandy Springs	
17.	☐	Course Title for Transcript Label:	This is how the course will appear on a student's transcript. This title has a 30-character limit, including spaces. Please ensure that the title represents the topic and does not cut off mid word, or a few characters in.	
18.	☐	Grading Structure:	Choices are S/U (Satisfactory/ Unsatisfactory) or regular (A, B, C, D, F)	S/U courses are not included in the calculation of GPAs and are approved for a limited number of course types. The catalog contains information on grading types.
19.	☐	Can a student take this course multiple times, each attempt counting separately toward graduation? If yes, indicate	Often if a course's content is variable, a student could retake the course again and have it count as a separate course attempt and earn additional credit. If this is the case, then	"Yes" should only be selected if the course has varying topics, meaning a student could take the course multiple times, each time learning something new and earning credit. This does not

		maximum number of credit hours counted toward graduation.	check yes and indicate the maximum number of credit hours a student can take it. List the total credit hour attempts, not numerical attempts.	refer to allowing a student to repeat a course for a better grade.
20.	☐	Undergraduate Courses Only: Is this course used to satisfy Required High School Curriculum (RHSC) deficiencies, if so what areas? Science, Social Science or foreign language.	The USG's Required High School Curriculum (RHSC) is comprised of 17 units that freshman applicants must complete prior to admission. Students who have not met the RHSC requirements and are admitted to a USG institution on a Limited Admissions must satisfy these deficiencies by subject area. Students can use college credit courses to address deficiencies in science, social science and foreign language. Courses may be designated by the academic department to be used by students admitted with Required High School Curriculum (RHSC) deficiencies. Successful completion (C or better) of a three-credit collegiate course in the appropriate subject area will demonstrate collegiate-level preparedness and is sufficient to satisfy the deficiency.	Select yes and the appropriate subject area (Sciences, Social Science, Foreign Language), if the course meets the following description. The course will be added to the list of existing courses used to satisfy the deficiency: Science with at least one laboratory course, i.e. Biology I or Physical Science or Physics or Chemistry, Earth Systems, Environmental Science. Social science focusing on United States studies. Foreign language emphasizing speaking, listening and writing, American Sign Language, computer science emphasizing coding and programming.
21.	☐	The institution has reviewed the University System of Georgia list of common course prefixes, numbers, and descriptions. (USG Academic & Student Affairs Handbook, 2.4.10). Is this course in compliance?	Confirm that responses for steps 9 and 13 address this item.	Check this USG website to ensure that the BOR does not require a common prefix, course number, or course title.
22.	☐	CIP Course Code:	Courses are assigned a 6-digit CIP code based on course content. In general, course CIPs should closely relate to the applicable program. This code will be	The 2020 version of the Integrated Postsecondary Education Data Systems is current version of the taxonomy. IPEDs is who monitors the CIP codes, and are the accepted

			entered by the Curriculum Support Office.	federal standard for identifying instructional/academic programs.
23.	☐	Will this course be included in the General Education Core Curriculum (A-E)? If yes, I have completed and attached the USG Core Course Proposal Form.	If so, contact the Faculty Director of General Education for assistance completing the USG Core Course Proposal Form. The proposal will be routed to the General Education Council for review.	Faculty Director of General Education can be reached at gened@kennesaw.edu There are older forms on the USG site but the latest one is password protected. Please do not use an older form.
24.	☐	I have attached an updated syllabus with all required KSU policies included.	All new courses need a complete syllabus representative of the course. Syllabi <u>must</u> include all components listed within the checklist. Proposals without complete syllabi will be rejected.	There is a Syllabus Template and Syllabus Checklist to assist with this process.
25.	☐	What is the justification for this course and what data do you have to support it?	Consider student needs and any data collected to support these needs, the scope of the program or department, and employment opportunities. The course may be part of a mandate or accreditation requirement.	The faculty originator can attach additional documentation from students, advisory bodies, etc. If course is created due to a mandate outside of KSU such as external accreditation or USG regulation note this and include attachments as necessary.
26.	☐	What content/skills of each prerequisite commands its inclusion as a prerequisite for this course?	Indicate why any prerequisite courses must be completed before enrolling in this course (or any course that must be taken concurrently.) Check the prerequisites for all prerequisite courses, as those will be hidden prerequisites, add credit hours, and impede students' progress. The proposal must identify specific skills that must be found in the prerequisite course. If the perquisite is "permission of Instructor or Program Chair," indicate why. If using limitations based on student standing, major, etc. explain why. If there are no prerequisites answer "Prerequisites: None."	Here is a document discussing "Good Practice for the Implementation of Prerequisites" that may be useful. To ensure any course prerequisites are active courses, use the most recent version of the catalog.
27.	☐	How often (each semester, every other	This is important to ensure that students can make progress	To ensure any course prerequisites are active courses,

		spring, etc.) are the required prerequisites offered?	through the curriculum and to make sure that program maps are updated accordingly. If there are no prerequisites answer "Prerequisites: None."	use the most recent version of the catalog. It is also recommended that the faculty originator contact the department that owns the course to ensure the course is being offered.
28.	☐	Outline the plan for continuous assessment of the course.	Key elements of an assessment plan include student learning outcomes (SLOs) that are specific, measurable, student-oriented, and related to the unit's mission. Methods and measures that are aligned with the objectives of the curriculum and it should be clear what type of performance would indicate that students are meeting the stated objectives. Results should be clearly described and related to the objectives and stated criteria for success. Use of the results should consider how the assessment results will be used and disseminated.	For assistance with outcomes contact the assessment office at assessment@kennesaw.edu or visit the Assessment website.
29.	☐	Please list all of the faculty-approved degree(s) required to teach this course (e.g. PhD in American History, MA in Art, EdD in..., etc.)	Please provide the level, and subject for each faculty degree that are affirmed by the program to teach the course without any additional qualifications. In other words, the program faculty affirm that a faculty member became qualified to teach the course as soon as that individual received the degree listed and with no other qualifications. The Curriculum Support Office will add the CIP's code(s) to the proposal later.	
30.	☐	Are special fees or tuition required for this course? If yes, I have attached a copy of the Student Elective Fees and Special Charges Proposal Form.	If faculty request a new fee, they must ensure that the "Student Elective Fees and Special Charges Proposal Form" form is signed by the Dean and attached to the proposal for review by Academic Affairs. Implementation of the requested course changes may	Please discuss course fee viability with the Academic Fiscal Affairs Officer prior to Curriculog submission. Here is the Student Elective Fees and Special Charges Proposal form.

142

			be delayed pending final approval of course fees. Please note that there is a separate process required to have this approved. Approval of the proposal does not constitute approval to levy special fees or tuition. Final approval will come from the Academic Fiscal Affairs Officer.	
31.	☐	Explain who will be teaching this course and how that impacts faculty workload. Include requests for hiring additional faculty and use of external/part-time faculty, if appropriate.	Adding a new course will require faculty to teach it. Please explain how faculty will be reallocated, if another course is being removed and faculty will be teaching this one, if there are current lines or empty lines, GTA's etc. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	
32.	☐	List any specific software, labs, and/or any additional use of technology required to effectively teach this course. Please provide an estimated cost for any new purchase requests.	Consider all technology required, including online library resources, D2L, online journal databases, software packages, clicker software, computer classrooms, etc. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	
33.	☐	Does this course require library resources to support specific class assignments or supplemental readings? If not, so state.	Library resources include the physical library, staff, as well as online databases, journal holdings, and subscription services. Please be aware that if the course syllabus includes a "library research assignment" and the proposal does not note that the need for library resources, the proposal will be returned until an accurate answer is received. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	The library has research guides by topic, a list of journal holdings, and database list that can assist with this question.

