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.

<table>
<thead>
<tr>
<th>Functions of Curriculog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculog provides the correct routing for curriculum proposals</td>
</tr>
<tr>
<td>Curriculog ensures that all required fields for course and program proposals are completed</td>
</tr>
<tr>
<td>Curriculog provides a repository for curriculum changes</td>
</tr>
<tr>
<td>Curriculog allows for curriculum meetings and committee voting online</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Curriculog Data Integration Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acalog (the KSU catalog system)</td>
</tr>
<tr>
<td>Banner</td>
</tr>
<tr>
<td>Degree Works</td>
</tr>
<tr>
<td>Academic Program Maps</td>
</tr>
<tr>
<td>Faculty Information Systems</td>
</tr>
<tr>
<td>DMA (Degrees and Majors Authorized for KSU by the University System of Georgia)</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Curriculum Proposals in Curriculog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change to Existing Course</td>
</tr>
<tr>
<td>Change to Existing Program – Graduate</td>
</tr>
<tr>
<td>Change to Existing Program – Undergraduate</td>
</tr>
<tr>
<td>Course Discontinuation</td>
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<tr>
<td>New Certificate</td>
</tr>
<tr>
<td>New Course</td>
</tr>
<tr>
<td>New Degree or Major Program</td>
</tr>
<tr>
<td>New Dual Degree Program</td>
</tr>
<tr>
<td>New Minor or Endorsement</td>
</tr>
<tr>
<td>Program Deactivation</td>
</tr>
<tr>
<td>Program Termination</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Curriculum Processes Completed in Curriculog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batch Process</td>
</tr>
<tr>
<td>Expediated Process for Courses</td>
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<tr>
<td>Expediated Process for Programs</td>
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<tr>
<td>Double Owl Pathway Approval Process</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Current Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prefix</strong></td>
</tr>
<tr>
<td>MATH</td>
</tr>
</tbody>
</table>
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.

**Course Changes Eligible for the Expedited Process 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.
**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 used within 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.

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**Expedited 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.

<table>
<thead>
<tr>
<th>Program Description Edits.</th>
<th>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.</th>
<th>Examples of what constitutes a minor program description edit include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Cut and paste errors</td>
<td>• Clarifying confusing wording</td>
</tr>
<tr>
<td></td>
<td>• Missing or outdated accrediting language</td>
<td>• Missing language that was previously approved</td>
</tr>
</tbody>
</table>

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.
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**?

- **No**
  - 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?
        - **Yes**
          - Program Change Proposal IS required
        - **No**
          - Program Change Proposal is NOT required
    - **No**
      - Program Change Proposal is NOT required

**Should I Contact Others Regarding my Course Change?**

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

- **New**
  - Is this a new course or change to course?
    - **Yes**
      - Will the course have content that might be duplicative of a course offered by a different department?
        - **Yes**
          - Correspondence IS required
        - **No**
          - Correspondence is NOT required
    - **No**
      - Correspondence is NOT required

- **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
Do I Need to Import Data into my Proposal?

Do I Need to Import Data?

- **YES**
  - Are you making a change to a course/program?
  - Is this a Batch Change to Existing Courses v1.0 proposal?

- **NO**
  - Importing Data IS Required
  - Importing Data is NOT Required

Do I Need a Program Change because of Course Change?

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

- **YES**
  - Are you changing credit hours and/or course number?

- **NO**
  - 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
Can I Use the Batch Spreadsheet Template?

Is a Program Proposal Required?
Should I Contact Others Regarding my Program Change?

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

- **YES**: Are you adding or removing courses outside your department?
  - **Correspondence IS required**
- **NO**: Correspondence is NOT required

Do I Need a Program Change because of Related Studies Change?

- **COURSES**
  - Does the Related Studies consist of a list of courses or prefixes?
    - **YES**: Change to Program Proposal IS required
    - **NO**: 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 NOT required
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.

<table>
<thead>
<tr>
<th>Proposal Type and Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal Type: Change to Existing Course</strong></td>
</tr>
<tr>
<td>Type of Supporting Documentation Required:</td>
</tr>
<tr>
<td>• Impact Report</td>
</tr>
<tr>
<td>• Syllabus</td>
</tr>
<tr>
<td>• Documentation that impacted programs have been contacted (if applicable)</td>
</tr>
<tr>
<td>• Course Fee Application Form (if applicable)</td>
</tr>
<tr>
<td>• USG General Education Core Curriculum form (if applicable)</td>
</tr>
<tr>
<td><strong>Proposal Type: New Course</strong></td>
</tr>
<tr>
<td>Type of Supporting Documentation Required:</td>
</tr>
<tr>
<td>• Syllabus</td>
</tr>
<tr>
<td>• Documentation from other programs planning to use the proposed new course (if applicable)</td>
</tr>
<tr>
<td>• Course Fee Application Form (if applicable)</td>
</tr>
<tr>
<td>• USG General Education Core Curriculum form (if applicable)</td>
</tr>
<tr>
<td><strong>Proposal Type: Course Discontinuation</strong></td>
</tr>
<tr>
<td>Type of Supporting Documentation Required:</td>
</tr>
<tr>
<td>• Impact Report</td>
</tr>
<tr>
<td>• Documentation that impacted programs have been contacted (if applicable)</td>
</tr>
<tr>
<td><strong>Proposal Type: Change to Existing Program – Graduate</strong></td>
</tr>
<tr>
<td>Type of Supporting Documentation Required:</td>
</tr>
<tr>
<td>• Updated Improve KSU Assessment Plan</td>
</tr>
<tr>
<td>• Side by Side Comparison</td>
</tr>
</tbody>
</table>
- 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 Assessment 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:
- Prospective Curriculum Outline
- Executive Summary (recommended)