#		Proposal Questions:	Explanation:	Resources:
34.	☐	Do the library services and resources presently available meet the student needs for the course? If not, what library acquisitions are being proposed to meet essential needs?	It is important to identify resources needed even if they are currently available and sufficient. If the course necessitates additional acquisitions, explain how they will be funded and/or supplied. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	
35.	☐	What specific equipment is required to teach this course successfully?	Please be specific. For example, does the course require a nursing dummy, 3-D printer, or a band saw? This should reflect the assignments and activities listed in the syllabus. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	
36.	☐	What physical space is required to teach this course successfully? Please be specific.	Consider needs for classroom seating for 25 people, dance rehearsal space, manufacturing lab 2 days a week, computer lab 2 times a semester? The answer should reflect the requirements of the course and syllabus. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	
37.	☐	Please state any additional required resources not addressed in the previous questions essential to the instruction of this course.	If there are none, then write: "No additional resources are needed." "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	

CHANGING AN EXISTING PROGRAM (GRADUATE) PROPOSAL CHECKLIST

Proposal Questions:	Explanation:	Resources:

1.	☐	Proposed Changes:	Choices include: Program Name Catalog Description Major/Degree Admission Requirements Program Requirements Concentration or Track (addition or modification) Electives Program Credit Hour Total You can do one or more of these changes in a single proposal.	Direct all questions concerning this and other forms to curriculog@kennesaw.edu
2.	☐	Impact of Changes:	This question is asking if you have conferred with other departments that may be affected by these changes. If this is checked then documentation of those discussions must be attached. If the changes do not impact other departments, then you can check that choice.	
3.	☐	Program name:	This needs to be your Program Name and Degree level as it appears in the catalog and the Degrees and Majors Authorized list.	This is the link for the DMA for KSU.
4.	☐	Certificate Acronym: (if certificate).	Choices are CERG, CERM, or CERP.	Post-Baccalaureate (Graduate) Certificates, the acronym is CERG. For Post-Master's Certificate, the acronym is CERM. For Post-First Professional Certificate, acronym is CERP. The full list of University System of Georgia identified types of certificates.
5.	☐	Is this a premium priced program? Are you requesting a new fee, a modification to fees, or special tuition for this program?	Graduate fees reflect universal fees and tuition only. However, selected departments may assess additional program or laboratory charges depending on the major.	There is a list of the current premium priced programs at KSU.
6.	☐	CIP Code:	Programs are assigned a CIP code based on course content. In general, course CIPs should closely relate to the applicable program. This code will be entered by the Curriculum Support Office.	

145

7.	☐	Department of Ownership:	This department will be responsible for the program. This answer will also route the proposal to the correct department and college curriculum committees. Selecting undergraduate or graduate department is important to route the proposal to the correct committee.	
8.	☐	Departmental Contact:	This should be the faculty originator who is putting the proposal into Curriculog. This is who will receive emails and updates about the proposal and who will be expected to attend curriculum meetings as a representative. There can be more than one person as a contact.	
9.	☐	Is this a teacher education proposal originating from outside the Bagwell College of Education? Yes/No.	If a program is being proposed by an education program not residing in the Bagwell College of Education, it will need to be reviewed by the Bagwell Education Curriculum Committee (EPCC) and Education Dean for approval. This answer assists in creating the correct routing for the proposal.	
10.	☐	Implementation Term/Year:	Implementation requires consideration of the curriculum cycle and process. In order to be implemented, a proposal must be completely approved all levels of the curriculum process and through the BOR, if necessary, before the catalog deadline.	Consult the Master Curriculum calendar.
11.	☐	Type of Existing Approved Delivery:	The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid If you are unsure of the previous methods of delivery approved, contact the Curriculum Support Office and they can find this information for you. Programs that have not been modified since 2014	To request assistance contact a Curriculog System Administrator by email at curriculog@kennesaw.edu or by phone (470) 578-6023.

			will likely need to have the paper records checked.	
12.	☐	Request for additional type of delivery:	If you would like to request an additional type of delivery for this program, check all that apply. The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid	To request assistance contact a Curriculog System Administrator by email at curriculog@kennesaw.edu or by phone (470) 578-6023.
13.	☐	Off-Campus Instructional Site: (If Applicable).	If you clicked the Off-Campus instructional site as an additional type of delivery than enter in which site. Current off-campus instructional sites: Cobb Galleria Sandy Springs	Note that program leadership should consult with the AVP for Curriculum's office on matters related to a) establishing a new off-campus instructional site; b) offering 50% or more of an established program at a BOR approved off-campus instructional site; c) offering an existing BOR approved program at a contractual site; d) offering an existing program 50% or more via distance learning. BOR approval/ notifications may be required and are separate from SACSCOC approval/notifications. The KSU SACSCOC Liaison will be notified to determine if these changes need to be sent to SACSCOC.
14.	☐	Provide an overall summary of program changes/additions.	This narrative should correspond with the answer you gave in the first question regarding the proposed changes. In this area the originator should detail any changes to the program and explain why each change is being proposed. Be aware that the reviewers for these proposals will be from departments across campus, so his should be a narrative that can be understood by those outside of the content area.	

147

15.	☐	Please explain any changes required to the program's admission policies.	If any of the program changes will impact or affect the program's gates or admission policies, provide a detailed and supporting rationale for these modifications.	
16.	☐	Check to confirm that you have attached a side-by-side and crosswalk document.	This side by side template should be completed to demonstrate how the program is changing from its current catalog format. If these changes will impact course offerings, then you must also include a Crosswalk document that shows how students in older catalog years will be able to graduate with these proposed changes. This Crosswalk may require writing out course equivalencies and substitutions that will allow current students to continue to progress.	A template for graduate programs is available.
17.	☐	Program Catalog Description:	This should include a complete description of the program. What is entered in this box will appear in the catalog. It is recommended that you use the import function so that all information, including formatting, is consistent. If you make changes to the requirements and/or language, these changes must be consistent in in all accompanying documentation. Please read carefully for grammar or any errors.	
18.	☐	Prospective Curriculum:	This is a space to import and build curriculum as it will appear in the catalog.	For assistance in building your curriculum contact a Curriculog System Administrator by emailing: curriculog@kennesaw.edu or calling (470) 578-6023. There is also a Prospective Curriculum Outline template for graduate programs to assist.
19.	☐	What is the rationale for the program revision? Please include information if this change is	This question requires a detailed argument with support for the changes in the proposal. Rationales can include any or several of the following: program assessment data,	

		required by an outside accreditation agency and/or assessment data.	advisory or external stakeholder feedback, outside accreditation, USG or external body requirements, professional organization requirements, or any additional justification.	
20.	☐	Explain how these changes reflect alignment with department goals and mission.	Provide as much evidence of how these changes align with the program goals. Examples of support may include responding to Improve KSU data and goals, discipline advisory boards, professional organization shifts, and/or feedback from alumni or employers. Be aware that the reviewers for these proposals will be from departments across campus. The more specific the evidence the easier it will be for reviewers to understand and contextualize program changes.	
21.	☐	Where in the program is there evidence of knowledge of literature in the discipline?	This question relates to SACSCOC standard 9.6a which requires "Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs and are structured (a) to include knowledge of the literature of the discipline."	The [SACSCOC standard](#) for this item can be found on page 22.
22.	☐	Where in the program is there evidence of engagement in research and/or appropriate professional practice?	This question relates to SACSCOC standard 9.6b which requires "Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline (b) to ensure engagement in research and/or appropriate professional practice and training."	The [SACSCOC standard](#) for this item can be found on page 22.
23.	☐	Describe the students you expect to target and attract with these changes. Provide any	Be as specific as possible in considering the students for this program. Provide any predictive enrollment data available to support your narrative.	

		Proposal Questions:	Explanation:	Resources:
		predictive enrollment data.		
24.	☐	What is the career path for these students?	Elaborate on what are likely career paths for graduates from this program. Include any data on opportunities in the regional or national market.	Potential resources include the U.S. Bureau of Labor Statistics by occupation, the Georgia data on occupational labor, and the Georgia Occupational outlook data.
25.	☐	I have attached an Improve KSU Improvement Report used to inform the curriculum change.	This assessment plan should reflect the new content in proposal.	For assistance with outcomes contact the assessment office at assessment@kennesaw.edu or visit the assessment website.

CHANGING AN EXISTING PROGRAM (UNDERGRAD) PROPOSAL CHECKLIST

		Proposal Questions:	Explanation:	Resources:
1.	☐	Proposed Changes:	Choices include: Program Name Catalog Description Major/Degree Admission Requirements Area F/Lower Division Requirements Adding, modifying, or deleting a Concentration or Track Change in Electives Change in Program Credit Hour Total You can do one or more of these changes in a single proposal.	Direct all questions concerning this and other forms to curriculog@kennesaw.edu.
2.	☐	Impact of Changes:	This question is asking if you have conferred with other departments that may be affected by these changes. If this is checked then documentation of those discussions must be attached. If the changes do not impact other departments, then you can check that choice.	
3.	☐	Program name:	This needs to be your Program Name and Degree level as it appears in the	To ensure accuracy, check the Degrees and Majors

			catalog and the Degrees and Majors Authorized list.	
4.	☐	Department of Ownership:	This department will be responsible for the program. This answer will also route the proposal to the correct department and college curriculum committees. Selecting undergraduate or graduate department is important to route to the correct committee.	
5.	☐	Certificate Acronym: (if certificate)	Choices are CER0 or CER1.	For Pre-Baccalaureate (Undergraduate) Certificates are fewer than 30 semester credit hours, the acronym is CER0. For Pre-Baccalaureate (Undergraduate) Certificates from 30 to 59 semester credit hours, the acronym is CER1. The entire list of University System of Georgia identified types of certificates.
6.	☐	CIP Code:	Programs are assigned a CIP code based on course content. In general, course CIPs should closely relate to the applicable program. This code will be entered by the Curriculum Support Office.	
7.	☐	Departmental Contact:	This should be the faculty originator who is putting the proposal into Curriculog. This is who will receive emails and updates about the proposal and who will be expected to attend curriculum meetings as a representative. There can be more than one person as a contact.	
8.	☐	Is this a teacher education proposal originating from outside the Bagwell College of Education? Yes/No.	If a program is being proposed by an education program not residing in the Bagwell College of Education, it will need to be reviewed by the Bagwell Education Curriculum Committee (EPCC) and Education Dean for approval. This answer assists in creating the correct routing for the proposal.	
9.	☐	Implementation Term/Year:	Implementation requires consideration of the curriculum cycle and process. In order to be	Consult the Master Curriculum calendar.

			implemented, proposals must be approved through all levels of the curriculum process and through the BOR, if necessary, before the catalog deadline.	
10.	☐	Type of Existing Approved Delivery:	-Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid If you are unsure of the previous methods of delivery approved, contact the Curriculum Support Office and they can find this information for you. Programs that have not been modified since 2014 will likely have to contact the Curriculum Support Office to have the paper records checked.	To request assistance contact a Curriculog System Administrator by email at curriculog@kennesaw.edu or by phone (470) 578-6023.
11.	☐	Request for additional type of delivery:	If you would like to request an additional type of delivery for this program, check all that apply. The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid	To request assistance contact: Curriculog System Administrator curriculog@kennesaw.edu (470) 578-6023
12.	☐	Off-Campus Instructional Site: (If Applicable)	If you clicked the Off-Campus instructional site as an additional type of delivery than enter in which site. Current off-campus instructional sites: -Cobb Galleria -Sandy Springs	Note that program leadership should consult with the AVP for Curriculum's office on matters related to a) establishing a new off-campus instructional site; b) offering 50% or more of an established program at a BOR approved off-campus instructional site; c) offering an existing BOR approved program at a contractual site; d) offering an existing program 50% or more via distance learning. BOR approval/ notifications may be required and are separate

				from SACSCOC approval/notifications. The KSU SACSCOC Liaison will be notified to determine if these changes need to be sent to SACSCOC.
13.	☐	Provide an overall summary of program changes/additions.	This narrative should correspond with the answer you gave in the first question regarding the proposed changes. In this area the originator should detail any changes to the program and explain why each change is being proposed.	
14.	☐	Does this program have a major interest before a student can be declared a full major?	Indicate if their students must first declare an interest before being admitted to the program.	
15.	☐	Please explain any changes required to the program's admission policies (gates).	If any of the program changes will impact or affect the program's gates or admission policies, provide a detailed and supporting rationale for these modifications.	
16.	☐	Check to confirm that you have attached a side-by-side and/or crosswalk document.	This side by side template should be completed to demonstrate how the program is changing from its current catalog format. If these changes will impact course offerings, then you must also include a Crosswalk document that shows how students in older catalog years will be able to graduate with these proposed changes. This Crosswalk may require writing out course equivalencies and substitutions that will allow current students to continue to progress.	A template for undergraduate programs is available.
17.	☐	Program Catalog Description:	This should include a complete description of the program. What is entered in this box will appear in the catalog. It is recommended that you use the import function so that all information, including formatting, is consistent. If you make changes to the requirements and/or language these changes must be consistent in in all	

			accompanying documentation. Please read carefully for grammar errors.	
18.	☐	Prospective Curriculum:	This is a space to import and build curriculum as it will appear in the catalog.	To request assistance contact: Curriculog System Administrator curriculog@kennesaw.edu or at (470) 578-6023. There is also a Prospective Curriculum Outline template for [undergraduate programs](#) to assist.
19.	☐	If this proposal contains changes to Area F of a major or degree program, does it meet the USG Area F guidelines for that program? If "no", please provide a justification for the deviation from the USG Area F guidelines. If "yes", please explain use of Area A-E courses in program (including Area F).	The Area F requirements are set by the Regents Advisory Councils (RAC). Most programs have a set of systemwide requirements. Your program needs to align with those guidelines. If a program chooses to deviate from the Area F guidelines, then provide a justification. Documentation from the RAC may be required for programs that do not follow the Area F guidelines.	[The USG Area F information](#) is published by the USG. Area F is required to be fully transferable and coursework is set by the USG system.
20.	☐	Does this program require courses from General Education Areas A-E as prerequisites or program requirements? If "yes", please explain use of Area A-E courses in program (including Area F).	List all courses in Areas A-E that are used in the program including in Area F or as prerequisites.	There are USG policies governing the use of core curriculum courses is available in the Board of Regents of the University System of Georgia Academic & Student Affairs Handbook [section 2.4. Core Curriculum](#).
21.	☐	What is the rationale for the program revision? Please include information if this	This question requires a detailed argument with support for the changes in the proposal. Rationales can include any or several of the following: program assessment data,	