**Proposal Type: New Certificate**

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 Dual 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: Expedited 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

<table>
<thead>
<tr>
<th>Description of Supplemental Documentation for Proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus:</strong> 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 <a href="#">Syllabus Template</a> and <a href="#">Syllabus Checklist</a> to assist with this process.</td>
</tr>
<tr>
<td><strong>Impact reports:</strong> 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 <a href="mailto:curriculog@kennesaw.edu">curriculog@kennesaw.edu</a>.</td>
</tr>
<tr>
<td><strong>Side by side curriculum comparison:</strong> 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.</td>
</tr>
<tr>
<td><strong>Program Deactivation Teach-out plans (SACSCOC):</strong> As each plan is specific to a program, these are created individually by the SASCCOC liaison. Please contact Danielle Buehrer for assistance at 470-578-4426 or <a href="mailto:dbuehrer@kennesaw.edu">dbuehrer@kennesaw.edu</a>.</td>
</tr>
<tr>
<td><strong>USG/BOR General Education Core Curriculum form:</strong> The most recent versions of these forms are no longer available online. Please contact Kris DuRocher for a form at 470-578-4526 or <a href="mailto:kduroche@kennesaw.edu">kduroche@kennesaw.edu</a>.</td>
</tr>
<tr>
<td><strong>Improve KSU Assessment plans:</strong> 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 <a href="mailto:assessment@kennesaw.edu">assessment@kennesaw.edu</a>.</td>
</tr>
<tr>
<td><strong>Course Fee Application form (additional steps outside Curriculog required):</strong> 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</td>
</tr>
</tbody>
</table>
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 graduate programs and undergraduate programs is available.

**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
**SAMPLE ANSWERS FOR CURRICULUM FORMS**

<table>
<thead>
<tr>
<th>Proposal Question</th>
<th>Sample Answers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please identify all programs that will be impacted, and indicate where in the</td>
<td>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.</td>
</tr>
<tr>
<td>curriculum this course will be used:</td>
<td></td>
</tr>
</tbody>
</table>
| 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**

<table>
<thead>
<tr>
<th>Proposal Question</th>
<th>Sample Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an overall summary of program changes/additions.</td>
<td>We are adjusting the course FIRE 1010 to split it into three separate courses (FIRE 1010, 2010, &amp; 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.</td>
</tr>
</tbody>
</table>
| 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 |
The skills of this program will prepare students for a variety of careers in the underwater fire prevention field.

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<tr>
<th>How do these changes contribute to KSU's strategic plan and mission statement?</th>
<th>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.</th>
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</table>
| 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.

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<th>Sample Questions:</th>
<th>Sample Answers:</th>
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| 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. |
<p>| 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 |</p>
<table>
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<tr>
<th>Explain how this program reflects alignment with department goals and mission, including consideration of alignment with the R2 road map</th>
<th>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.</th>
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<tr>
<td>Explain the Administration of the Program, including operating budget and redistribution of resources. Include management of curriculum and enrollment in this certificate.</td>
<td>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.</td>
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<td>Describe the students you expect to target and attract. Provide any predictive enrollment data.</td>
<td>The “Water Dynamics” Certificate program is for students in the Underwater Fire Prevention major desiring an additional credential to support their chosen career path.</td>
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**CURRICULOLOG TRAINING**

**Curriculog Training for Individuals**

Prior to starting a proposal in Curriculog, training must be completed. Once training is completed, your Curriculog account should be updated within 1-2 business days.

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](https://owltrain.kennesaw.edu)
2. Login with your NetID and NetID Password
3. In the top right of window, click in the Search box and type “Curriculog”
4. To the right of the Search box, click the Magnifier icon (Search)
5. Click the Courses tab. "Curriculog Training" is the name of the course
6. Click the Course title
7. Click Enroll

**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**

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<th>Q: What is an Impact Report?</th>
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<tr>
<td>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 <a href="mailto:curriculog@kennesaw.edu">curriculog@kennesaw.edu</a>.</td>
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<tr>
<th>Q: Why can’t I run an impact report for my program?</th>
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<td>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.</td>
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<th>Q: How do I document Impact?</th>
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<tr>
<td>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.</td>
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<th>Q: I completed my proposal, but no one can view it?</th>
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<tr>
<td>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 Curriculog Training or email <a href="mailto:curriculog@kennesaw.edu">curriculog@kennesaw.edu</a>.</td>
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<tr>
<th>Q: Are prerequisite courses included in the total program hours?</th>
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<tbody>
<tr>
<td>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.</td>
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<th>Q: How long will it take for my proposal to be reviewed?</th>
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<tr>
<td>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.</td>
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</table>
**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 your 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.

![Files](image)

**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.

![Discussion](image)

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.

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**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.