		change is required by an outside accreditation agency and/or assessment data.	advisory or external stakeholder feedback, outside accreditation, USG or external body requirements, professional organization requirements, or any additional justification.	
22.	☐	Explain how these changes reflect alignment with department goals and mission.	Provide as much evidence of how these changes align with the program goals. Examples of support may include responding to Improve KSU data and goals, discipline advisory boards, professional organization shifts, and/or feedback from alumni or employers. Be aware that the reviewers for these proposals will be from departments across campus. The more specific the evidence the easier it will be for reviewers to understand and contextualize program changes.	
23.	☐	How do these changes contribute to KSU's strategic plan and mission statement?	Provide as much evidence of how these engage with KSU's strategic plan and mission statement. Provide detail with how the program develops or adds to this mission statement.	Consult the KSU 2018-2023 Strategic Plan and mission statement/ vision of KSU. The KSU roadmap discusses undergraduate and graduate programs on pages 3-5.
24.	☐	Describe the administrative structure for oversight of the program. For interdisciplinary programs, describe mechanisms to assure representation of all participating units.	Explain who will be responsibility for leading this program. It may be a chair, program coordinator, director, a special advisory committee, etc. If it is an interdisciplinary program it is important to note who is the department that will be responsible for the program and all associated requirements such as assessment.	
25.	☐	Learning Outcomes: List or attach important learning outcomes, goals or objectives of the program.	The program's learning outcomes should be measurable and reflected in the accompanying assessment plan.	For assistance with outcomes contact the assessment office at assessment@kennesaw.edu or visit the assessment website.
26.	☐	Check to confirm you have attached an Improve KSU Assessment plan.	This assessment plan should reflect the new content in proposal.	For assistance with outcomes contact the assessment office at assessment@kennesaw.edu

				or visit the [assessment website](#).
27.	☐	Describe the students you expect to target and attract with these changes. Provide any predictive enrollment data.	Be as specific as possible in considering the students for this program. Provide any predictive enrollment data available to support your narrative.	
28.	☐	What is the career path for these students?	Elaborate on what are likely career paths for graduates from this program. Include any data on opportunities in the regional or national market.	Potential resources include the [U.S. Bureau of Labor Statistics by occupation](#), the [Georgia data on occupational labor](#), and the [Georgia Occupational outlook data](#).
29.	☐	I have attached an Academic Program Map.	An Academic Program Map is required for all majors. Minors and Certificates are not required but are recommended to attach an Academic Program Map. This attachment is valuable for showing reviewers that students can complete the program/minor/ or certificate, including the required prerequisites in the number of credit hours and semesters listed. It will be coded into Degree Works and used by advisors. It is recommended that programs consult with their advisors in developing an updated program map.	A program map template is available in two formats. There is a [Microsoft Word template](#) and an [Excel template.](#)

CHANGING A COURSE CHECKLIST

		Proposal Questions:	**Explanation:**	**Resources:**

1.	☐	Proposed Changes:	Choices include changes to the following:
			    Course Prefix
			    Course Number
			    Course Title
			    Course Description
			    Prerequisites/Corequisites
			    Credit Hour Distribution
			    Grade Mode
				If this change in existing course will result in a change in a program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), a Change to

			Repeat for Credit Teaching Modality You may select all that apply.	Existing Program proposal will need to be submitted. A BOR Substantive Change form will be required for changing the total number of credit hours in a degree program. Resources can be found on the [BOR site](#).
2.	☐	Implementation Term/Year:	Implementation requires consideration of the curriculum cycle and process. In order to be implemented, a proposal must be completely approved through all levels of the curriculum process before the catalog deadline, including, when applicable, BOR notifications and approvals. These deadlines reflect the deadlines for setting the following semesters schedule and registration.	Consult the [Master Curriculum calendar](#).
3.	☐	I have completed and attached an impact report for this course.	Impact reports will note if there are other programs using this course. If they are other programs using this course, documentation needs to be uploaded in the proposal	Impact reports are generated within the Curriculog system. With a proposal open, select the "Import Report" icon on the left pane. From the pop-up, select the most recent catalog and generate the report. For questions email [curriculog@kennesaw.edu.](mailto:curriculog@kennesaw.edu)
4.	☐	Impact of Changes:	Choose the correct answer from: I have conferred with other departments that might be impacted by these changes. Documentation of those discussions is attached. Or The changes identified in this proposal do not impact offerings in other departments.	
5.	☐	Check to confirm that you have uploaded a syllabus to the proposal.	Please attach a complete syllabus representative of the course. Syllabi must include all components listed within the checklist. Proposals without complete syllabi will be rejected.	Syllabi components can be found in the [syllabus checklist](#). This checklist includes all requirements of syllabi required. There is a [page of policies](#) required to be on each syllabus. Faculty may use Kennesaw State

				University's [syllabus template](#).
6.	☐	Why are you making the change(s) to this course? Please include any assessment data and supporting documentation.	Consider student needs and any data collected to support these needs, scope of the program or department, and employment opportunities. The course may be part of a mandate or accreditation requirement.	Additional documentation from students, advisory bodies, etc. can be attached to the proposal. If course is created due to a mandate outside of KSU such as external accreditation or USG regulation note this and include attachments as necessary.
7.	☐	What content/skills of each prerequisite commands its inclusion as a prerequisite for this course?	This needs to be answered even if you are not changing the prerequisites/corequisites. Indicate why any prerequisite courses must be completed before enrolling in this course (or any course that must be taken concurrently.) Check the prerequisites for all prerequisite courses, as those will be hidden prerequisites, add credit hours, and impede students' progress. The proposal must identify specific skills that must be found in the prerequisite course. If the perquisite is "permission of Instructor or Program Chair," indicate why. If using limitations based on student standing, major, etc. explain why.	Here is a document discussing "[Good Practice for the Implementation of Prerequisites](#)" that may be useful. To search for the prerequisite courses, use the most [recent version of the catalog](#).
8.	☐	How often (each semester, every other spring, etc.) are the required prerequisites offered?	This is important to ensure that students can make progress through the curriculum and to make sure that program maps are updated accordingly.	To search for the prerequisite courses, use the most [recent version of the catalog](#). Ensure the course is being offered by contacting the program coordinator or chair.
9.	☐	Prefix, Number, Title:	If a new prefix is proposed, the originator can contact curriculog@kennesaw.edu. To check for previously used course number contact the Registrar's Office registrar@kennesaw.edu or 770.423.6200. The USG has common course prefixes, numbers, and descriptions that all institutions shall use for their	Check this [USG website](#) to ensure that the BOR does not require a common prefix, course number, or course title. Course levels are [identified in the current catalog](#).

			programs of study. These are NOT just for core courses but are generally for 1000 and 2000 level courses. Course numbers indicate course level and complexity. At KSU, 1000 and 2000-level courses are lower division, 3000 and 4000-level are upper-division courses, and 5000-level courses are foundational or prerequisite graduate courses or the most advanced courses in five-year undergraduate programs. Master-level graduate courses are numbered 6000-7999 and doctoral-level courses are numbered 8000-9999.	
10.	☐	Lecture Hours, Laboratory Hours, Credit Hours:	Identify the credit hour distribution for the course.	The U.S. Department of Education defines a credit hour which SACSCOC uses. An example of credit hours distribution can be found in the Curriculum Development Resource's website.
11.		Prerequisites:	Core curriculum courses in Areas A-F cannot be used as prerequisites with a few exceptions. It is not best practice to use Area A-E courses, as those are for a general audience and not to prepare students for specific upper level courses. Pre-requisites should align the skills and foundations students need in upper level courses to be successful. Prerequisites also need to be fair to transfer students, not require an undue burden on students, and be fair to all students. Prerequisites can include limitations by status, program entrance, or credit hours, not just by courses. Prerequisites should only be used when students are highly unlikely to succeed without a previous requirement. Prerequisites can be recommended. Generally, prerequisites should be within one level of the course. For example, a	

			1000 level course should not be the prerequisite of a 4000-level course.	
12.	☐	Concurrent prerequisites/Core quisites:	A concurrent prerequisite is a course that must be completed before, or taken at the same time as, another course. A corequisite is a course that must be taken at the same time as other courses and/or requirements. Be aware that corequisite requirements are not covered by CPOS (federal financial aid) even if they are listed in a course required by the student's program of study.	These terms and corresponding examples can be found in the Curriculum Glossary of Terms.
13.	☐	Course Description:	The course description must include all required prerequisites, corequisites and concurrent requirements, and should not exceed 75 words. The USG has common course catalog descriptions all institutions shall use for their programs of study. These are NOT just for core courses but are generally for 1000 and 2000 level courses. Be sure that the description does not date the course. Be careful of listing topics in too specific of a manner. If the description includes a list of topics, all topics then must be covered. An alternative would be to phrase it as topics that may be covered or may include the following.	Check this USG website to ensure that the BOR does not require a common prefix, course number, or course title.
14.	☐	Is this course on the University System of Georgia list of common course prefixes, numbers, and descriptions. (USG Academic & Student Affairs Handbook, 2.4.10)	This should be checked in the previous step and affirmed here.	Check this USG website to ensure that the BOR does not require a common prefix, course number, or course title.
15.	☐	If yes, is this course in compliance?	Note that if a course is in compliance, if does not it needs to be corrected for the proposal to be approved.	If a course is not in compliance, an additional form needs to be completed and sent downtown for BOR approval. This form is

				password protected and can be obtained from the Director of General Education by emailing gened@kennesaw.edu.
16.	☐	How often will this course be offered?	Identify the frequency: every fall, spring and summer, etc. This should reflect faculty availably, the role the course plays in the program's curriculum (i.e., a required course versus an elective). If a frequency is not listed in the drop-down menu, please check "other" and state the frequency.	
17.	☐	Type of Delivery:	The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online If a course will be taught in multiple modalities, consider including the differences in course content and/or instruction for each modality. If the course will be taught in a hybrid modality, it is recommended that the proposal indicate the amount of content delivered online.	This article on "How to find the right course-delivery methods for your classroom" may assist the originator(s) in determining the appropriate delivery method.
18.	☐	If hybrid, please indicate amount of content will be delivered online.	The choices for a Hybrid course are if 33%, 50%, 66% will be online.	
19.	☐	Off-Campus Instructional Site: (If Applicable)	Current off-campus instructional sites: Cobb Galleria Sandy Springs	
20.	☐	Can a student take this course multiple times, each attempt counting separately toward graduation?	Often if a courses content is variable, a student could retake the course again and have it count as a separate course attempt and earn additional credit. If this is the case, then check yes. Usually this applies to internships/co-ops, directed study courses or special topics. This is not the same as the grade replacement policy for students	"Yes" should only be selected if the course has varying topics, meaning a student could take the course multiple times, each time learning something new and earning credit. This does not refer to allowing a student to repeat a course for a better grade.

			who repeat a course for a higher grade but only earn credit once.	
21.	☐	If yes, indicate maximum number of credit hours counted toward graduation.	Indicate the maximum number of credit hours a student can earn by repeating this course. List the total credit hour attempts, not numerical attempts.	
22.	☐	Does this course require special fees or tuition?	If you are requesting a new, or change, to a fee please ensure that the Request for New or Change in Course Fee is signed by the Dean and attached to this proposal for review by Academic Affairs. Please note that there is a separate process required to have this approved. Implementation of course changes may be delayed pending final approval of course fees. Special course fees are not retroactive. Please follow-up with each special course fee request in a timely manner.	
23.	☐	Are you requesting a new fee, a modification to fees, or special tuition for this course?	If faculty request a new fee, they must ensure that the "Student Elective Fees and Special Charges Proposal Form" form is signed by the Dean and attached to the proposal for review by Academic Affairs. Implementation of the requested course changes may be delayed pending final approval of course fees. Please note that there is a separate process required to have this approved. Approval of the proposal does not constitute approval to levy special fees or tuition. Final approval will come from the Academic Fiscal Affairs Officer.	
24.	☐	CIP course code:	Courses are assigned a 6-digit CIP code based on course content. In general, course CIPs should closely relate to the applicable program. This code will be entered by the Curriculum Support Office.	
25.	☐	Please indicate all faculty approved degrees required to teach this course (e.g. PhD in	Please provide the level and subject for each faculty degree that are affirmed by the program faculty to qualify a faculty member to teach the course without any additional	Example: PHD Computer Software Engineering

		American History, MA Art, EdD in … etc.)	qualifications. In other words, the program faculty affirm that a faculty member became qualified to teach the course as soon as that individual received the degree listed and with no other qualifications. If there are not qualifying degrees, please provide a brief description for the curriculum review process of what the program faculty consider appropriate qualifications for the course.	
26.	☐	Department of Ownership:	This department that was responsible for offering the course. This answer will also route the proposal to the correct department and college curriculum committees. Selecting undergraduate or graduate department is important to route to the correct committee.	
27.	☐	Departmental Contact:	This should be the faculty originator who entered the proposal into Curriculog. This contact will receive emails and updates about the proposal and attend curriculum meetings as a representative or ensure a substitute attend. There can be more than one person listed.	
28.	☐	Level of Course:	Identify if the course is graduate or undergraduate level. This routes the proposal to the correct university level curriculum committee, either the GPCC or UPCC.	
29.	☐	Is this a teacher education proposal originating from outside the Bagwell College of Education? Yes/No.	If a course is being proposed by an education program not residing in the Bagwell College of Education, it must be reviewed by the Education Preparation Curriculum Committee (EPCC) and Education Dean for approval. This answer assists in creating the correct routing for the proposal.	
30.	☐	Will this course be included in the General Education Core Curriculum (A-E)? If yes, I have completed and	If so, contact the Faculty Director of General Education for assistance completing the USG Core Course Proposal Form. The proposal will be routed to the General Education Council for review.	Faculty Director of General Education can be reached at gened@kennesaw.edu. There are older forms on the USG site but the latest one is password protected.

	☐	attached the USG Core Course Proposal Form.		Please do not use an older form.
31.	☐	I have completed and attached the USG Core Course Proposal form.	Please contact the Faculty Director for General Education for a copy of the USG Core Course Proposal.	

CREATING A NEW MINOR OR ENDORSEMENT CHECKLIST

		Proposal Questions:	**Explanation:**	**Resources:**
1.	☐	Name of Proposed Minor or Endorsement:	Enter the name of the minor or endorsement. This is how the minor or endorsement will appear in the catalog.	The complete list of minor requirements can be found in the catalog. An endorsement is for education students assessed by the Georgia Professional Standards Commission. Here is an overview of requirements.
2.	☐	CIP Code:	The minor or endorsement CIP code will be entered by the Curriculum Support Office.	
3.	☐	Catalog Description:	This should include a complete description of the minor or endorsement. What is entered in this box will appear in the catalog. This description must be consistent in in all accompanying documentation. Please read carefully for grammar or any errors.	
4.	☐	Prospective Curriculum:	This is a space in Curriculog to build curriculum as it will appear in the catalog.	For assistance in building your curriculum contact a Curriculog System Administrator by emailing: curriculog@kennesaw.edu or calling (470) 578-6023.
5.	☐	Newly Developed Courses:	A new course proposal must be also submitted for each new course in this program.	
6.	☐	Number of Credit Hours for Completion:	A minor program is a prescribed area of academic study consisting of 15-18 semester hours. At Kennesaw State University, at least nine of the	Minor requirements can be found in the catalog. This is an overview of

			required hours must be at the upper-division level, i.e. courses numbered 3000 or above.	requirements for endorsements.
7.	☐	Type of Proposed Delivery:	The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid	
8.	☐	Off-Campus Instructional Site (If Applicable):	Current off-campus instructional sites: Cobb Galleria Sandy Springs	
9.	☐	Implementation Term/Year:	Implementation requires consideration of the curriculum cycle and process. In order to be implemented, proposals must be approved through all levels of the curriculum process and through the BOR, if necessary, before the catalog deadline.	Consult the Master Curriculum calendar.
10.	☐	Learning Outcomes: List or attach important learning outcomes, goals or objectives of the program. (i.e., what you expect students to know and be able to do upon completion of the program).	The learning outcomes should be measurable.	For assistance with outcomes contact the contact the assessment office at assessment@kennesaw.edu or visit the assessment website.
11.	☐	What is the rationale for the program?	Consider student needs and any data collected to support this new minor or endorsement. Supporting evidence can include the scope of the program or department, and/or employment opportunities.	Potential resources include the U.S. Bureau of Labor Statistics by occupation, the Georgia data on occupational labor, and the Georgia Occupational outlook data.
12.	☐	How does this program contribute to KSU's strategic plan and mission statement?	Provide as much evidence of how these engage with KSU's strategic plan and mission statement. Provide detail with how the program develops or adds to this mission statement.	Consult the KSU 2018-2023 Strategic Plan and mission statement/ vision of KSU.
13.	☐	Explain how this program reflects alignment with department goals and	Provide as much evidence of how these changes align with the program goals. Examples of support may include responding to Improve KSU	The KSU roadmap discusses undergraduate and graduate programs on pages 3-5.

165

		mission, including alignment with the R2 road map.	data and goals, discipline advisory board recommendations, professional organization shifts, and/or feedback from alumni or employers. Be aware that the reviewers for these proposals will be from departments across campus. The more specific the evidence the easier it will be for reviewers to understand and contextualize program changes.	
14.	☐	Explain the Administration of the Program, including operating budget and redistribution of resources. Include management of curriculum and enrollment in the minor/endorsement.	Explain who will be responsible for leading this program. It may be a chair, program coordinator, director, a special advisory committee, etc. Include how budget and resources will be reallocated to accommodate this new minor or endorsement.	
15.	☐	Describe the students you expect to target and attract. Provide any predictive enrollment data.	Be as specific as possible in considering the students for this program. Provide any predictive enrollment data available to support your narrative. You may wish to discuss career paths for graduates with this certificate. Include any data on opportunities in the regional or national market.	Potential resources include the U.S. Bureau of Labor Statistics by occupation, the Georgia data on occupational labor, and the Georgia Occupational outlook data.
16.	☐	Department of Ownership:	This department that was responsible for offering the course. This answer will also route the proposal to the correct department and college curriculum committees. Selecting undergraduate or graduate department is important to route to the correct committee.	
17.	☐	Departmental Contact:	This should be the faculty originator who entered the proposal into Curriculog. This contact will receive emails and updates about the proposal and attend curriculum meetings as a representative or ensure a substitute attend. There can be more than one person listed.	
18.	☐	Level of Program:	Identify if the endorsement is at the graduate or undergraduate level.	

	☐		Minors can only be created for undergraduate students.	
19.	☐	Is this a teacher education proposal originating from outside the Bagwell College of Education?	If a course is being proposed by an education program not residing in the Bagwell College of Education, it must be reviewed by the Education Preparation Curriculum Committee (EPCC) and Education Dean for approval. This answer assists in creating the correct routing for the proposal.	

COURSE DISCONTINUATION CHECKLIST

		Proposal Questions:	Explanation:	Resources:
1.	☐	I have completed and attached an impact report for this course.	Impact reports will note if there are other programs using this course. If they are other programs using this course, documentation needs to be uploaded in the proposal.	Impact reports are generated within the Curriculog system. With a proposal open, select the Import Report icon on the left pane. From the pop-up, select the most recent catalog and generate the report. For questions email curriculog@kennesaw.edu.
2.	☐	Impact of Changes:	This question is asking if you have conferred with other departments that may be affected by these changes. If this is checked then documentation of those discussions must be attached. If the changes do not impact other departments, then you can check that choice.	If this course discontinuation will affect requirements for a major degree program, certificate, minor, or endorsement, then a "Change to program" proposal for the type of program (Graduate or Undergraduate) must also be completed. If this course discontinuation will affect prerequisites or corequisites of other courses, a "Change to Existing Course" proposal must also be completed. Failure to submit the required additional proposals will result in the delay of this proposal.
3.	☐	Implementation Term/Year:	Implementation requires consideration of the curriculum cycle and process. In order to be implemented, a proposal	Consult the Master Curriculum calendar.

			must be completely approved through all levels of the curriculum process before the catalog deadline, including, when applicable, BOR notifications and approvals. These deadlines reflect the deadlines for setting the following semesters schedule and registration.	
4.	☐	Justification for Discontinuation:	Describe why this course is being discontinued.	
5.	☐	Prefix, Number, Title:	Note the prefix, number, title as noted in the catalog.	To search, use the most recent version of the catalog.
6.	☐	Lecture Hours, Laboratory Hours, Credit Hours:	Identify the credit hour distribution for the course, this is listed in the catalog in the following format: 3-0-3.	To search, use the most recent version of the catalog.
7.	☐	Prerequisites:	Note all prerequisites approved for this course.	To search, use the most recent version of the catalog.
8.	☐	Courses considered concurrent prerequisites/ Corequisites:	Note all concurrent prerequisites or corequisite requirements approved for this course.	To search, use the most recent version of the catalog.
9.	☐	Course Corequisites:	A corequisite is a course that must be taken at the same time as other courses and/or requirements. Be aware that corequisite requirements are not covered by CPOS (federal financial aid) even if they are listed in a course required by the student's program of study.	These terms and corresponding examples can be found in the Curriculum Glossary of Terms.
10.	☐	Catalog Description:	Include the current course description as it appears in the catalog. This information will be auto populated if the originator imports the information directly from the catalog. Importing from the current catalog is strongly encouraged to ensure accuracy.	

11.	☐	Department of Ownership:	This department that was responsible for offering the course. This answer will also route the proposal to the correct department and college curriculum committees. Selecting undergraduate or graduate department is important to route to the correct committee.	
12.	☐	Departmental Contact:	This should be the faculty originator who entered the proposal into Curriculog. This contact will receive emails and updates about the proposal and attend curriculum meetings as a representative or ensure a substitute attend. There can be more than one person listed.	
13.	☐	Level of Course:	Identify if the course is graduate or undergraduate level. This routes the proposal to the correct university level curriculum committee, either the GPCC or UPCC.	
14.	☐	Is this course included in the General Education Core Curriculum (A-E)?	If a course is part of the General Education Core Curriculum this question routes the proposal to the GEC for approval.	
15.	☐	Is this a teacher education proposal originating from outside the Bagwell College of Education? Yes/No.	If a course is being proposed by an education program not residing in the Bagwell College of Education, it must be reviewed by the Education Preparation Curriculum Committee (EPCC) and Education Dean for approval. This answer creates the correct routing for the proposal.	

NEW CERTIFICATE CHECKLIST

		Proposal Questions:	Explanation:	Resources:
1.	☐	Name of Proposed Certificate:	This is how the certificate will appear in the catalog and Degrees and Majors Authorized if a standalone certificate.	These are the University System of Georgia identified types of certificates. **Pre-Baccalaureate** (Undergraduate) Certificates are fewer than 30 semester credit hours (less than one year). Certificates from 30 to 59 semester credit hours (at least one year, but less than two). **Post-Baccalaureate** (Graduate) Certificates are a certificate beyond the bachelor's degree that does not meet the requirements for a master's degree. **Post-Master's** Certificate is a certificate beyond the master's degree that does not meet the requirements for a doctoral degree. **Post-First Professional** Certificate is a certificate beyond the first professional degree.
2.	☐	CIP Code:	Programs are assigned a CIP code based on course content. In general, course CIPs should closely relate to the applicable program. This code will be entered by the Curriculum Support Office.	
3.	☐	Certificate Acronym:	Choices are CER0, CER1, CERG, CERM, or CERP.	For Pre-Baccalaureate (Undergraduate) Certificates are fewer than 30 semester credit hours, the acronym is CER0. For Pre-Baccalaureate (Undergraduate) Certificates from 30 to 59 semester credit hours, the acronym is CER1. For Post-Baccalaureate (Graduate) Certificates, the acronym is CERG.

				For Post-Master's Certificate, the acronym is CERM. For Post-First Professional Certificate, acronym is CERP. The entire list of [University System of Georgia identified types of certificates](#).
4.	☐	Catalog Description:	This should include a complete description of the certificate. What is entered in this box will appear in the catalog. This description must be consistent in in all accompanying documentation. Please read carefully for grammar or any errors.	
5.	☐	Admission Requirements:	Discuss the certificate's admission policies, providing a detailed and supporting rationale for them.	
6.	☐	Prospective Curriculum:	This is a space to import and build curriculum as it will appear in the catalog.	For assistance in building your curriculum contact a Curriculog System Administrator by emailing: curriculog@kennesaw.edu or calling (470) 578-6023. There is also a [Certificate Prospective Curriculum Outline Template](#) that may assist.
7.	☐	Newly Developed Courses:	A new course proposal must be also submitted for each new course in this program.	
8.	☐	Number of Credit Hours for Completion:	Note the number of hours required to complete the certificate. These should align with the proposed type of certificate.	[University System of Georgia identified types of certificates](#).
9.	☐	Type of Proposed Delivery:	The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid	

10.	☐	Off-Campus Instructional Site: (If Applicable)	Current off-campus instructional sites: Cobb Galleria Sandy Springs	
11.	☐	Implementation Term/Year:	Implementation requires consideration of the curriculum cycle and process. In order to be implemented, proposals must be approved through all levels of the curriculum process and through the BOR, if necessary, before the catalog deadline.	Consult the Master Curriculum calendar.
12.	☐	Will this certificate be applying for Federal Financial Aid eligibility?	If yes, confirm that I have discussed the implications for aid with the Office of Financial Aid and have attached a record of that discussion	This chart outlines the process for applying for federal financial aid for a certificate.
13.	☐	Please check all applicable the delivery options:	The options are: Stand-Alone Certificate Embedded Certificate	**Stand-Alone Certificate Programs** are those where students may apply the courses completed for the stand-alone certificate toward a degree program if they are accepted into a degree program. Students admitted to a degree program may be awarded a related stand-alone certificate based on completion of the courses in the certificate program provided they also apply for the stand-alone certificate. The Office of the Registrar will issue the stand-alone certificate upon completion of the requirements. Stand Alone Certificates are included on the Degrees and Majors Authorized (DMA) list for Kennesaw State University. **Embedded Certificate Programs** are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a major or stand-alone degree. Embedded certificates are not listed separately

				on the USG authorized Degrees and Majors inventory list. The Office of the Registrar will issue the embedded certificate upon completion of the degree requirements, which include the requirements for the embedded certificate. The embedded certificate fee will then be charged to the student account.
14.	☐	If Embedded Certificate, please indicate which majors/programs this certificate will be embedded in:	In order to be an embedded certificate, all the course must be embedded in a major or stand-alone degree.	The USG guidelines on embedded certificates.
15.	☐	Learning Outcomes: List or attach important learning outcomes, goals or objectives of the program. (i.e., what you expect students to know and be able to do upon completion of the program).	The learning outcomes should be measurable.	For assistance with outcomes contact the contact the assessment office at assessment@kennesaw.edu or visit the assessment website.
16.	☐	Check to confirm that you have attached an Improve KSU Assessment Plan and if you have met with a member of the Assessment team.	This assessment plan should reflect the new content in proposal.	For assistance with outcomes contact the contact the assessment office at assessment@kennesaw.edu or visit the assessment website.
17.	☐	What is the rationale for the program?	Consider student needs and any data collected to support these needs, scope of the program or department, and employment opportunities.	
18.	☐	How does this program contribute to KSU's strategic plan and mission statement?	Provide as much evidence of how these engage with KSU's strategic plan and mission statement. Provide detail with how the program develops or adds to this mission statement.	Consult the KSU 2018-2023 Strategic Plan and mission statement/ vision of KSU.
19.	☐	Explain how this program reflects alignment with	Provide as much evidence of how these changes align with the program goals.	The KSU roadmap discusses undergraduate and graduate programs on pages 3-5.

		department goals and mission, including consideration of alignment with the R2 road map.	Examples of support may include responding to Improve KSU data and goals, discipline advisory boards, professional organization shifts, and/or feedback from alumni or employers. Be aware that the reviewers for these proposals will be from departments across campus. The more specific the evidence the easier it will be for reviewers to understand and contextualize program changes.	
20.	☐	Explain the Administration of the Program, including operating budget and redistribution of resources. Include management of curriculum and enrollment in this certificate.	Explain who will be responsibility for leading this program. It may be a chair, program coordinator, director, a special advisory committee, etc. Include how budget and resources will be reallocated to accommodate this new certificate.	
21.	☐	Describe the students you expect to target and attract. Provide any predictive enrollment data.	Be as specific as possible in considering the students for this program. Provide any predictive enrollment data available to support your narrative. You may wish to discuss career paths for graduates with this certificate. Include any data on opportunities in the regional or national market.	Potential resources include the U.S. Bureau of Labor Statistics by occupation, the Georgia data on occupational labor, and the Georgia Occupational outlook data.
22.	☐	Department of Ownership:	This department that was responsible for offering the course. This answer will also route the proposal to the correct department and college curriculum committees. Selecting	

			Explanation:	
			undergraduate or graduate department is important to route to the correct committee.	
23.	☐	Departmental Contact:	This should be the faculty originator who entered the proposal into Curriculog. This contact will receive emails and updates about the proposal and attend curriculum meetings as a representative or ensure a substitute attend. There can be more than one person listed.	
24.	☐	Level of Program:	Identify if the certificate is at the graduate or undergraduate level.	
25.	☐	Is this a teacher education proposal originating from outside the Bagwell College of Education?	If a course is being proposed by an education program not residing in the Bagwell College of Education, it must be reviewed by the Education Preparation Curriculum Committee (EPCC) and Education Dean for approval. This answer assists in creating the correct routing for the proposal.	

PROGRAM DEACTIVATION CHECKLIST

		Proposal Questions:	Explanation:	Resources:
1.	☐	Department of Ownership:	This department that was responsible for offering the course. This answer will also route the proposal to the correct department and college curriculum committees. Selecting	When applied to educational programs, the terms "temporary suspension" and "deactivation," refer to the same action. Presidents can temporarily suspend a program for a period not to exceed two academic years, without obtaining Board of

			undergraduate or graduate department is important to route to the correct committee.	Regents approval, and may subsequently reinstate the program within that period. A suspended program remains an authorized program at the institution, but new students are no longer permitted to enroll. Suspended programs should not be listed in the college catalog but will remain in the Degrees and Majors inventory of the Board with a notation that they are on a deactivated status. Please refer to the USG Academic & Student Affairs Handbook for more information regarding Deactivation of Academic programs. Reactivation of programs require a change to program proposal forms addressing any changes to policy or curriculum.
2.	☐	Departmental Contact:	This should be the faculty originator who entered the proposal into Curriculog. This contact will receive emails and updates about the proposal and attend curriculum meetings as a representative or ensure a substitute attend. There can be more than one person listed.	
3.	☐	Program name:	This needs to be your Program Name and Degree level as it appears in the catalog and the Degrees and Majors Authorized list.	To ensure accuracy, check the Degrees and Majors Authorized (DMA) list for Kennesaw State University
4.	☐	Certificate Acronym: (if applicable)	Certificate choices are CER0, CER1, CERG, CERM, or CERP.	For Pre-Baccalaureate (Undergraduate) Certificates are fewer than 30 semester credit hours, the acronym is CER0. For Pre-Baccalaureate (Undergraduate) Certificates from 30 to 59 semester credit hours, the acronym is CER1. For Post-Baccalaureate (Graduate) Certificates, the acronym is CERG. For Post-Master's Certificate, the acronym is CERM. For Post-First Professional Certificate,

				acronym is CERP. The entire list of [University System of Georgia identified types of certificates](#).
5.	☐	Degree Type: (if applicable)	Choose the correct degree type.	
6.	☐	CIP Code:	This code will be entered by the Curriculum Support Office.	
7.	☐	Proposed Effective Date of Deactivation:	Choose the semester and year for this deactivation to go into effect. Please note, in order to be implemented, a proposal must be completely approved through all levels of the curriculum process before the catalog deadline, including, when applicable, BOR notifications and approvals.	Consult the [Master Curriculum calendar.](#)
8.	☐	Type of Existing Delivery proposed for deactivation:	The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid	The [Degrees and Majors Authorized (DMA) list for Kennesaw State University](#) lists the format for which each program is authorized to offer.
9.	☐	Off-Campus Instructional Site: (If Applicable)	Current off-campus instructional sites are: -Cobb Galleria -Sandy Springs	
10.	☐	Rationale for Program Deactivation including timeline for next steps (reactivation or termination):	Describe why this program is being deactivated and the future plans of the program.	
11.	☐	Level of Program:	Identify if the certificate is at the graduate or undergraduate level.	
12.	☐	Is this a teacher education proposal originating from outside the Bagwell College of Education? Yes/No.	If a program is being proposed by an education program not residing in the Bagwell College of Education, it will need to be reviewed by the Bagwell Education Curriculum Committee (EPCC) and Education Dean for approval. This answer assists in creating	

		the correct routing for the proposal.	
13. ☐	Program Requirements:	This is a space to place the curriculum as it currently appears in the catalog.	
14.	Number of students still enrolled in program:	Identify the current number of students currently enrolled in the program.	
15. ☐	How will affected parties (students, faculty, staff) be notified of program deactivation?	This information and is part of the Teach-Out Plan.	Teach-Out Plans are created individually by the SACSCOC liaison. Please contact Danielle Buehrer for assistance at 470-578-4426 or email dbuehrer@kennesaw.edu.
16. ☐	I've attached all applicable SACSCOC Teach-Out supplemental documentation.	Teach-out Plans are required of all deactivated programs. Teach-out plans reflect the current curriculum.	Teach-Out Plans are created individually by the SACSCOC liaison. Please contact Danielle Buehrer for assistance at 470-578-4426 or email dbuehrer@kennesaw.edu.

PROGRAM TERMINATION CHECKLIST

		Proposal Questions:	Explanation:	Resources:
1.	☐	Department of Ownership:	This department that was responsible for offering the course. This answer will also route the proposal to the correct department and college curriculum committees. Selecting undergraduate or graduate department is important to route to the correct committee.	Termination means that the institution is no longer authorized to offer the program. Termination requires Board of Regents approval, and subsequent reinstatement must be handled as submission of a proposal for a new program. Termination of a program may occur outright or after the program has been placed on a deactivated status. Institutions must notify the USG Executive Chief Academic Officer at least two years prior to a formal request to terminate programs, degrees or majors as outlined in the Academic & Student Affairs Handbook, including a

178

				teach-out plan in accordance with SACSCOC policies.
2.	☐	Departmental Contact:	This should be the faculty originator who entered the proposal into Curriculog. This contact will receive emails and updates about the proposal and attend curriculum meetings as a representative or ensure a substitute attend. There can be more than one person listed.	
3.	☐	Program name:	This needs to be your Program Name and Degree level as it appears in the catalog and the Degrees and Majors Authorized list.	To ensure accuracy, check the [Degrees and Majors Authorized (DMA) list for Kennesaw State University](#)
4.	☐	Certificate Acronym: (if applicable)	Certificate choices are CER0, CER1, CERG, CERM, CERP.	For Pre-Baccalaureate (Undergraduate) Certificates are fewer than 30 semester credit hours, the acronym is CER0. For Pre-Baccalaureate (Undergraduate) Certificates from 30 to 59 semester credit hours, the acronym is CER1. For Post-Baccalaureate (Graduate) Certificates, the acronym is CERG. For Post-Master's Certificate, the acronym is CERM. For Post-First Professional Certificate, acronym is CERP. The entire list of [University System of Georgia identified types of certificates](#).
5.	☐	Degree Type: (if applicable)	Choose the correct degree type.	
6.	☐	CIP Code:	This code will be entered by the Curriculum Support Office.	
7.	☐	Proposed Effective Date of Termination:	Choose the semester and year for this termination to go into effect. Please note, in order to be implemented, a proposal must be completely approved through all levels of the curriculum process before the catalog deadline, including,	Consult the [Master Curriculum calendar](#).

			when applicable, BOR notifications and approvals.	
8.	☐	Type of Existing Delivery proposed for deactivation:	The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid	The Degrees and Majors Authorized (DMA) list for Kennesaw State University lists the format for which each program is authorized to offer.
9.	☐	Off-Campus Instructional Site: (If Applicable)	Current off-campus instructional sites are: -Cobb Galleria -Sandy Springs	
10.	☐	Rationale for Program Termination:	Describe why this program is being deactivated and the future plans of the program.	
11.	☐	Length of time the program was in a deactivated status, if at all, before requesting action to terminate:	You can search in Curriculog for when a program deactivated, if that step was taken previously.	
12.	☐	Level of Program:	Identify if the certificate is at the graduate or undergraduate level.	
13.	☐	Is this a teacher education proposal originating from outside the Bagwell College of Education? Yes/No.	If a program is being proposed by an education program not residing in the Bagwell College of Education, it will need to be reviewed by the Bagwell Education Curriculum Committee (EPCC) and Education Dean for approval. This answer assists in creating the correct routing for the proposal.	
14.	☐	Program Requirements:	This is a space to place the curriculum as it currently appears in the catalog.	
15.	☐	Number of students still enrolled in the program at the time of proposal submission:	USG Board of Regents requires confirmation that no students are currently matriculating through the program or confirmation that any remaining students in the program have been appropriately advised and	

| 16. | ☐ | I've attached all applicable SACSCOC Teach-Out supplemental documentation. | counseled concerning degree program options.

Teach-out plans are required for programs that did not submit requests for deactivation. Termination of a program may occur outright or after the program has been placed on a deactivated status. This information and the following requirements are components of a Teach-Out Plan.
- Explain how affected students will be helped to complete their programs of study with minimal disruption.
- Indicate whether the teach-out plan will create additional charges/expenses students, and if so, how the student will be notified.
- Attach signed copies of teach-out agreements with other institutions, if applicable.
Attach a curriculum map of the teach-out plan. Indicate how faculty and staff will be reassigned or helped to find new employment if applicable. | Teach-Out Plans are created individually by the SACSCOC liaison. Please contact Danielle Buehrer for assistance at 470-578-4426 or email dbuehrer@kennesaw.edu. |